

KATS

SUBJECT: SOCIAL STUDIES

CLASS: PRIMARY SEVEN

TERM: ONE

YEAR: 2025

THEME: LIVING TOGETHER IN AFRICA.

WK	PD	TOPIC	SUB TOPIC	SUBJECT COMPETENCES	LANGUAGE COMPETENCES	CONTENT	METHODS/ TECHNIQUES	ACTIVITY	SKILLS/ VALUES	T/L AIDS	REF	REM
2	1	Location of Africa	Introduction to the world	<p>The learner;</p> <ul style="list-style-type: none"> -defines the world and identifies parts of the earth. -states the effect of revolution and rotation of the earth. - lists the planets that move around the sun. - identifies the major seas and oceans and seas of the world. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>THE WORLD</p> <p>Definition</p> <p>Effects of;</p> <p>a) Revolution of the earth</p> <p>b) Rotation of the earth</p> <p>Major seas and oceans</p> <ul style="list-style-type: none"> - Atlantic - Indian - Pacific - Mediterranean - Red sea 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p>	<p>Defining the world and identifies parts of the earth.</p> <p>Stating the effect of revolution and rotation of the earth.</p> <p>Identifying the major seas and oceans and seas of the world</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	The world map	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Continent of the world	<p>The learner;</p> <ul style="list-style-type: none"> - defines a continent - lists the continents of the world in their order. - describes Africa uniqueness from other continents. - gives factors that made Africa's interior unknown to the Europeans. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>A CONTINENT</p> <p>Definition</p> <p>Asia</p> <p>Africa</p> <p>North America</p> <p>South America</p> <p>Europe etc</p> <p>How is Africa unique from other continents?</p> <ul style="list-style-type: none"> - It has the longest river in the world - It has the hottest desert in the world. 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining a continent</p> <p>Listing the continents of the world in their order.</p> <p>Describing Africa's uniqueness from other continents.</p> <p>Giving factors that made Africa's interior unknown to the Europeans.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The world map	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

		Location of Africa	Continent of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - identifies ways of locating Africa on the map of the world. - defines the term grid reference - locates Africa on the map of the world using lines of latitude. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>WAYS OF LOCATING AFRICA ON THE MAP OF THE WORLD.</p> <ul style="list-style-type: none"> - Using grid reference - Using neighbouring water bodies - using neighbouring continents 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying ways of locating Africa on the map of the world.</p> <p>Defining the term grid reference</p> <p>Locating Africa on the map of the world using lines of latitude.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The world map	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Locating Africa using Grid reference (Latitudes)	<p>The learner;</p> <ul style="list-style-type: none"> - defines the term latitude and lines of latitude. - identifies the major and other lines of latitude. - indicates lines of latitude on the globe and map of Africa. - states the importance of lines of latitude. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>LATITUDES AND LATITUDE</p> <p>Definition</p> <p>Major lines of latitude</p> <ul style="list-style-type: none"> - The Equator - Tropic of Cancer - Tropic of Capricorn - Arctic circle - Antarctic circle <p>Importance of latitudes</p> <ul style="list-style-type: none"> - Determine climate of an area -Locate places on a map 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining the term latitude and lines of latitude.</p> <p>Identifying the major and other lines of latitude.</p> <ul style="list-style-type: none"> - indicates lines of latitude on the globe and map of Africa. - states the importance of lines of latitude 	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The world map	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

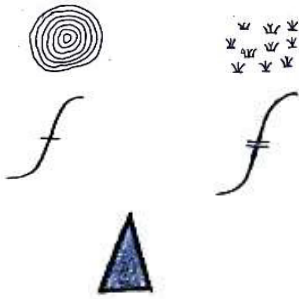
		Location of Africa	Locating Africa using Grid reference (Longitudes)	<p>The learner;</p> <ul style="list-style-type: none"> - defines the term longitude and lines of longitude. - identifies the major and other lines of longitude - indicates the major line of longitude on the globe and map of Africa. - states the importance of lines of longitude. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>LONGITUDES AND LONGITUDE</p> <p>Definition</p> <p>Major lines of longitude</p> <ul style="list-style-type: none"> - The prime meridian / Greenwich meridian - The International dateline <p>Importance of longitudes</p> <ul style="list-style-type: none"> - Tell international time - Locate places on a map 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining the term longitude and lines of longitude.</p> <p>Identifying the major and other lines of longitude</p> <p>Stating the importance of lines of longitude.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The world map	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Finding time according to GMT	<p>The learner;</p> <ul style="list-style-type: none"> - calculates time according to the Greenwich Mean Time (GMT) 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>Calculations involving adding and subtracting of time according to GMT</p> <p>Example</p> <p>What time will it be in east Africa if it is 9:00am at GMT?</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Calculating time using the GMT</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The world map	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

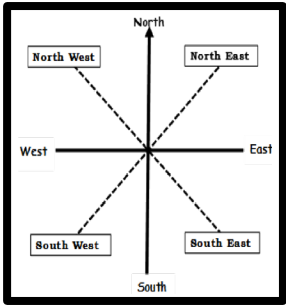
		Location of Africa	The shape and size of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - describes the size and shape of Africa. - defines a coastline. - identifies and describes the features along Africa's coastline. - gives examples of each feature; 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>SHAPE AND SIZE OF AFRICA</p> <p>The shape of Africa is not even. It is wide in the North and narrow in the south.</p> <p>Africa is about 8,000km from the far North at Ras Ben Sakka in Tunisia to the far South at Cape Agulhas in South Africa.</p> <p>Horizontally, Africa is about 7,400km from the far East at Ras Hafun in Somalia to the far West at Cape Vert peninsula in Senegal.</p> <p>Africa's coastline is more regular than those of other continents, with few bays and gulfs.</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Describing the size and shape of Africa.</p> <p>Defining a coastline.</p> <p>Identifying and describing the features along Africa's coastline.</p> <p>Giving examples of each feature;</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	The map of Africa showing landforms around Africa	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Features along Africa's coastline (Capes and Gulfs)	<p>The learner;</p> <ul style="list-style-type: none"> - defines a cape and a gulf. - gives examples of capes and gulfs around Africa. - locates capes and gulfs on the map of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like cape, gulf, Agulhas, Aden - Uses and constructs sentences using the new words 	<p><u>A gulf</u> is a large area of the sea or ocean which is almost surrounded by land.</p> <p><u>Examples of gulfs include:</u></p> <ul style="list-style-type: none"> • Gulf of Guinea - Gulf of Aqaba • Gulf of Suez. - Gulf of Aden (between Yemen and Somalia) <p><u>A cape</u> is an area of land that protrudes/ continues into the sea.</p> <p><u>Examples of capes include:</u></p> <p>Cape Agulhas in SAfrica.</p> <p>Cape Hafun in Somalia.</p> <p>Cape Vert in Senegal</p> <p>Cape Blanc in Tunisia.</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<ul style="list-style-type: none"> - defines a cape and a gulf. - gives examples of capes and gulfs around Africa. - locates capes and gulfs on the map of Africa 	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	The map of Africa showing capes and gulfs	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

		Location of Africa	Features along Africa's coastline (Straits and Peninsula)	<p>The learner;</p> <ul style="list-style-type: none"> - defines a strait and a peninsula. - gives examples of straits and a peninsula around Africa. - locates straits and peninsulas around Africa on the map. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like strait, Gibraltar, peninsula, - Uses and constructs sentences using the new words 	<p><u>A strait</u> is a narrow water passage joining two water masses. OR; is a narrow water passage separating two land masses. <u>Examples of straits include;</u> Strait of Gibraltar Mozambique channel Strait of Mandals / Bab-el-Mandeb. Zanzibar channel. <u>A peninsula</u> is an area of land that is almost surrounded by a water body. <u>Examples of peninsulas</u> The Horn of Africa Cape Vert peninsula The Sinai peninsula The Arabian Peninsula.</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p>	<p>Defining a strait and a peninsula.</p> <p>Giving examples of straits and a peninsula around Africa.</p> <p>Locating straits and peninsulas around Africa on the map.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	The map of Africa showing straits	P.7 Curriculum Page 204 - 206	Comprehensive Primary school Atlas
		Location of Africa	Features along Africa's coastline (Island and Isthmus)	<p>The learner;</p> <ul style="list-style-type: none"> - defines an Island and Isthmus. - gives examples of islands and an isthmus around African countries - locates island countries and on the map of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like island, isthmus - Uses and constructs sentences using the new words 	<p>Islands</p> <p>An island is a piece of land which is completely surrounded by water. <u>Examples of islands</u> - Madagascar - Zanzibar - Cape Verde - Mauritius - Sao Tome and Principe An island country is a country which is completely surrounded by water. <u>Examples of island countries</u> - Madagascar - Zanzibar - Cape Verde - Mauritius - Sao Tome and Principe <u>An Isthmus</u> is a narrow strip of land connecting two land masses. The Suez isthmus (before the construction of the Suez canal)</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining an Island and Isthmus.</p> <p>Giving examples of islands and isthmus around African countries</p> <p>Locating island countries and on the map of Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	The map of Africa showing Island countries	P.7 Curriculum Page 204 - 206	Comprehensive Primary school Atlas

		Location of Africa	African countries	<p>The learner;</p> <p>- lists African countries with their capital cities.</p> <p>- locates African countries on the map of Africa.</p>	<p>The learner;</p> <p>- Pronounces, reads and writes the new words correctly.</p> <p>- Uses the learnt words in sentences correctly.</p>	<table><tr><th colspan="2">AFRICAN COUNTRIES</th></tr><tr><td>Country</td><td>Capital city</td></tr><tr><td>Uganda</td><td>Kampala</td></tr><tr><td></td><td></td></tr><tr><td>Kenya</td><td>Nairobi</td></tr><tr><td></td><td></td></tr><tr><td>Madagascar</td><td>Antananarivo</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Nigeria</td><td>Abuja</td></tr><tr><td></td><td></td></tr><tr><td>South Africa</td><td>Pretoria</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr><tr><td>Tanzaniz</td><td>Dodoma</td></tr><tr><td></td><td></td></tr></table>	AFRICAN COUNTRIES		Country	Capital city	Uganda	Kampala			Kenya	Nairobi			Madagascar	Antananarivo					Nigeria	Abuja			South Africa	Pretoria					Tanzaniz	Dodoma			<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Listing African countries with their capital cities.</p> <p>Observing African countries on the map of Africa.</p> <p>Locating African countries on the map of Africa</p>	<p>Effective communication</p> <p>-Fluency</p> <p>-Audibility</p> <p>-Articulation</p> <p>Creative thinking</p> <p>- logical reasoning</p> <p>-Initiating new ideas</p> <p>Critical thinking</p> <p>- Responding to questions</p> <p>Values</p> <p>- Co-operation</p> <p>- Appreciation</p>	The map of Africa showing African countries	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
AFRICAN COUNTRIES																																												
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		Location of Africa	Political regions of Africa	<p>The learner;</p> <p>- names the political regions of Africa with their respective countries.</p> <p>- locates political regions on the map of Africa.</p>	<p>The learner;</p> <p>- Pronounces, reads and writes the new words correctly.</p> <p>- Uses the learnt words in sentences correctly.</p>	<p>POLITICAL REGIONS OF AFRICA</p> <p>1. Northern region</p> <p>2. Southern region</p> <p>3. Horn of Africa</p> <p>4. East Africa</p> <p>5. West Africa</p> <p>6. Central Africa</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Naming the political regions of Africa with their respective countries.</p> <p>Observing political regions of Africa</p> <p>Locating political regions on the map of Africa.</p>	<p>Effective communication</p> <p>-Fluency</p> <p>-Articulation</p> <p>Creative thinking</p> <p>- logical reasoning</p> <p>-Initiating new ideas</p> <p>Critical thinking</p> <p>- Responding to questions</p> <p>Values</p> <p>- Co-operation</p> <p>- Appreciation</p>	The map of Africa	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas																																	

		Location of Africa	Land locked countries in Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines land locked countries - identifies examples of land countries in Africa - states problems faced by land locked countries - gives possible solutions to the problems faced by land locked countries 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>LAND LOCKED COUNTRIES These are countries without their own sea ports.</p> <p>Examples include;</p> <ul style="list-style-type: none"> - Uganda -Rwanda - Ethiopia <p>Problems</p> <ul style="list-style-type: none"> -Delay of goods in transit -Highway robbery -Over taxation <p>Solutions</p> <ul style="list-style-type: none"> - Improving on air transport - Good relationship with neighbours 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining land locked countries</p> <p>Identifying examples of land countries in Africa</p> <p>Observing political regions of Africa</p> <p>Stating problems faced by land locked countries</p> <p>Giving possible solutions to the problems faced by land locked countries</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The map of Africa	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Non-Land locked countries in Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines non - land locked countries - names the major sea ports in Africa -gives the benefits enjoyed by non-land locked countries. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>NON - LAND LOCKED COUNTRIES These are countries with their own sea ports</p> <p>They include;</p> <ul style="list-style-type: none"> -DRC -Kenya -Nigeria etc <p>Benefits</p> <ul style="list-style-type: none"> -Wide trade - Income from landlocked countries 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining non - land locked countries</p> <p>Naming the major sea ports in Africa</p> <p>Giving the benefits enjoyed by non-land locked countries.</p> <p>Observing the major sea ports in Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	The map of Africa	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

		Location of Africa	Revision of maps and pictures	<p>The learner;</p> <ul style="list-style-type: none"> - defines a map and a picture - gives similarities and differences between maps and pictures - identifies the types and importance of maps. - explains the elements of a good map. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>A map is a drawing of an object as seen from above</p> <p>A picture is a drawing of an object as seen from aside.</p> <p>Both represent real objects</p> <p>Types of maps</p> <ul style="list-style-type: none"> -Political , Thematic -Topographic , Flow-line <p>Elements of a good map</p> <ul style="list-style-type: none"> -A map key - A map title - A map scale - A map frame 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining a map and a picture</p> <p>Giving similarities and differences between maps and pictures</p> <p>Identifying the types and importance of maps</p> <p>Explaining the elements of a good map.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	Chalkboard illustration	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Map symbols	<p>The learner;</p> <ul style="list-style-type: none"> - defines map symbols - gives reasons for using map symbols on maps - identifies common colours used on maps. - draws common symbols used on maps 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>MAP SYMBOLS</p> <p>These are feature used to represent real objects on a map.</p> <p>They include</p> 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining map symbols</p> <p>Giving reasons for using map symbols on maps</p> <p>Identifying common colours used on maps.</p> <p>Drawing common symbols used on maps</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	Wall chart with map symbols	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

		Location of Africa	Compass direction	<p>The learner;</p> <ul style="list-style-type: none"> - defines a compass direction and a compass. - names groups of people who use a compass - identifies and labels the cardinal , semi-cardinal and tertiary points of a compass. 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>A compass is an instrument used to find direction of places. A compass rose is a drawn compass</p> <p>People who use a compass</p> <ul style="list-style-type: none"> -Rally drivers -Pilots -Ship captains 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining the given terms</p> <p>Naming people who use a compass in their daily life.</p> <p>Identifying and labelling the cardinal ,semi-cardinal and tertiary points of a compass.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation 	Chalkboard illustration	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	
		Location of Africa	Scales	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the importance of a scale to a map reader - defines a sketch map - describes the various types of scales 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p><u>A scale</u> helps a map reader to calculate the actual ground distance on a map.</p> <p><u>A sketch map</u> is a map which is not drawn to scale while <u>an accurate map</u> is a map which is drawn to scale.</p> <p>Types of scales</p> <ul style="list-style-type: none"> - Linear - Statement - Fractional scale 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the importance of a scale to a map reader</p> <p>Defining a sketch map</p> <p>Describing the various types of scales</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Co-operation - Appreciation - Sharing 	Chalkboard illustration	P.7 Curriculum Page 204 - 206 Comprehensive Primary school Atlas	

		Physical features of Africa	Introduction to physical features	<p>The learner;</p> <ul style="list-style-type: none"> - defines features - names and defines the types of physical features - gives examples of each type - states the importance of physical features 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>Physical features are features of the earth's surface that give it shape</p> <p>Types of physical features</p> <ul style="list-style-type: none"> - Relief features - Drainage feature <p>Examples of relief features</p> <ul style="list-style-type: none"> - Mountains - Rift valleys - Valleys - Plateaus <p>Examples of drainage features</p> <ul style="list-style-type: none"> -Lakes - Rivers - Oceans - Seas 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining features</p> <p>Naming and defining the types of physical features</p> <p>Giving examples of each type</p> <p>stating the importance of physical features</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Love 	Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Mountains in Africa (Volcanoes)	<p>The learner;</p> <ul style="list-style-type: none"> -defines a mountain and identifies the type of mountains - defines volcanicity and other terms related -explains the types of volcanic mountains -states the importance and dangers of volcanicity 	<p>The learner;</p> <ul style="list-style-type: none"> -reads, spells, pronounces and writes words correctly -Volcanicity -Volcano -Magma -Lava - Uses the learnt words in sentences correctly. 	<p>MOUNTAINS</p> <p>Definition and Types</p> <p>Types of volcanic mountains</p> <p>Illustration</p> <p>Importance and dangers of volcanicity</p> <p>other features formed by volcanicity</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining and identifying the type of mountains</p> <p>Defining volcanicity and other terms related</p> <p>explaining the types of volcanic mountains</p> <p>Stating the importance and dangers of volcanicity</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Wall chart showing structure of a volcano	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Mountains in Africa (Fold mountains)	<p>The learner;</p> <ul style="list-style-type: none"> - defines folding and a fold mountain. - identifies the process and forces that led to formation of fold mountains. - gives examples of fold mountains in Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like - folding - Syncline, - anticline - - Uses the learnt words in sentences correctly. 	<p>FOLD MOUNTAINS</p> <p>They were formed by folding.</p> <p>Folding was aided by compressional forces.</p> <p>They include</p> <ul style="list-style-type: none"> - Mountain Atlas - Cape Ranges 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining terms related to fold mountains</p> <p>Giving examples of fold mountains in Africa</p> <p>Locating fold mountains on the map of Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Wall chart showing formation of fold mountain	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Mountains in Africa (Block / Horsts)	<p>The learner;</p> <ul style="list-style-type: none"> -identifies the process and forces that led to formation of horsts -illustrates the formation of horst mountains -gives examples of horsts in Africa -states the importance disadvantages and problems faced by people around hills and mountains 	<p>The learner;</p> <p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly -Faulting -Compressional -Tensional - - Uses the learnt words in sentences correctly. 	<p>BLOCK/HORST MOUNTAINS</p> <p>Definition</p> <p>Processes of formation</p> <p>Illustration</p> <p>Examples of horsts and their peaks</p> <p>Importance of hills and mountains</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the process and forces that led to formation of horsts</p> <p>Giving examples of horsts in Africa</p> <p>Stating the importance disadvantages and problems faced by people around hills and mountains</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Wall chart showing formation of Horst mountain	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Highlands in Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines highlands and gives examples of highlands in Africa -states the importance and disadvantages of mountains - states problems faced by people living on the slopes of mountains 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like highland, Adamawa, Ethiopian - - Uses the learnt words in sentences correctly. 	<p>HIGHLANDS</p> <p>Definition</p> <p>Examples of highlands</p> <ul style="list-style-type: none"> - Kenya highlands - Ethiopian highlands - Adamawa highlands - Importance - Disadvantages / dangers - Problems faced by people living on slopes of mountains 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining and giving examples of highlands in Africa</p> <p>Discussing the importance, disadvantages and problems faced by people living on the slopes of mountains</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Chalk board illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Plateaus / Plateaux	<p>The learner;</p> <ul style="list-style-type: none"> - defines a plateau - identifies the features and economic activities done on plateaus - gives factors for the dense population on the plateaus. - gives examples of major plateaus in Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like highland, Adamawa, Ethiopian - - Uses the learnt words in sentences correctly. 	<p>PLATEAUS</p> <p>Definition</p> <p>Features found on plateaus</p> <p>Economic activities carried out on plateaus</p> <p>Examples of major plateaus in Africa</p> <ul style="list-style-type: none"> - Jos - Ahaggar - Fouta Djallon 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining a plateau</p> <p>Identifying the features and economic activities done on plateaus</p> <p>Giving examples of major plateaus in Africa</p> <p>Giving factors for the dense population on the plateaus.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation 	Chalk board illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	


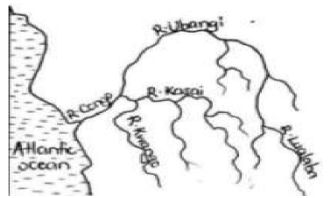
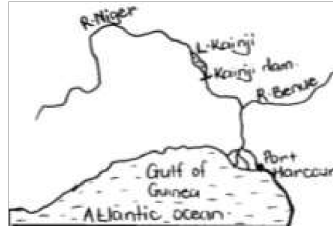
		Physical features of Africa	The Great African Rift valley	<p>The learner;</p> <ul style="list-style-type: none"> - defines a rift valley and other terms related - describes the process of formation of the rift valley - identifies the arms of the rift valley - states the economic activities and dangers of the rift valley 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like faulting, tensional and compressional forces - - Uses the learnt words in sentences correctly. 	<p>THE AFRICAN GREAT RIFT VALLEY</p> <p>Definition</p> <p>Formation</p> <p>Arms and their major escarpments</p> <p>Economic activities</p> <p>Dangers of the rift valley</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining a rift valley and other terms related</p> <p>Describing the formation of the rift valley</p> <p>Identifying the arms of the rift valley</p> <p>Stating the economic activities and dangers of the rift valley</p> <p>Locating the African Great rift valley on the map of Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Audibility -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Wall chart showing formation of a rift valley	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Coastal plains	<p>The learner;</p> <ul style="list-style-type: none"> - defines basins and gives examples - defines coastal plain and identifies the features on coastal plains - defines coral reefs and states the importance and disadvantages of coral reefs 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like coastal plain - - Uses the learnt words in sentences correctly. 	<p>BASINS</p> <p>Definition and examples Of basins</p> <p>COASTAL PLAINS</p> <p>Definition</p> <p>Features found on coastal plains</p> <p>CORAL REEFS</p> <p>Definition</p> <p>Importance and disadvantages of coral reefs</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining basins and giving examples</p> <p>Defining coastal plain and identifying the features on coastal plains</p> <p>Defining coral reefs and stating the importance and disadvantages of coral reefs</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Chalk board illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

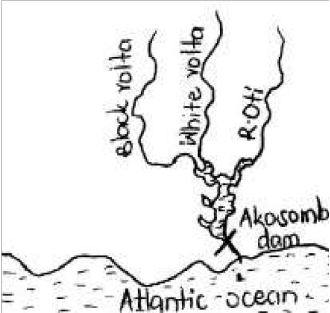


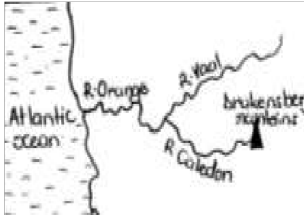
		Physical features of Africa	Lakes in Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines a lake and identifies major lakes in Africa -describes the formation of basin -gives examples of basin lakes - locates major lakes on the map of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses the learnt words in sentences correctly. 	<p>DRAINAGE IN AFRICA</p> <p>Lakes in Africa Definition</p> <p>Types of lake formation 1.Basin/Depression lakes 2.Rift valley lakes 3.Crater lakes 4.Glacial lakes 5.Man-made lakes 6.Lava Dammed lakes</p> <p>Basin lakes Formation,</p> <p>Examples</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining a lake and identifying major lakes in Africa</p> <p>Describing the formation of basin</p> <p>Giving examples of basin lakes</p> <p>Locating major lakes on the map of Africa</p> <p>Answering oral and written questions</p>	<p>Effective communication -Fluency -Articulation</p> <p>Creative thinking - logical reasoning -Initiating new ideas</p> <p>Critical thinking - Responding to questions</p> <p>Values - Caring - Appreciation - Love</p>	Map of Africa showing major lakes	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Crater and Lagoon lakes	<p>The learner;</p> <ul style="list-style-type: none"> -describes the formation of crater and Lagoon lakes respectively -gives examples of crater and Lagoon lakes 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like volcanicity, volcano - - Uses the learnt words in sentences correctly. 	<p>CRATER LAKES</p> <p>Formation</p> <p>Examples of crater lakes</p> <p>LAGOON LAKES</p> <p>Formation</p> <p>Examples of crater lakes</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Describing the formation of crater and Lagoon lakes respectively</p> <p>Giving examples of crater and Lagoon lakes</p> <p>Answering oral and written questions</p>	<p>Effective communication -Fluency -Articulation</p> <p>Creative thinking - logical reasoning -Initiating new ideas</p> <p>Critical thinking - Responding to questions</p> <p>Values - Caring - Appreciation - Love</p>	Map of Africa showing major lakes	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Man-made I and Lava dammed lakes	<p>The learner;</p> <ul style="list-style-type: none"> -describes the formation of Man-made and Lava dammed lakes respectively -gives examples Man-made and Lava dammed lakes 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>MAN MADE LAKES</p> <p>Definition</p> <p>Formation</p> <p>Examples</p> <p>LAVA DAMMED LAKES</p> <p>Definition</p> <p>Formation</p> <p>Examples</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Describing the formation of Man-made and Lava dammed lakes respectively</p> <p>Giving examples of Man-made and Lava dammed lakes</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Map of Africa showing major lakes	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Rift valley lakes	<p>The learner;</p> <ul style="list-style-type: none"> - defines rift valley lakes -describes the formation of rift valley lakes - states the characteristics of rift valley lakes -gives examples of rift valley lakes 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly like faulting, tensional and compressional forces - Uses and constructs sentences using the new words. 	<p>RIFT VALLEY LAKES</p> <p>Definition</p> <p>Formation - Faulting</p> <p>Characteristics</p> <ul style="list-style-type: none"> -They are long and deep, - Have salty water - Have no outlet rivers <p>Examples</p> <ul style="list-style-type: none"> - Lake Eyasi - Lake Ashala 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>-Defining rift valley lakes</p> <p>Describing the formation of rift valley lakes</p> <p>Stating the characteristics of rift valley lakes</p> <p>Giving examples of rift valley lakes</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Map of Africa showing major lakes	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Ox-Bow lakes	<p>The learner;</p> <ul style="list-style-type: none"> - defines an Ox-bow lake - describes the formation of Ox-bow lakes - gives examples of Ox-bow lakes 	<p>The learner;</p> <ul style="list-style-type: none"> - Pronounces, reads and writes the new words correctly. - Uses and constructs sentences using the new words. 	<p>OX-BOW LAKES</p> <p>Definition</p> <p>Formation - River erosion and deposition</p> <p>Examples</p> <div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> - Lake Utange - Lake Gambi - Lake Manzala - R.Nile <div style="font-size: 3em; margin: 0 10px;">}</div> <div style="margin-left: 10px;">R.Tana</div> </div>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining an Ox-bow lake</p> <p>Describing the formation of Ox-bow lakes</p> <p>Giving examples of Ox-bow lakes</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Map of Africa showing major lakes	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Major Rivers in Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines a river -identifies the types of rivers -Lists examples of seasonal and permanent rivers in East Africa - locates major rivers on the map of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> -pronounces, spells, reads and writes related to rivers correctly; -Permanent -Lagh Bor -Lagh Bogal 	<p>RIVERS IN AFRICA.</p> <p>Definition of a river</p> <p>Types of rivers</p> <p>Perennial rivers</p> <p>Seasonal rivers</p> <p>Major rivers in Africa</p> <ul style="list-style-type: none"> - R.Congo, R.Nile, R.Zambezi, R.Volta, R.Niger <p>Map symbols related to rivers</p> <p>Location of major rivers on the map of Africa</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining a river</p> <p>Identifying the types of rivers</p> <p>Listing examples of temporary and permanent rivers in Africa</p> <p>Locating major rivers on the map of Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Amp of Africa showing major rivers	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Terms used on river systems	<p>The learner;</p> <ul style="list-style-type: none"> - defines the terms used on river systems 	<p>The learner;</p> <ul style="list-style-type: none"> -pronounces, spells, writes and uses the following identified words - confluence, -tributary, -distributaries, -delta, -estuary 	<p>TERMS USED ON RIVER SYSTEMS</p> <p>A river source, river mouth, river confluence, River Tributary, River distributaries, River delta, River estuary, River bank, River basin, Water shed, River meander, Waterfall,</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining the terms used on river systems</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Formation of Rivers	<p>The learner;</p> <ul style="list-style-type: none"> - describes the stages of rivers -identifies the characteristics and importance of each stage 	<p>The learner;</p> <ul style="list-style-type: none"> -pronounces, spells, writes and uses the following words correctly: confluence, tributary, distributaries, delta, estuary 	<p>Formation of rivers</p> <p>Courses of rivers;</p> <ol style="list-style-type: none"> 1.Upper course/Youth 2.Middle course and 3.Lower course/Old/Senile <p>Importance of each stage of a river</p> <p>Disadvantages of each stage of a river (stages of rivers)</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Describe the stages of rivers</p> <p>Identifying the characteristics and importance of each stage</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	A wall chart showing stages of river development	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Case study (River Nile)	<p>The learner;</p> <ul style="list-style-type: none"> - states the countries drained by the given rivers - identifies the source, mouth, tributaries, power dams of the given river 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly 	<p>RIVER NILE</p> 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the countries drained by the given rivers</p> <p>Identifying the source, mouth, tributaries, power dams of the given river</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	A map of Africa showing major rivers	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Case study (River Congo and River Niger)	<p>The learner;</p> <ul style="list-style-type: none"> - states the countries drained by the given rivers - identifies the source, mouth, tributaries, power dams of the given river 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly 	<p>RIVER CONGO</p>  <p>RIVER NIGER</p> 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the countries drained by the given rivers</p> <p>Identifying the source, mouth, tributaries, power dams of the given river</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	A map of Africa showing major rivers	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Case study (River Volta and River Zambezi)	<p>The learner;</p> <ul style="list-style-type: none"> - states the countries drained by the given rivers - identifies the source, mouth, tributaries, power dams of the given river 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly - uses words related to the sub-topic in sentences correctly 	<p>RIVER VOLTA</p>  <p>RIVER ZAMBEZI</p> 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the countries drained by the given rivers</p> <p>Identifying the source, mouth, tributaries, power dams of the given river</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	A map of Africa showing major rivers	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Case study (River Tana, Orange and Limpopo)	<p>The learner;</p> <ul style="list-style-type: none"> - states the countries drained by the given rivers - identifies the source, mouth, tributaries, power dams of the given rivers 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly - uses words related to the sub-topic in sentences correctly 	<p>RIVER TANA,</p>  <p>RIVER ORANGE</p>  <p>RIVER LIMPOPO</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the countries drained by the given rivers</p> <p>Identifying the source, mouth, tributaries, power dams of the given river</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation - Love 	A map of Africa showing major rivers	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Influence of physical features	<p>The learner;</p> <ul style="list-style-type: none"> - states the importance of lakes and rivers - identifies the problems associated with and facing lakes and rivers - gives reasons why some rivers are not navigable 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly 	<p>Importance of lakes and rivers</p> <ul style="list-style-type: none"> - Generate hep - Attract tourists - Provide water for domestic use - source of food <p>problems associated with and facing lakes and rivers</p> <ul style="list-style-type: none"> - Silting - Drought - Overuse of water <p>Why some rivers are not navigable</p> <ul style="list-style-type: none"> - Have waterfalls - Have water weeds 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the importance of lakes and rivers</p> <p>Identifying the problems associated with and facing lakes and rivers</p> <p>Giving reasons why some rivers are not navigable</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation 	Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	Multipurpose river projects	<p>The learner;</p> <ul style="list-style-type: none"> -defines multi-purpose river projects - gives examples of multipurpose river projects with their respective countries - states the merits and demerits of multi-purpose river projects 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly 	<p>Multi-purpose river projects</p> <p>These are dams set up on major rivers to serve several purposes of development</p> <p>They include</p> <ul style="list-style-type: none"> - Akosombo - Ghana - Aswan High dam - Egypt - Kariba dam - Zambia - Kainji dam - Nigeria <p>Importance of multi-purpose river projects</p> <ul style="list-style-type: none"> - Generate HEP - Provide water for irrigation <p>Demerits</p> <ul style="list-style-type: none"> - Cause floods 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining multi-purpose river projects</p> <p>Giving examples of multipurpose river projects with their respective countries</p> <p>Stating the merits and demerits of multi-purpose river projects</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation 	Chart showing multi-purpose river projects Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	Irrigation farming	<p>The learner;</p> <ul style="list-style-type: none"> - defines irrigation, an irrigation scheme and irrigation farming. - gives examples of irrigation schemes in Africa with major crops grown - states the merits and demerits of irrigation farming 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly 	<p>TERMS</p> <ul style="list-style-type: none"> - Irrigation - Irrigation farming - An irrigation scheme <p>Examples of irrigation schemes</p> <ul style="list-style-type: none"> - Gezira - cotton - Richard Toll - G.nuts - Kilombero - Sugarcane <p>Importance of irrigation</p> <ul style="list-style-type: none"> - Crops get enough water - Crops are grown throughout the year. 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defines the given terms</p> <p>Giving examples of irrigation schemes in Africa with major crops grown</p> <p>Stating the merits and demerits of irrigation farming</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation 	Chart showing irrigation schemes Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Physical features of Africa	The Gezira Irrigation Scheme	<p>The learner;</p> <ul style="list-style-type: none"> - names the major crop grown and other extensions - describes the management of the scheme - states the methods of irrigation - explains the factors that favoured the establishment of the Gezira scheme 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly 	<p>THE GEZIRA SCHEME</p> <ul style="list-style-type: none"> - Located in Sudan - Managed by SGB <p>Methods of irrigation</p> <ul style="list-style-type: none"> - Canal method - Overhead sprinkler <p>Crops grown</p> <ul style="list-style-type: none"> -Gezira - cotton - Managil - cotton - Kenana - sugarcane <p>Factors that favoured the establishment of the Gezira scheme</p> <ul style="list-style-type: none"> - Presence of capital - Vacant land - Fertile soils 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Naming the major crop grown and other extensions</p> <p>Describing the management of the scheme</p> <p>Stating the methods of irrigation</p> <p>Discussing the factors that favoured the establishment of the Gezira scheme</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation 	A map showing Gezira and other extensions Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	

		Physical features of Africa	The Gezira Irrigation Scheme	<p>The learner;</p> <ul style="list-style-type: none"> - states the benefits of Gezira scheme to Sudan - identifies the problems faced at Gezira - gives possible solutions to the problems faced at Gezira 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Benefits of Gezira</p> <ul style="list-style-type: none"> - Creates jobs to people - source of income <p>Problems</p> <ul style="list-style-type: none"> - Floods - Labour shortage - Crops and diseases - Soil erosion <p>Solutions</p> <ul style="list-style-type: none"> - Spraying of crops - Emptying the canals - Ensuring good quality cotton 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the benefits of Gezira scheme to Sudan</p> <p>Identifying the problems faced at Gezira</p> <p>Giving possible solutions to the problems faced at Gezira</p>	<p>Effective communication</p> <ul style="list-style-type: none"> -Fluency -Articulation <p>Creative thinking</p> <ul style="list-style-type: none"> - logical reasoning -Initiating new ideas <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Values</p> <ul style="list-style-type: none"> - Caring - Appreciation 	A map showing Gezira and other extensions Chalkboard illustration	P.7 Curriculum Page 207 - 300 Comprehensive Primary school Atlas	
		Climate of Africa	Climatic regions of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines climate, weather, gives the similarities and differences between climate and weather. States the elements of weather Conditions of weather Weather instruments and their importance. 	<p>The learner;</p> <ul style="list-style-type: none"> -uses the following words correctly; -Climate -Weather -Altitude -Latitude -Humidity -Temperature -Hygrometer -Six's thermometer 	<p>Definition of climate and weather.</p> <p>Both have the same elements / components</p> <p>Egs; Temperature, wind, cloud cover , air pressure</p> <p>Weather instruments</p> <p>Rain gauge</p> <p>Sunshine recorder</p> <p>Wind vane, Wind sock</p> <p>Anemometer</p> <p>Climatic regions of Africa.</p> <p>Equatorial climate.</p> <p>Tropical climate</p> <p>Mediterranean climate.</p> <p>Montane / mountain climate</p> <p>Temperate climate</p> <p>Dessert and semi-desert</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Giving similarities and differences between climate and weather.</p> <p>Stating elements of weather and the instruments</p> <p>Drawing the weather instruments stating the climatic regions in Africa.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	Chalkboard illustration	P.7 Seven curriculum page 301 - 305	

		Climate of Africa	Climatic regions of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - gives the characteristics of equatorial climate. - states the activities that carried out in equatorial climatic regions - gives the effects of human activities on equatorial climate. - interprets graphs and tables correctly. 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p><u>Equatorial climate</u></p> <p>Located along the equator. It is a hot and wet climate throughout the year. Receives a lot of rainfall throughout the year.....</p> <p>Human activities in the equatorial climate</p> <p>Lumbering Mining , crop farming , tourism Common crops Rubber</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Mentioning areas where equatorial climate is located</p> <p>Discussing the characteristics of equatorial climate.</p> <p>Stating the human activities in equatorial lands</p> <p>Asking and answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	A chart showing climatic regions of Africa	P.7 Seven curriculum page 301 - 305	
		Climate of Africa	Tropical climate	<p>The learner;</p> <ul style="list-style-type: none"> - explains the characteristic of tropical climate. - mentions countries that experience tropical climate. - interprets tables involving tropical climate - states the activities that are carried out in tropical climate. 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Tropical climate is wet and dry. It covers the largest part of Africa.</p> <p>It receives moderate rain fall</p> <p>It is experienced in Sudan, Zambia, Malawi, and Tanzania..</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Discussing the characteristics of tropical climate</p> <p>Naming countries in Africa that experience tropical climate</p> <p>Sating the activities that are carried out in the tropical climate.</p> <p>Interpreting tables and graphs.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	A chart showing climatic regions of Africa	P.7 Seven curriculum page 301 - 305	

		Climate of Africa	Desert and semi-climate	<p>The learner; Explains the characteristic of desert and semi-desert climate. Names the different countries that experience desert and semi-desert climate. Gives examples of deserts in Africa. States activities in the desert areas.</p>	<p>The learner; - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly.</p>	<p>It is a hot and dry climate. High temperatures throughout the year. Receives very little rainfall. Examples of deserts in Africa. -Sahara Desert -Kalahari Desert -Namib desert Countries with desert climate include Egypt, Algeria, Libya Activities Irrigation farming Mining</p>	<p>Guided discovery Guided discussion Think pair share Observation Techniques Question and answer Explanation Brain storming</p>	<p>Giving characteristics of desert climate Giving examples of deserts in Africa Stating countries with desert climate</p>	<p>Effective communication - fluency - audibility Critical thinking - Responding to questions Problem solving -Finding strategies of solving problems Values - Appreciation - Caring</p>	A chart showing climatic regions of Africa	P.7 Seven curriculum page 301 - 305	
		Climate of Africa	Mediterranean climate	<p>The learner; - explains the characteristic of Mediterranean climate. - mentions countries which have got Mediterranean climate. - state human activities that are carried out I Mediterranean climate. - interprets tables an digraph involving Mediterranean climate.</p>	<p>The learner; - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly.</p>	<p>It has got hot warm summers and wet cool winters. Covers areas along the Mediterranean Sea and around cape town. Countries with their climate include; Libya , Tunisia , Algeria in the North and South Africa. Human activities . Growing of citrus fruits e.g oranges , grapes Fishing , tourism , pastoralism Tables and graphs representing Mediterranean climate.</p>	<p>Guided discovery Guided discussion Think pair share Observation Techniques Question and answer Explanation Brain storming</p>	<p>Explaining the characteristics of Mediterranean climate. Listing countries that experience Mediterranean climate.</p>	<p>Effective communication - fluency - audibility Critical thinking - Responding to questions Problem solving -Finding strategies of solving problems Values - Appreciation - Caring</p>	A chart showing climatic regions of Africa	P.7 Seven curriculum page 301 - 305	

		Climate of Africa	Temperate climate	<p>- locates areas with temperate climate on the map of Africa.</p> <p>Outlines activities that are carried out in temperate lands.</p>	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Located 20° - 33°N or South of the Equator.</p> <p>-Has got hot and rainy summers and dry cool winters.</p> <p>Activities</p> <p>Crop farming</p> <p>Pastoralism</p> <p>Mining</p> <p>Tourism</p> <p>Tables and graphs</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Explaining the characteristics</p> <p>Identifying activities in temperate lands.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	A chart showing climatic regions of Africa	P.7 Seven curriculum page 301 - 305	
		Climate of Africa	Montane mountain climate	<p>The learner;</p> <ul style="list-style-type: none"> - explains the characteristic of montane climate. - identifies areas and countries that experience montane climate in Africa. - outlines the activities that are carried out in montane climate. 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>The temperatures reduce with increase in altitude</p> <p>The wind word side received more rain fall than the lee word side.</p> <p>Activities carried out in montane climate.</p> <ul style="list-style-type: none"> -Tourism -Crop farming -Mining 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Explaining the characteristics of montane climate</p> <p>Identifying areas and countries that experience montane climate in Africa.</p> <p>Stating the activities in the montane climate.</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	A chart showing climatic regions of Africa	P.7 Seven curriculum page 301 - 305	

		Climate of Africa	Factors that influence the climate of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - states the factors that influence the climate of an area / Africa. - defines prevailing winds and other terms - names the categories of prevailing winds - identifies winds that influence the climate of Africa and locates them on the map of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>PREVAILING WINDS</p> <p>Wind is air in motion. It is caused by difference in atmospheric pressure.</p> <p>Categories</p> <p>a) On shore winds</p> <p>b) Off shore winds</p> <p>other terms</p> <ul style="list-style-type: none"> - Trade winds - Monsoon winds Westerly winds <p>Wind that influence the climate of Africa</p> <ul style="list-style-type: none"> - NE trade winds - SE trade winds - Harmattan winds -Westerly winds 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the factors that influence the climate of an area / Africa.</p> <p>Defining prevailing winds and other terms</p> <p>Identifying winds that influence the climate of Africa and locates them on the map of Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	Wall chart showing prevailing winds	P.7 Seven curriculum page 301 - 305	
		Climate of Africa	Factors that influence the climate of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines ocean currents and other terms - names the categories of ocean currents - identifies ocean currents that influence the climate of Africa and locates them on the map of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>OCEAN CURRENTS</p> <p>These are masses of water flowing in a particular direction across the ocean</p> <p>Categories</p> <p>a) Warm ocean currents e.g Mozambique. Guinea currents and Agulhas</p> <p>b) Cold ocean currents e.g Somali current, Benguela, Canary current</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining ocean currents and other terms</p> <p>Naming the categories of ocean currents</p> <p>Identifying ocean currents that influence the climate of Africa and locates them on the map of Africa</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	Wall chart showing ocean currents	P.7 Seven curriculum page 301 - 305	

		Climate of Africa	Factors that influence the climate of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - explains how each of given factor influences the climate of Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>ALTITUDE</p> <p>VEGETATION</p> <p>HUMAN ACTIVITIES</p> <p>LATITUDE</p> <p>NEARNESS TO WATER BODIES</p> <p>PRESSURE BELTS</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Explaining the influence of each factor on the climate of Africa</p> <p>Asking questions</p> <p>Answering oral and written questions</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	Chalkboard illustration	P.7 Seven curriculum page 301 - 305	
		Climate of Africa	Climate change	<p>The learner;</p> <ul style="list-style-type: none"> - defines climate change - identifies and defines the major cause of climate change - identifies the causes and effects of global warming - discusses possible ways of reducing global warming 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>CLIMATE CHANGE</p> <p>Definition</p> <p>Global warming</p> <p>Causes of global warming</p> <p>Indicators of global warming</p> <p>Ways of reducing global warming</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining climate change</p> <p>Identifying and defines the major cause of climate change</p> <p>Identifying the causes and effects of global warming</p> <p>Discussing possible ways of reducing global warming</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	Chalkboard illustration	P.7 Seven curriculum page 301 - 305	

		Climate of Africa	Influence of climate on human activities	<p>The learner;</p> <ul style="list-style-type: none"> - identifies different economic activities carried out in different climatic zones - states the problems faced by people in different climatic zones. - gives possible solutions to the problems faced by people in different climatic zones 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>a) Desert and semi-desert</p> <ul style="list-style-type: none"> - Economic activities - Problems faced - Solutions <p>b) Equatorial and tropical</p> <ul style="list-style-type: none"> - Economic activities - Problems faced - Solutions <p>c) Montane climate</p> <ul style="list-style-type: none"> - Economic activities - Problems faced - Solutions 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying different economic activities carried out in different climatic zones</p> <p>Stating the problems faced by people in different climatic zones.</p> <p>Giving possible solutions to the problems faced by people in different climatic zones</p>	<p>Effective communication</p> <ul style="list-style-type: none"> - fluency - audibility <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Problem solving</p> <ul style="list-style-type: none"> -Finding strategies of solving problems <p>Values</p> <ul style="list-style-type: none"> - Appreciation - Caring 	Chalkboard illustration	P.7 Seven curriculum page 301 - 305	
		Vegetation of Africa	Introduction to vegetation	<p>The learner;</p> <ul style="list-style-type: none"> -defines the term vegetation -mentions and defines each type of vegetation -identifies the types of natural vegetation -locates vegetation zones on the map of East Africa 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>VEGETATION AS A RESOURCE</p> <p>Definition</p> <p>Types of vegetation</p> <p>Defining each type</p> <p>Types of natural vegetation</p> <p>Locating vegetation zones</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Discussing in relation to vegetation.</p> <p>Locating vegetation zones</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	Chalkboard illustration	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	

		Vegetation of Africa	Vegetation zones of Africa	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the vegetation zone of Africa - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Vegetation zones</p> <p>a) Equatorial b) Mangrove c) Mediterranean d) Temperate grasslands e) Savannah grasslands f) Montane g) Swamp vegetation</p> <p><u>Equatorial vegetation</u></p> <p>Countries where it's found</p> <p>Characteristics</p> <p>Common tree species</p> <p>Economic activities</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the vegetation zone of Africa</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone</p> <p>Mentioning the economic activities carried out in the given vegetation zone</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	
		Vegetation of Africa	Deforestation	<p>The learner;</p> <ul style="list-style-type: none"> - defines the terms deforestation and lumbering - gives reasons for deforestation - states dangers of deforestation 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>DEFORESTATION</p> <ul style="list-style-type: none"> - Definition <p>Reasons for deforestation</p> <p>Dangers of deforestation</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defines the terms</p> <p>Giving reasons for deforestation</p> <p>Stating dangers of deforestation</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	

		Vegetation of Africa	Mangrove forests	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the countries with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>MANGROVE FORESTS</p> <p>Countries where its found</p> <p>Characteristics</p> <p>Importance of mangrove forests</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the countries with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out.</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	
		Vegetation of Africa	Mediterranean vegetation	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the countries with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Mediterranean vegetation</p> <p>Countries where it's found</p> <p>Characteristics</p> <p>Common tree species</p> <p>Economic activities</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the countries with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out in</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	

		Vegetation of Africa	Temperate grasslands	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the countries with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Temperate Grasslands</p> <p>Countries where it's found</p> <p>Characteristics</p> <p>Common tree species</p> <p>Economic activities</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the countries with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out.</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	
		Vegetation of Africa	Savannah vegetation	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the countries with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Savannah vegetation</p> <p>Countries where it's found</p> <p>Characteristics</p> <p>Common tree species</p> <p>Economic activities</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the countries with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out in the given vegetation zone</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	

		Vegetation of Africa	Montane vegetation	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the countries with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Montane vegetation</p> <p>Countries/areas where it's found</p> <p>Characteristics</p> <p>Common tree species</p> <p>Economic activities</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the countries with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out in the given vegetation zone</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	
		Vegetation of Africa	Desert and semi-desert	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the countries with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Desert vegetation Semi desert vegetation</p> <p>Countries/areas where they are found</p> <p>Characteristics</p> <p>Common tree species</p> <p>Economic activities</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the countries with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out in the given vegetation zone</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	A chart showing vegetation zones	P.7 NCDC Curriculum Page 306- 309 Longhorn Comprehensive Primary School Atlas	

		Vegetation of Africa	Swamp vegetation	<p>The learner;</p> <ul style="list-style-type: none"> - identifies the areas with the given vegetation zone - states the characteristics of the given vegetation zone - gives common tree species found in the given vegetation zone - mentions the economic activities carried out in the given vegetation zone 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Swamp vegetation</p> <p>Definition</p> <p>Examples of swamp vegetation</p> <p>Swamp resources</p> <p>Common crops grown</p> <p>Importance of swamps</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Identifying the areas with the given vegetation zone</p> <p>Stating the characteristics of the given vegetation zone</p> <p>Giving common tree species found in the given vegetation zone.</p> <p>Mentioning the economic activities carried out.</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	Chalkboard illustration	P.7 NCDC Curriculum Page 306- 309 Teachers collection	
		Vegetation of Africa	Swamp misuse	<p>The learner;</p> <ul style="list-style-type: none"> -states the ways people misuse swamps -defines terms; swamp drainage, swamp reclamation, swamp encroachment -gives the dangers of swamp drainage and problems faced by people living near swamps 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>SWAMP MISUSE</p> <p>Definition</p> <p>Ways people misuse swamps</p> <p>Other terms (Definitions)</p> <p>Ways people drain swamps</p> <p>Reasons why people drain swamps</p> <p>Dangers of swamp drainage</p> <p>Problems faced by people living near swamps</p>	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Discussing in relation to swamp misuse</p> <p>Note taking</p> <p>Answering oral and written questions</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	Chalkboard illustration	P.7 NCDC Curriculum Page 306- 309 Teachers collection	

		Vegetation of Africa	Vegetation distribution	<p>The learner;</p> <ul style="list-style-type: none"> - states the factors that influence vegetation distribution - explains how each factor influences vegetation distribution 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 	<p>Factors that influence vegetation distribution</p> <ul style="list-style-type: none"> - Human activities - Drainage system - Nature of the soils - Climate - Altitude 	<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Stating the factors that influence vegetation distribution.</p> <p>Discussing how each factor is responsible for the vegetation</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	Chalkboard illustration	P.7 NCDC Curriculum Page 306- 309 Teachers collection	
		Vegetation of Africa	The tourism industry in Africa	<p>The learner;</p> <ul style="list-style-type: none"> - defines tourism - names the major tourist attractions in Africa - identifies the major game parks and their tourist attractions - states the merits and demerits of tourism - identifies the problems facing the tourism industry 	<p>The learner;</p> <ul style="list-style-type: none"> - pronounces, spells and reads words related to the sub-topic correctly - writes words related to the sub-topic correctly -uses words related to the sub-topic in sentences correctly. 		<p>Guided discovery</p> <p>Guided discussion</p> <p>Think pair share</p> <p>Observation</p> <p>Techniques</p> <p>Question and answer</p> <p>Explanation</p> <p>Brain storming</p>	<p>Defining tourism</p> <p>Naming the major tourist attractions in Africa</p> <p>Identifying the major game parks and their tourist attractions</p> <p>Stating the merits and demerits of tourism</p> <p>Identifying the problems facing the tourism industry</p>	<p>Problem solving</p> <ul style="list-style-type: none"> - Articulation <p>Meaningfulness</p> <p>Critical thinking</p> <ul style="list-style-type: none"> - Responding to questions <p>Environmental awareness</p> <p>Values</p> <p>Appreciation</p> <p>Care</p>	Chalkboard illustration	P.7 NCDC Curriculum Page 306- 309 Teachers collection	