



SOCIAL STUDIES SCHEME OF WORK FOR PRIMARY SEVEN 1ST TERM

1. Appreciate Africa as a continent and its position on the world map.
2. Demonstrate the usage of lines of latitudes and longitudes to locate Africa and its member countries.
3. The learner explores and appreciates the value of one's immediate and distant environment for better and harmonious living
4. The learner appreciates the importance of climate and how it determines and supports humans, animals and plant life.
5. The learner appreciates the value of the vegetation and practices how to care for it for a better and harmonious living .
6. The learner demonstrates and promotes positive values and social practices in the society and shows respect for his/ her own and other culture.
7. Appreciates the importance of interdependence of nations and continents.
8. Demonstrate the use of maps, reading skills, interpretations and analysis to collect information.

W K	P D	THEM E	TOPI C	SUB- TOPIC	CONTENT	COMP ETENCES		METHO DS	INDICA TORS OF LIFE SKILLS AND VALUES	ACTIVI TY	T/ L AI DS	REF	R E M
						SUBJECT	LANGUAGE						
1	1	LIVIN G TOGE THER IN	LOCA TION OF AFRIC A ON	CONTI NENTS	-Definition of a continent. -mentioning the examples of continents.	The learner; -defines a continent -Lists down the continent	The learner correctly uses the following words	- Discover y	- Creative thinking	Locating , Naming, writing the	Wo rld Ma p SS	New Fountai n SST Bk.7 pg 1-2, Mk	

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	AFRICA	THE MAP OF THE WORLD		<ul style="list-style-type: none"> -Locating continents on the world map. -Arranging the continents in order of size -differences that Africa has as a continent from others 	<ul style="list-style-type: none"> of the world according to size -Locates the continent on the world map. 	<ul style="list-style-type: none"> *latitudes *Longitudes *Position 	<ul style="list-style-type: none"> - discussion - Explanation 	<ul style="list-style-type: none"> -Co-operation - Appreciation -Love 	continent	T Atlas	SST Bk 7 pg 1-2, comprehensive SST Bk.7 pg 1-2
2			OCEANS /SEAS	<ul style="list-style-type: none"> -Definition of oceans and seas -Listing the examples of oceans and seas. -Arranging the oceans and seas by their size. -Locating major oceans and seas on the world map 	<ul style="list-style-type: none"> The learner; -Defines oceans and seas -Names the oceans and seas -Identifies the oceans and seas neighbouring Africa 	<ul style="list-style-type: none"> The learner correctly uses the words related to the topic/lesson e.g. seas, water bodies., oceans 	<ul style="list-style-type: none"> - Discussion - Discovery - Explanation 	<ul style="list-style-type: none"> -effective communication -sharing -co-operation 	Writing, Naming, locating the oceans and seas	World map, Atlas	Mk SST Bk 7 page 4 New Fountain SST Bk 7 page 1
3			LOCATING AFRICA AND ITS SHAPE	<ul style="list-style-type: none"> -Why Africa is called a tropical continent -Nature(shape) of Africa being unbalanced. -Regions that make up Africa -Listing countries found in each region and their capital cities -Island countries which are part of Africa. 	<ul style="list-style-type: none"> The learner; -Tells the reason why Africa is unbalanced. -states the reason why Africa is a tropical continent -Lists down the countries in each region of Africa 	<ul style="list-style-type: none"> The learner correctly writes words and sentences using words related to the regions that make up Africa 	<ul style="list-style-type: none"> - observation - discovery - explanation - Discussion 	<ul style="list-style-type: none"> -creative thinking - appreciation -co-operation 	- Locating, naming, writing and drawing	World map and Atlas	Mk SST Bk7 page 3, Comprehensive SST Bk 7 page 3-4

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4		PHYSICAL FEATURES OF AFRICA	LOCATION OF PHYSICAL FEATURES	<p>-Definition of physical features</p> <p>-Listing the examples of physical features of Africa</p> <p>-Coastal plains, the activities done in the coastal plains.</p> <p>-Lagoons found in West Africa</p> <p>-Problems faced by people living in the coastal plain of Africa</p>	<p>The learner;</p> <p>-defines physical features</p> <p>-Names the physical features of Africa</p> <p>-Identifies the economic activities done in the coastal plain</p>	<p>The learner correctly uses the words related to the topic e.g.</p> <p>-features</p> <p>-plains</p> <p>-coast</p> <p>-Lagoons e.t.c</p>	<p>- explanation</p> <p>- observation</p> <p>- discovery</p>	<p>-record keeping</p> <p>Love</p> <p>Co-operation</p>	<p>- observing</p> <p>- Identifying</p> <p>-Naming</p>	Physical map of Africa	<p>Comprehensive SST Bk. 7 page 5-6</p> <p>Mk SST Bk.7 page 9-10</p>
5	LIVING TOGETHER IN AFRICA	PHYSICAL FEATURES OF AFRICA	MOUNTAINS	<p>-Definition of a mountain</p> <p>-Types of mountains</p> <p>-Major mountains in;</p> <p>* East Africa e.g. Mt. Kilimanjaro</p> <p>* Central Africa e.g. Nyiragongo</p> <p>*south Africa e.g. Drakensburg</p> <p>*North Africa Ahaggar and Tibesti</p> <p>-Ways in which the stated mountains were formed.</p> <p>-Types of volcanoes and their examples</p>	<p>The learner;</p> <p>-defines a mountain</p> <p>-mentions the types of mountain</p> <p>-Identifies the mountain found in different regions of Africa</p> <p>-Tells ways in which mountain are good</p>	<p>The learner correctly uses the words related to the lesson e.g.</p> <ul style="list-style-type: none"> • Mountains • Highlands • Dangers • Useful 	<p>- observation</p> <p>- discussion</p> <p>- explanation</p>	<p>Sharing</p> <p>Vo-operation</p> <p>Creative thinking</p>	<p>Locating</p> <p>Listing</p> <p>Arranging</p>	Physical map of Africa, atlases	<p>Comprehensive SST Bk.7 pg 4-7</p> <p>New Fountain SST Bk 7 pg 8-11</p>

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				-Advantages and disadvantages of mountains							
6			PLATEAUS	<p>-Definition of a plateau</p> <p>-Naming the major African plateau e.g. Ahaggar, Tibesti, Yatta, Jos e.t.c</p> <p>-Identifying the economic activities carried out in the Africa's plateau</p> <p><u>Basins</u></p> <p>-Definition of Basins</p> <p>-How basins were formed</p> <p>-Examples of basins in Africa.</p>	<p>The learner;</p> <p>-Defines a plateau</p> <p>-Identifies the examples of plateaus found in Africa</p> <p>-States the importance of plateaus.</p>	<p>The learner correctly uses the words related to the lesson e.g.</p> <ul style="list-style-type: none"> • Plateau • Table land • Basin • Depressions 	<p>- Discussions</p> <p>- Explanation</p>	<p>-effective communication</p> <p>Co-operation</p> <p>Love</p>	<p>-Naming</p> <p>-Listing</p>	<p>Atlases</p>	<p>MK SST Bk.7 page 9-11</p> <p>Comprehensive SST Bk 7 page 7-8</p>
7 & 8			LAKES AND RIVERS	<p>-Definition of lakes and rivers</p> <p>-Types of rivers and their examples and where they pour their water</p> <p>-dams on each river</p> <p>-sources of rivers in Africa.</p> <p>-Reasons why some rivers are not good for navigation.</p> <p>-Definition of these terms e.g. *Delta,</p>	<p>The learner;</p> <p>-Defines a river</p> <p>-Mentions the two types of rivers</p> <p>-Identifies the rivers found in Africa and their sources.</p> <p>-Tells reasons why some rivers aren't used for navigation</p>	<p>The learner correctly uses the words related to the lesson e.g</p> <p>*River</p> <p>*River mouth</p> <p>*Estuary</p> <p>*delta e.t.c</p>	<p>- Discussion</p> <p>- Explanation</p>	<p>Creative thinking</p> <p>Appreciation</p> <p>cooperation</p>	<p>-Listing</p> <p>-Naming</p> <p>-Writing</p>	<p>Text books</p>	<p>Comprehensive SST Bk 7 page 9-11</p> <p>New Fountain SST Bk.7 page 12-16</p>

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				Estuary, River mouth, Estuaries, confluence, River source LAKES -Types of lakes found in Africa e.g. *volcanic lakes * Human made lakes *Rift valley lakes *Ox-bow lakes e.t.c. *crater lakes	-Lists the types of lakes found in Africa							
2	1	LIVING TOGETHER IN AFRICA	PHYSICAL FEATURES OF AFRICA	LAKES & RIVERS	-Importance of lakes and rivers to the people of Africa -Dangers of lakes and rivers to the Africans -Influence of physical features on plants, animals & People	The learner; -Tell the advantaged and disadvantages of lakes and rivers	The learner spells words correctly related to the lesson	- Discussion - Explanation	Creative thinking Cooperation Appreciation Love	-Writing -Listing	Text books	New Fountain SST Bk. 7 page 17-22 Regional geography page 33-35
	2			RIFT VALLEY	-Definition of rift valley -Arms (branches) of the rift valley -Activities done in the rift valley -Examples of rift valley lakes in both Eastern & western arm --Rift valley lake in the desert	The learner; -Defines a rift valley -Tells the lakes found in the rift valley. -Tell the reason why L. Ngami is salty	The learner spells the words correctly related to the lesson	Discussion -practice & review - Explanation	Effective communication Appreciation Cooperation	- Drawing -writing -Naming	Text books	Comprehensive SST BK 7 page 8

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					-characteristics of the rift valley lakes							
	3		THE NILE VALLEY		-Definition of Nile Valley countries -Examples of Nile Valley countries -Why are they called Nile Valley countries? -Economic activities done in the Nile valley	The learner; -Defines Nile valley countries -Lists the examples of Nile valley countries	The learner correctly uses the words related to the lesson e.g. *valley *Basin *Nile basin	- Discussion - Explanation	Creative thinking Appreciation Cooperation	Writing Naming	Chalk board illustration	Teacher's own collection
	4 & 5	THE CLIMATE OF AFRICA	CLIMATIC REGIONS OF AFRICA		-Definition of: *climate *climatic regions -Identifying the scientific study of climate -Mentioning the climatic regions of Africa and drawing a map showing them and describing them	The learner; -Defines climate -Tells the scientific study of climate -Draws the map of Africa and shows all the climatic regions	The learner correctly uses the following words related to the topic e.g. *climate *weather *scientific *Temperature	Discovery - Explanation - Discussion	Record keeping Love Co-operation	- Drawing -writing -Naming	Atlases and textbooks	Comprehensive SST Bk 7 pg 14-16 New Fountain SST Bk7 pg 47-51
	6		FACTORS THAT INFLUENCE AFRICA'S CLIMATE		-Listing down the factors that influence the climate of Africa e.g. Latitude, Altitude, Prevailing winds, Relief e.t.c. -ways in which climate affects peoples way of life, dressing, activities done	The learner; -Mentions the factors that influence Africa's climate -Identifies ways in which climate affects people's activities	The learner correctly uses the words related to the lesson	- discussion -Practice and review - Explanation	Effective communication Co-operation Love	Writing	Textbooks	Comprehensive SST Bk 7 pg 16-19 New Fountain SST Bk7 pg 51-56

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7	LIVING TOGETHER IN AFRICA	THE CLIMATE OF AFRICA	LATITUDE & ALTITUDE	<ul style="list-style-type: none"> -Definition of latitude & Altitude -Ways in which each affects the climate of Africa -low latitudes and High latitudes -Comparing different heights of the continent 	<p>The learner;</p> <ul style="list-style-type: none"> -Defines Latitude & altitude -Tells ways in which latitudes & Altitude affects Africa's climate 	<p>The learner correctly spells the words related to the lesson e.g. warm, hot, higher, lower e.t.c.</p>	<ul style="list-style-type: none"> - observation - discussion - Explanation 	<p>Creative thinking</p> <p>Love</p>	<ul style="list-style-type: none"> - Drawing -writing 	Chalk board illustration	New fountain SST Bk.7 page 51-52
8			WINDS AND RELIEF	<ul style="list-style-type: none"> -Definition of wind and Relief -Listing the example of the winds experiences in Africa -Ways in which the winds affect the climate of Africa -Listing the types of rainfall received in Africa & the areas where they are experienced - Drawing the types of rainfall in which they are formed. -Describing these words isobars, isohyets, Isonephs, Isotherms e.t.c. 	<p>The learner;</p> <ul style="list-style-type: none"> -Defines wind and Relief. -Tells ways in which winds affects climate -Describes how Relief affects the climate of Africa 	<p>The learner correctly spells, Uses the words related to the lesson e.g. *Relief *winds *Monsoon *Harmattan *Isobars *Isotherms</p>	<ul style="list-style-type: none"> - Discussion - Explanation 	<p>Creative thinking</p> <p>Love</p>	<ul style="list-style-type: none"> - Drawing -Naming -Writing 	Text books	New Fountain SST Bk 7 pg 55-56 Comprehensive SST Bk7 pg 17-18
3	1		OCEAN CURRENTS & HUMAN	<ul style="list-style-type: none"> -definition of ocean currents and Human activities 	<p>The learner;</p> <ul style="list-style-type: none"> -Defines ocean currents -Tells ways in which ocean 	<p>The learner spells the words related to the lesson</p>	<ul style="list-style-type: none"> Discussion Explanation 	<p>Critical thinking</p> <p>Problem solving</p>	<ul style="list-style-type: none"> Writing Drawing 	Chalk board Illustration	New Fountain SST Bk 7 pg 53-55

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			ACTIVITIES	<ul style="list-style-type: none"> -Listing the examples of ocean currents -Ways in which ocean currents affect Africa's climate. -Listing the Human activities & ways in which they affect Africa's climate positively and negatively 	<ul style="list-style-type: none"> currents affects Africa's climate. -tells in which the Human activities affects the climate 			Co-operation		stratation	Comprehensive SST Bk7 pg 16-17
2			INFLUENCE OF CLIMATE ON HUMAN ACTIVITIES	<ul style="list-style-type: none"> EQUATORIAL CLIMATE & TROPICAL CLIMATE -Describing each climatic region -Identifying the countries that experience these climatic regions -characteristics of Equatorial climate -Mentioning the activities done in the Equatorial and tropical regions -Crops grown in the regions. 	<ul style="list-style-type: none"> The learner; -Describes Equatorial & Tropical climate -Identifies the economic activities carried out in the two climatic regions 	<ul style="list-style-type: none"> The learner correctly spells words related to the lesson e.g. economic Lumbering, farming 	<ul style="list-style-type: none"> - discussion - discover y - Explanation 	Critical thinking Problem solving Co-operation	-Writing	- do-	Mk SST Bk 7 page 59-60 New fountain SST Bk 7 page 57-58
3	LIVING TOGETHER IN	CLIMATE OF AFRICA	SEMI-DESERT, DESERT	<ul style="list-style-type: none"> -Describing semi-arid & Desert climates -Countries that experience such climatic regions 	<ul style="list-style-type: none"> The learner; -Describes Desert & Semi climate 	<ul style="list-style-type: none"> The learner correctly uses the words in sentences 	<ul style="list-style-type: none"> Discussion Explanation 	Critical thinking Problem solving	Writing	Chalk board illustration	Mk SST Bk 7 pg 60-61

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	AFRICA			<ul style="list-style-type: none"> -Examples of deserts found in Africa -Examples of the economic activities carried out in the climatic regions -crops grown there 	<ul style="list-style-type: none"> -Tells the characteristics of semi & desert climates -Mentions the economic activities carried out in the semi-desert & desert regions 	related to the lesson.		Co-operation		ation	
4			MEDITERRANEAN & TEMPERATE REGIONS/CLIMATES HIGH VELDS	<ul style="list-style-type: none"> -Describing Mediterranean and temperate climates -Economic activities done in the temperate & Mediterranean climates. -Examples of the fruits grown in the Mediterranean region 	<ul style="list-style-type: none"> The learner; -describes Mediterranean climate -Identifies the economic activities done in the Mediterranean climate 	The learner correctly used the words in sentences related to the lesson	<ul style="list-style-type: none"> - Discussion - Explanation 	Inquiry Observing Sharing	Writing	Chalkboard illustration	Mk SST BK 7 pg 61
5			EFFECTS OF CLIMATE ON PEOPLE	<ul style="list-style-type: none"> -ways of dressing -Accommodation -occupation -man's colour 	<ul style="list-style-type: none"> The learner; -Tells ways in which climate affects people's activities 	The learner correctly uses the words in sentences related to the lesson	<ul style="list-style-type: none"> - Explanation - Discussion 	Inquiry Observing Sharing	Writing	- do-	MK SST Bk7 pg 61
6	THE VEGETATION OF	NATURAL VEGETATION	<ul style="list-style-type: none"> -definition of vegetation -Types of vegetation 	<ul style="list-style-type: none"> The learner; -defines vegetation 	The learner correctly uses the following	<ul style="list-style-type: none"> - Discussion 	Critical thinking Caring Love	<ul style="list-style-type: none"> - Drawing -Naming -Writing 	Atlases	New Fountain SST	

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		AFRICA		-Examples of natural vegetation -location of the natural vegetation on the map of Africa	-Tells the two types of vegetation -Lists the examples of trees found in both types of vegetation	words in sentences *natural *planted *nature	- Explanation	appreciation			Bk 7 pg 24-25 MK SST Bk7 pg 22-23,26,27
7			EQUATORIAL VEGETATION (TROPICAL RAIN FORESTS)	-Describing Equatorial vegetation -Location of the Equatorial vegetation -countries that experience it -Human activities carried out in the Equatorial vegetation -Examples of the trees in the region -characteristics of Equatorial vegetation	The learner; -Describes Equatorial vegetation -Identifies the activities done in the Equatorial vegetation -Mentions the characteristics of Equatorial vegetation	The learner correctly uses the words in sentences related to the lesson	- Discussion - Explanation	Critical thinking Caring Love appreciation	Writing	Atlas	New Fountain SST Bk 7 pg 24-226 MK SST Bk7 pg 27-28
8	LIVING TOGETHER IN AFRICA	THE VEGETATION OF AFRICA	TROPICAL GRASSLAND SAVANNAH & MANGROVE VEGETATION	-Location of the vegetation in Africa -Temperate grasslands of Africa & why they were called so -Activities done in the Tropical Mangrove vegetations -appearance of the savanna	The learner; -Tells the temperate grassland of Africa -mentions the activities done in the mangrove and Tropical savanna	The learner correctly uses the words in sentences related to the lesson	- Discussion - Explanation	Critical thinking Caring Love appreciation	Writing	Chalkboard illustration	New Fountain SST Bk 7 pg 27, MKSST Bk7 pg 28,31,32

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				-characteristics of mangrove and Tropical vegetation -countries that experience savanna							
4	1		MONTANE MEDITERRANEAN VEGETATION	-Location of the vegetation -climate that favours its growth -Human activities carried out -characteristics of Montane and Mediterranean vegetation	The learner; -mentions the states the experience Montane & Mediterranean vegetation -Identifies the human activities done in the two	The learner correctly uses the words in the sentences related to the lesson e.g. *temperate * mangrove *bamboo	- Discussion - Explanation	Critical thinking Caring Love appreciation	Writing	- do-	New Fountain SST Bk 7 pg 35-37 MKSST Bk7 pg 29-33
	2		SEMI DESERT & DESERT VEGETATION	-Location of the vegetation -Climate experienced -Human activities done in the vegetation -Kinds of trees found there -characteristics of the vegetation	The learner; -identifies the location of the vegetation -Tells the activities done in the vegetation	The learner uses the words correctly related to the lesson	- Explanation - discussion	Critical thinking Caring Love appreciation	Writing	- do-	New Fountain SST Bk 7 pg 30-34 MKSST Bk7 pg 33
	3		FACTORS THAT INFLUENCE VEGETATION DISTRIBUTION	-Listing the factors influencing the vegetation distribution e.g. * climate *Drainage *soil fertility e.t.c.	The learner; -Identifies the factors that influence vegetation distribution -Tells any three man	The learner correctly uses the words in sentences related to the lesson e.g.	-do-	Critical thinking Caring Love appreciation	-do-	Chalkboard illustration	New Fountain SST Bk 7 pg 38-40 MKSST Bk7 pg 34-35

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			BUTION	-Human activities that affects the vegetation positively & negatively	activities that can affect vegetation	*climate *Fertile *draining e.t.c.					
4			IMPOR TANCE OF VEGETATION TO ANIMALS & PEOPLE	-Listing the ways vegetation is useful to people and animals -Ways in which man has destroyed the vegetation -Ways of conserving the vegetation & the environment	The learner; -Tells any four ways in which the vegetation is useful to people. -Mentions any two ways the vegetation is useful to animals	The learner correctly uses the words in sentences related to the lesson	- Discussion - explanation -Practice & review	- Problem solving - caring - Appreciation -Love	-writing -listing	Chalk board illustration	New Fountain SST Bk 7 pg 40 MKSST Bk7 pg 35-36, 63-65
5	LIVING TOGETHER IN AFRICA	THE VEGETATION OF AFRICA	LOCATION OF GAME PARKS	-Definition of a game park -Location and examples of Game parks -Examples of wild animals found in the Game parks. Game reserves and zoos, sanctuaries -Tourist attractions e.g. national parks (wild life), Historical sites, climate e.t.c	The learner; -Defines a game park, Game reserve, zoo -Mentions any ten examples of Game parks found in Africa	The learner correctly uses the words related to the lesson e.g. *game park *Tourism *Game reserve *zoo *Game ranger	- Discussion - Explanation	- Problem solving - caring - Appreciation -Love	- Drawing -writing	Text books	New Fountain SST Bk 7 pg 40-42 MKSST Bk7 pg 36-41 Regional Geography pg 373-381
6			IMPOR TANCE OF GAME PARKS	-Ways in which Game parks are useful	The learner; -Lists down any six values of Game parks	The learner correctly uses the words related to	-do-	- Problem solving - caring	Writing	Chalk board illustration	New Fountain SST Bk 7 pg 43

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				e.g. They provide employment to people -They help in wildlife conservation -They are source of foreign exchange through tourism attraction e.t.c.		the lesson e.g. *Game park *Game ranger *habitat *Game warden		- Appreciation -Love		stratation	MKSST Bk7 pg 42 Regional Geography pg 386-390
7			FACTORS THAT HAVE PROMOTED TOURISM IN UGANDA	-Tourism in Uganda have been promoted due to: *Tourist attractions *Hospitality *Peace and stability *Transport & communication *Accommodation *Advertising e.t.c -Negative contributions of the tourism industry e.g. *competition with other land users *Danger of wild animals *Environmental degradation e.t.c	The learner; -mention any six factors that have contributed to the development of the Tourism industry -Tells the negatives impacts of tourism	The learner correctly uses the words related to the lesson	- Discussion - explanation	- Problem solving - caring - Appreciation -Love	Writing	Chalkboard illustration	Regional Geography pg 380-386, 390-391
8			PROBLEMS FACING THE TOURISM	-Listing the problems facing tourism e.g. *poaching *encroachment	The learner; -lists down any seven problems affecting the	The learner correctly uses the word	- Discussion	- Problem solving - caring	Listing Writing	Chalkboard illustration	New Fountain SST Nk 7 pg 44-45

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			SM INDUS TRY	*Political instability e.t.c -Measures to protect the wild life e.g. *Enforcing laws protecting wild life *Forming wild life clubs in schools e.t.c. -Measures for developing the tourism industry in Uganda e.g. *Private sector involvement *Institution *Peace and stability e.t.c	tourism industry -States any four measures we can use to protect wild life	related to the lesson	- Explana tion	- Apprecia tion -Love		str ati on	Regiona l Geogra phy pg 391- 398
5	1	LIVIN G TOGE THER IN AFRIC A	EFFEC TS OF VEGET ATION ON POPUL ATION DISTRIBU TION	-Reasons why Equatorial forests vegetation is sparsely populated -Reasons why Desert areas are sparsely populated -Mediterranean is densely populated because of industries -Miombo woodlands is poorly inhabited because of harbouring vectors	The learner; -states any two reasons why some vegetation are sparsely, densely populated compared to others.	The learner uses the words correctly as related to the lesson	- Discussi on - Explana tion	Critical thinking Caring -love	Writing	Ch alk bo ard illu strati on	Mk SST Bk 7 pg 38 New Fountai n SST BK 7 pg 45

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2	THE PEOPLE OF AFRICA, ETHNIC GROUPS AND SETTLEMENT PATTERNS	MAJOR ETHNIC GROUPS IN AFRICA	-definition of ethnic group -examples of the ethnic groups -origins of the ethnic groups -General reasons for their migration	The learner; -Defines and ethnic group -Describes the origin and movement of each ethnic group -Identifies the settlement patterns of different ethnic groups	The learner uses the words correctly related to the topic e.g. -origin -settlement -migration	- discussion - discovery - Explanation	Creative thinking Inquiry Classifying	Writing	Chalkboard illustration	MK SST Bk7 pg 68-70
3		THE BANTU	-origin of the Bantu -Examples of the Bantu in Africa -Causes for the Bantu migration -settlement patterns of the Bantu in South Africa. -Results of the Bantu's migration -the Khoisan	The learner; -identifies the Bantu's origin -Tells any ten examples of the Bantu in Africa -Identifies any four results of the Bantu	The learner uses the words correctly as related to the lesson	- explanation - discussion	Friendship formation Inquiry Drawing Co-operation	Writing -drawing	- do-	Mk SST Bk 7 pg 69
4		THE NILOTICS	-Origin of the Nilotics -The settlement pattern of the Nilotics -Examples of the Nilotics -Causes for their migration	The learner; -Tells any five examples of the Nilotics in Africa -Mentions any four causes of their migration	The learner correctly uses the words related to the lesson	- Discussion - Explanation	Friendship formation Inquiry Drawing Co-operation	Drawing Writing	Chalkboard illustration	Comprehensive SST Bk 7 pg 40-41

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				-Results for their migration								
	5		THE NILO-HAMITES	-Origin of the Nilo Hamites -The other name for the Nilo Hamites -Examples of the Nilo Hamites -Causes of their migration -settlement patterns of the Plain Nilotes -Results of the Plain Nilotes	The learner; -tells any four causes of the Nilo Hamites migration -Identifying three results of the Nilo Hamites migration	The learner correctly uses the words relates to the lesson	Question and answer - Discussion - Explanation	Friendship formation Inquiry Drawing Co-operation	Writing	Chalkboard illustration	Comprehensive SST Bk 7 pg 41	
	6	LIVING TOGETHER IN AFRICA	THE PEOPLE OF AFRICA, ETHNIC GROUPS & SETTLEMENT PATTERNS	THE HIGHLAND NILOTES, HAMITES	-Origin of the Highland Nilotes -Causes for their migration -Examples of the highland Nilotes -Settlement patterns of the highland Nilotes -Origin of the Hamites -Examples of the Cushites -Countries occupied by the Hamites -Reasons & Results of their migration	The learner; -Tells any five examples of the highland Nilotes -Tells the reasons why the Hamites migrated	The learner correctly uses the words related to the lesson	- discussion - explanation - Question and answer	Friendship formation Inquiry Drawing Co-operation	Writing Naming	Chalkboard illustration	Comprehensive SST Bk 7 pg 42
	7		OTHER GROUP	-Other groups of people that moved	The learner;	The learner correctly	Discussion	Friendship	-do-	- do-	-do- pg 43-45	

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			S OF PEOPL E IN AFRIC A	to Africa e.g. Semites – Berbers –Europeans -Tuaregs -Asians e.t.c. -Identifying the people the people of West Africa	-Tells other groups of people found in Africa	uses the words related to the lesson	Explan ation	formatio n Inquiry Drawing Co- operatio n			
	8		MIGRA TION	-definition of migration -Types of migration External migrations Internal migrations -Reasons why people of long ago used to migrate and why people of these days still migrate	The learner; -Defines migration, emigration -Gives any five reasons why people of long ago used to migrate. -tells any six reasons why people these days migrate	The learner correctly uses the words related to the lesson	Questio n and answer - explanat ion - discussi on	Friends hip formatio n Inquiry Drawing Co- operatio n	Writing Naming	Ch alk bo ard illu str ati on	Comp. Sst Bk 7 page 47-48
6	1 & 2		TYPES OF MIGRA TION	-Defining each type of migration like *Rural-Urban migration *Urban-Rural migration -mentioning the causes of Rural- urban & Rural – rural migration -Stating ways in which urban-rural migration can be encouraged	The learner; -Defines rural- urban migration -Tells any five causes of rural-urban migration -Tells ways in which urban people depend on rural people	The learner correctly uses the words related to the lesson	-do-	Creative thinking Reading Writing	-do-	- do-	Mk SST pg 50- 52 New Fountai n SST Bk 7 pg 65-70

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				<ul style="list-style-type: none"> -Identifying problems caused by Rural-urban migration -Problems faced by urban people due to migration -problems faced by people during their migration 							
3 & 4	LIVING & TOGETHER IN AFRICA	FOREIGN INFLUENCE IN AFRICA	THE PORTUGUESE	<ul style="list-style-type: none"> -country where the Portuguese came from -Reasons for the Portuguese coming and why -They conquered the East African coast -Reasons for the Portuguese success -Decline of the Portuguese rule -Results of the Portuguese rule -Discussing cape colony, cape of storms & how important they were 	<p>The learner;</p> <ul style="list-style-type: none"> -Tells the origin of the Portuguese -States any four reasons for the Portuguese coming to Africa -mentions any five results of the Portuguese rule 	<p>The learner correctly uses the words related to the lesson e.g.</p> <ul style="list-style-type: none"> *success *Portugal *coast 	<ul style="list-style-type: none"> - Discussion - Explanation 	Creative thinking Reading Writing	Writing Naming Drawing	Chalkboard illustration	New Fountain SST Bk 6 pg 109-113 MK SST Bk 7 pg 72
5			THE GREAT TREK	<ul style="list-style-type: none"> -Definition of Great Trek -The Boers -Causes of the Great Trek 	<p>The learner;</p> <ul style="list-style-type: none"> -defines Great Trek -Tells the ship that the Boers used in sailing 	<p>The learner correctly uses the words related to the lesson</p>	-do-	Observation Effective communication Writing	Writing Naming	-do-	MK SST Bk 7 pg 72-73

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				-Results of the Great Trek	-mentions any three results of the Great Trek						
6 & 7			THE ARABS	-Origin of the Arabs -The countries in Africa occupied by the Arabs -Reasons for their coming to Africa -items introduced (brought) by the Arabs and the ones they took from Africa -Contributions of the Arabs i.e. Positively and negatively -Banyans and Indians , Trade	The learner; -Tells where the Arabs originated from -Gives any three causes of the Arabs migration -Tells ways how the Arabs promoted the welfare of Africans	The learner correctly uses the words related to the lesson	Question and answer - Discussion - Explanation	Love Co-operation Creative thinking	-Writing -Naming -Listing	Chalk board illustration	MK SST Bk 7 pg 74-75
7 & 1			SLAVE TRADE	-How people of long ago were organized -Definition of *slave trade *slavery * Barter trade -participants in slave trade -Reasons why slaves were needed -slave trade markets & evils of slave trade	The learner; -states any three ways the people of long ago were organized -Identifies any three reasons why slaves were needed -mentions any four results of slave trade	The learner correctly uses the words related to the lesson e.g. *Trade *slavery *slave trade *Barter trade	Discussion Practice and Review Explanation	Love Co-operation Creative thinking	Writing Listing	- do-	MK Standard SST for Upper pg 308-311

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				-Why slave trade was difficult to stop. -Results of slave trade i.e. negative and positive ones								
2 & 3	LIVING & TOGETHER IN AFRICA	FOREIGN INFLUENCE IN AFRICA	TRANS- SAHARAN TRADE	-Definition of Trans-Saharan trade -Organisers of this trade -Items of trade that were involved i.e. imports and exports -means of transport that were involved -Problems faced by traders during the Trans-saharan trade -Results of the Tans-Saharan trade	The learner; -Defines Trans-saharan trade -Tells the items the traders wanted during T.S.T -Mentions any four problems the traders faced in the T.S.T	The learner correctly uses the words related to the lesson e.g. -Trans-saharan -imports -exports	Question and answer Discussion Illustration Explanation	Love Co-operation Creative thinking	Drawing Naming Writing Listing	Art showing the ir trade routes	MK SST Bk 7 pg 78-79 Comp SST Bk 7 pg 56-58	
4 & 5			THE TRIANGULAR OR TRANS- ATLANTIC TRADE	-definition of Trans-Atlantic trade -Reason why it was called triangular trade -items of trade from Europe to West Africa and from Africa to Europe.	The learner; -defines triangular trade -Tells any four items the traders got from Europe -mentions any five effects of the triangular trade	The learner correctly uses the words related to the lesson	Discussion Explanation Question and answer	Love Co-operation Creative thinking	-do-	-do-	MK SST Bk 7 pg 89	

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				-effects of triangular trade -The decline of triangular trade							
6 & 7			THE WHITE SETTLERS IN SOUTH AFRICA	-Definition of apartheid policy -countries that were occupied by the whites -Groups of foreigners that lived in S. Africa -Definition of Bantustans and Townships -Reasons why they were set up -Examples of the Bantustans and Townships -Ways in which apartheid policy was practiced and promoted in South Africa	The learner; -Defines apartheid policy -states the difference between Bantustans and Townships -Lists down any seven Bantustans that were set up in S.Africa	The learner correctly used the words related to the lesson e.g. *discrimination *apartheid *Racial *racism *Bantustan	Discussion Explanation	Love Co-operation Creative thinking	Writing Listing Naming	Chalk board illustration	Mk SST Bk 7pg 122 Comp SST Bk 7 pg 73-75
8			APARTHEID POLICY IN S. AFRICA	-Ways in which Africans reacted towards apartheid policy -Examples of the political leaders who fought apartheid policy -Political parties that were formed in S. Africa	The learner; -Tells any three ways Africans reacted towards apartheid policy -mentions any two ways in which the world fought	The learner correctly uses the words related to the lesson e.g. *parties *disapproval *Front line states	Question and answer Discussion Explanation	Love Co-operation Creative thinking		Chalk board illustration	New Fountain SST Bk 7 pg 16

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					-World' s disapproval to apartheid policy -Frontline states -peace and reconciliation commission	apartheid policy	*peace, reconciliation					
8	1 & 2	LIVIN G TOGE THER IN AFRIC A	FOREI GN INFLU ENCE IN AFRIC A	EXPLO RERS IN AFRIC A	-Definition of explorers -examples of the explorers who came to Africa -Reasons why the European explorers came to Africa and their discoveries -Problems faced by the explorers in Africa -Effects(results) of the European explorers	The learner; -Define and explorer -Tells any three reasons why the explorers came to Africa -Identifies any four results of the exploration to Africa	The learner correctly used the words related to the topic (lesson) *explore *explorer *Exploration *Discover	Question and answer Discussion Explanation	Love Co- operatio n Creative thinking	Writing Listing	A ma p sh owi ng diff ere d rou tes us ed by ex plo rer s	New Fountai n SST Bk 7 pg 76-81
	3 & 4			MISSIO NARIE S IN AFRIC A	-Definition of a Missionary -Examples of the organization under the missionary in Africa e.g. *church Missionary Society *Hoy Ghost the Fathers	The learner; -Defines a missionary -Identifies any four examples of the missionaries who came to Africa -Tells any three negative results of the	The learner correctly uses the words related to the lesson e.g. *Mission *Missionary *Missionaries *station	-do-	Love Co- operatio n Creative thinking	-do-	Ch alk bo ard illu strati on	New Fountai n SST Bk 7 pg 82-84

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				<ul style="list-style-type: none"> *London Missionary Society e.t.c. -Reasons for the coming of Missionaries to Africa -Effects (results) of the Missionary work in Africa -Problems the Missionaries faced while in Africa 	Missionary work in Africa	*Language					
5 & 6			COLONIALISM IN AFRICA	<ul style="list-style-type: none"> -Definition of colonialism *colonialists *protectorate *trusteeship territories *colonial powers (masters) *scramble for Africa *Partition of Africa *collaboration *colony *Mandate -Reasons for colonizing Africa (scrambling & partitioning Africa) -methods used to acquire colonies in Africa -Industrial revolution & 	<ul style="list-style-type: none"> The learner; -Defines the terms given e.g. Scramble for Africa -Tells the European powers that scrambled for Africa -Tells any four reasons why European powers scrambled for Africa 	<ul style="list-style-type: none"> The learner correctly uses the words related to the lesson e.g. -scramble -partition -mandate -colony - protectorate 	<ul style="list-style-type: none"> Discussion Explanation Practice and review 	<ul style="list-style-type: none"> Love Co-operation Creative thinking 	<ul style="list-style-type: none"> Listing Writing 	<ul style="list-style-type: none"> A map showing partitioning of Africa 	<ul style="list-style-type: none"> New Fountain SST Bk 7 pg 87-89

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				political division of Africa							
7 & 8	LIVIN G & TOGE THER IN AFRIC A	FOREI GN INFLU ENCE IN AFRIC A	COLON IALISM IN AFRIC A	<ul style="list-style-type: none"> -Roles played by chartered companies -Berlin conference of 1884-1885 -Decisions of the Berlin conference -Effects of the Berlin conference -Colonial administration policies e.g. <ul style="list-style-type: none"> *assimilation policy *Indirect rule policy e.t.c -Reasons why Indirect rule was commonly used by the British -Factors that forced colonial powers to give African countries independence -Reasons why Africans failed to resist colonial rule -Africans reaction towards colonial rule -Results of colonialism in Africa. 	<ul style="list-style-type: none"> The learner; -Tells why the GEACo and IBEACo were formed -states any three reasons why the Indirect rule was more used by Britain -states reasons why Africans failed to resist colonial rule -Mentions any four negative and Positive results of colonial rule 	<ul style="list-style-type: none"> The learner correctly used the words related to the lesson e.g. <ul style="list-style-type: none"> *conference *Berlin *assimilation *failed 	<ul style="list-style-type: none"> Question and answer Discussion Explanation 	<ul style="list-style-type: none"> Love Co-operation Creative thinking 	<ul style="list-style-type: none"> Writing Listing 	<ul style="list-style-type: none"> Chalkboard illustration 	<ul style="list-style-type: none"> Mk SST for upper pg 320-330 New Fountain SST Bk 7 pg 90-92

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9	1 & 2	THE POPULATION OF AFRICA	POPULATION DISTRIBUTION	-Definition of population -Types of population -Definition of population distribution -Factors that lead to population distribution -Types of population density and its definition	The learner; -Defines population -Tells the types of population -identifies any four factors that can lead to population distribution	The learner correctly uses the words related to the lesson	Discussion Explanation	Love Co-operation Creative thinking	Writing Listing	-do-	MK SST for upper pg 222-225
	3 & 4		POPULATION GROWTH	-Definition of population growth -Factors that leads to population growth -Results the population growth i.e. Negative ones and Positive ones -Ways of controlling a high population	The learner; -Defines population growth -identifies any five causes of population growth	The learner correctly uses the words related to the lesson -population -Birth rates -death rates	Discussion Explanation	Love Co-operation Creative thinking	Writing Naming	Chalk board illustration	-do- 224
	5 & 6		POPULATION CENSUS	-Definition of population census -Information got during census -Reasons why census is carried out -Problems faced by Enumerators	The learner; -Defines population census -states any five information collected during census	The learner correctly uses the words related to the lesson	Discussion Explanation	Love Co-operation Creative thinking	Writing Naming	-do-	-do- pg 226-227
	7 &	LIVING TOGETHER	POPULATION OF DENSE & SPARS	-Definition of sparse & dense population	The learner;	The learner correctly uses the	Discussion	Love	Writing Naming	Chalk board	Teacher's own

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	8	THER IN AFRICA	AFRICA	E POPULATION	-Factors that lead to sparse and dense population -problems caused by low population and high population	-Defines sparse population -states any five factors that lead to sparse population -Tells any four problems caused by sparse population	words related to the topic	Explanation	Co-operation Creative thinking		ard illu strati on	collectio n
1 0	1		WEATHER	TYPES /COND ITIONS OF WEATHER	-Definition of weather -Types of weather -Elements of weather	The learner; -Defines weather -Mentions any three types of weather -Identifies the elements of weather	The learner correctly uses the words related to the lesson	Question and answer Discussion Explanation	Love Co-operation Creative thinking	Writing Naming	En vir on ment	MK SST Bk. 6 pg 56
	2 & 3			ELEMENTS OF WEATHER	-Defining each element of weather -Giving the instrument for measuring temperature and humidity -clouds and examples of clouds -Uses of clouds and their dangers	The learner; -lists any four types of clouds -Tells any four ways in which clouds are useful	The learner correctly uses the words related to the lesson	-do-	Love Co-operation Creative thinking	-do-	- do-	New Fountain SST Bk4 pg 27-30
	4 &				-Defining rain -types of rainfall -Instrument for measuring rainfall	The learner; -Defines rain	The learner correctly uses the words	Discussion	Love Co-operation	Listing Writing	Ch alk bo ard	New Fountain Bk 4

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5				-Uses and dangers of rainfall	-Tells any three types of rainfall -Mentions any four uses of rainfall	related to the lesson	Discovery Explanation	Creative thinking		illustration	pg 31-34
6 & 7				-Defining wind -Weather instrument for measuring wind -Uses and dangers of wind	The learner; -Defines wind -Mentions any four instruments that measure wind -Identifies the uses and dangers of wind	The learner correctly uses the words related to the lesson	Discussion Explanation	Love Co-operation Creative thinking	Listing Naming	-do-	Do- pg 35-38

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