THE MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY SCHEME OF WORK

SCHOOL’S NAME:

TEACHER’S NAME:

CLASS: **SEVEN**

SUBJECT: **SOCIAL STUDIES**

TERMS**: 1ST AND 2ND**

YEAR: **2023**

**MAIN COMPETENCES**

1. Identifying different events occurring in his / her environment.
2. Identifying the principles of patriotism in the society.
3. Applying knowledge of maps and the solar system in daily life.
4. Applying economic principles in production activities.

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIODS** | **REFERENCE** | **TEACHING AIDS** | **ASSESSMENT** | **REMARK S** |
| **IDENTIFYING DIFFERENT EVENTS OCCURING IN HIS/HER ENVIRONMENT** | **Conserving one’s surrounding environment** | Guiding a pupil to analyse disasters caused by environmental degradation and their effects on our daily life | J A N U A R Y | 2 | 1 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -written documents  -real environment  -activities | pupil to analyse disasters caused by environmental degradation and their effects on our daily life |  |
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| Guiding a pupil to analysing the link between environmental degradation and natural disasters | 2 | 2 | pupil to analyse the link between environmental degradation and natural disasters |  |
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|  | Guiding a pupil to analysing the precautions to take in order to deal with the effects of natural disasters by giving example |  | 3 | 3 | -texts  -books | pupil to analyse the precautions to take in order to deal with the effects of natural disasters by giving example |  |
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| Guiding a pupil to analysing the causes of fire disasters and showing how to prevent them |  | 4 | 3 | pupil to analyse the causes of fire disasters and showing how to prevent them |  |
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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIOD** | **REFERENCE** | **TEACHING AIDS** | **ASSESSMENT** | **REMARK S** |
|  |  | Guiding a pupil to | F | 1 | 3 | Longhorn | -documents | pupil to explaining |  |
| explaining how to | E |  |  | (2020), Social | -books | how to use the |
| use the principles of | B |  |  | Studies for |  | principles of |
| firefighting and  rescue in his or her | R |  |  | primary  school, STD |  | firefighting and  rescue in his or her |
| environment |  |  |  | VII, Longhorn, |  | environment |
|  |  |  |  | DSM |  |  |
|  | **Keeping** | Guiding a pupil to |  | 2 | 3 |  | -texts | pupil to comparing |  |
| **records of** | comparing the |  |  | -diagrams | the development of |
| **historical**  **events** | development of of  tools of production |  |  | -books  -pictures | of tools of  production during |
|  | during the stone |  |  | -diagrams | the stone Age, Iron |
|  | Age, Iron age and |  |  |  | age and the |
|  | the present Age of |  |  |  | present Age of |
|  | science and |  |  |  | science and |
|  | technology |  |  |  | technology |
|  | Guiding a pupil to |  | 3 | 3 |  | pupil to |  |
|  | differentiating the |  |  |  | differentiating the |
|  | changes in  development |  |  |  | changes in  development |
|  | between the Stone |  |  |  | between the Stone |
|  | Age and Iron Age in |  |  |  | Age and Iron Age |
|  | economic, social, |  |  |  | in economic, social, |
|  | political and cultural |  |  |  | political and |
|  | aspects |  |  |  | cultural aspects |

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|  |  | Guiding a pupil to discussing technological effects on the society during the Stone Age and Iron age | **M A R C H** | 4 | 3 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -documents  -books | Pupil to discuss technological effects on the society during the Stone Age and Iron age |  |
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|  | **Using knowledge of weather conditions in everyday activities** | Guiding a pupil to analysing the climatic zones of Tanzania and their characteristics in relation to daily activities | 1 | 3 | -documents  -books | pupil to analyse the climatic zones of Tanzania and their characteristics in relation to daily activities |  |
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| Guiding a pupil to clarifying the factors affecting climate in Tanzania In relation to daily activities carried out | 2 | 3 | pupil to clarifying the factors affecting climate in Tanzania  In relation to daily activities carried out |  |
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|  |  | Guiding a pupil to analysing the climatic changes in Tanzania and their effects on daily activities |  | 3 | 3 |  | -texts  -picture | pupil to analyse the climatic changes in Tanzania and their effects on daily activities |  |
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| **MIDTERM TESTS** | | |  |  |  |  |  |  |  |
| **MID-TERM BREAK**  **26TH MARCH – 12TH APRIL 2023** | | | | | | | | | |
| **IDENTIFYING** | **Maintaining** | Guiding a pupil to | A | 3 | 3 | Longhorn | -texts | pupil to evaluate |  |
| **THE PRINCIPLES**  **OF PATRIOTISM** | **the Tanzanian**  **culture** | evaluating the role  of Tanzanian | P  RI |  |  | (2020), Social  Studies for | -drawings  -pictures | the role of  Tanzanian |
| **IN THE SOCIETY** |  | traditions and | L |  |  | primary |  | traditions and |
|  |  | customs since the |  |  |  | school, STD |  | customs since the |
|  |  | pre-colonial period |  |  |  | VII, Longhorn, |  | pre-colonial period |
|  |  | and suggesting |  |  |  | DSM |  | and suggesting |
|  |  | ways of maintaining  suitable cultural |  |  |  |  |  | ways of  maintaining |
|  |  | practices. |  |  |  |  |  | suitable cultural |
|  |  |  |  |  |  |  |  | practices. |
|  |  | Guiding a pupil to | **A** | 4 | 3 |  | -texts | Pupil to evaluate |  |
| evaluating the | **P** |  |  | -drawings | the effects of |
| effects of Tanzanian | **R** |  |  | -pictures | Tanzanian |
| unacceptable | **I** |  |  |  | unacceptable |
| traditions and | **L** |  |  |  | traditions and |
| customs since the  pre-colonial period |  |  |  |  | customs since the  pre-colonial period |
| and ways of |  |  |  |  | and ways of |
| eradicating them in |  |  |  |  | eradicating them in |
| order to build the |  |  |  |  | order to build the |
| foundation for  societal |  |  |  |  | foundation for  societal |
| development |  |  |  |  | development |

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| **MAIN COMPETENCE** | **SPECIFIC COMPETENCE** | **TEACHING ACTIVITIES** | **MONTH** | **WEEK** | **PERIOD** | **REFERENCE** | **TEACHING AIDS** | **ASSESSMENT** | **REMARK S** |
|  | **Honouring our heroes** | Guiding a pupil to analysing the effects of the nationalist struggles that were organized by African heroes in fighting for their countries independence and explaining how to use those struggles to protect and value our independence. | M A Y | 1 | 3 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -texts  -map  -picture | pupil to analyse the effects of the nationalist struggles that were organized by African heroes in fighting for their countries independence and explaining how to use those struggles to protect and value our  independence. |  |
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| Guiding a pupil to evaluating strategies which Africans devised to fight for independence in various colonies in Africa and their effects. | M A Y | 2 | 3 | -documents  -books  -map | a pupil to evaluating strategies which Africans devised to fight for independence in various colonies in Africa and their effects. |  |
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|  | **Build good cooperation for the development of society** | Guiding pupil to analysing economic, political, cultural and social developments that have been attained in Tanzania since 1961 and its effects. | **M A Y** | 3 | 3 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -documents  -books  -map | pupil to analysing economic, political, cultural and social developments that have been attained in Tanzania since 1961 and its effects. |  |
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|  |  | Guiding a pupil to describing the available means of transportation connecting Tanzania with other countries and their contribution to maintaining international relations and their fostering the economic development of Tanzania. |  | 4 | 3 | -texts  -maps | pupil to describing the available means of transportation connecting Tanzania with other countries and their contribution to maintaining international relations and their fostering the economic development of Tanzania. |  |
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| **TERMINAL EXAMS** | | | **J U N** | 1 |  |  |  |  |  |
| **TERMINAL HOLIDAYS 4TH JUNE – 5TH JULY 2023** | | | | | | | | | |
| **APPLYING THE KNOWLEDGE OF MAPS AND THE ASTRONOMY TO DAILY LIFE** | **Using maps in different kinds of environment** | Guiding a pupil to using the concepts of latitude and longitude to locate different parts of the country on maps | **J U L Y** | 2 | 3 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -documents  -drawing/ chart | pupil to using the concepts of latitude and longitude to locate different parts of the country on maps |  |
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|  | Guiding a pupil to calculating time by using longitudes | 3 | 3 | -documents | pupil to calculating time by using longitudes |  |
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|  | **Describing the solar system** | Guiding pupil to explaining the earth’s movements and their effects on human activities |  | 4 | 3 | -drawing  -texts | pupil to explaining the earth’s movements and their effects on human activities |  |
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|  |  | Guiding pupil to identifying human activities and explaining how they affect the ozone layer |  | 4 | 3 | -documents | pupil to identifying human activities and explaining how they affect the ozone layer |  |
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| **APPLY ECONOMIC PRINCIPLES IN INCOME GENERATING ACTIVITIES** | **Valuing and protecting national resources** | Guiding a pupil to evaluating population and settlements and showing how they affect production activities | A U G U S T | 1 | 1 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -resources | pupil to evaluating population and settlements and showing how they affect production activities |  |
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| Guiding a pupil to relating geographical, economic and social criteria to factors for population distribution |  | 1 | 1 | -documents/  -texts | pupil to relate geographical, economic and social criteria to factors for population distribution |  |
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|  | Guiding pupil to analysing factors affecting population and showing how to control them | 1 | 1 | -Texts  -book | pupil to analyse factors affecting population and showing how to control them |  |
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|  |  | Guiding a pupil to identifying the effects of rapid population growth | 2 | 1 | -texts | pupil to identifying the effects of rapid population growth |  |
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|  | **Identifying production activities in the society(7)** | Guiding a pupil to relating economic activities to their advantages in East African countries | A U G U S T | 2 | 1 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -texts | pupil to relating economic activities to their advantages in East African countries |  |
| Guiding a pupil to analysing tourism activities in East Africa and their economic contribution | 3 | 3 | -Texts  -map | pupil to analysing tourism activities in East Africa and their economic contribution |  |
|  | **Applying entrepreneurial skills to daily activities(10)** | Guiding pupil to discussing entrepreneurial activities and their contribution to the growth of production |  | 4 | 1 |  | -text  -books | pupil to discussing entrepreneurial activities and their contribution to the growth of production |  |
|  |  | Guiding pupil to analysing opportunities arising from transport and means of communication found in his or her locality |  | 4 | 1 |  | -documents | pupil to analysing opportunities arising from transport and means of communication found in his or her locality |  |

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|  |  | Guiding pupil to evaluating the effects of illegal entrepreneurial activities and showing the way they can affect social development | A U G U S T | 4 | 1 | Longhorn (2020), Social Studies for primary school, STD VII, Longhorn, DSM | -  documents/te xt | Pupil to mention, explain and evaluate effects of illegal entrepreneurial activities and the way they affect production activities |  |
| **REVISION** | | |  |  |  |  |  |  |  |
| **PRIMARY SCHOOL LEAVING EXAMINATION** | | | | | | | | | |