**SUBJECT SOCIAL STUDIES PRIMARY SEVEN TERM 2 & 3**

Comprehensive SST BK 7. Sharing our world bk 7

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| **1** | **1** | **LIVING TOGETHER IN AFRICA** | **The people of Africa the Ethnic groups and settlement patterns.** | Ethnic groups in Africa | **SUBJECT** | | **LANGUAGE** | **Story telling**  **Discussion** | -Writing notes about the origin of different ethnic groups.  -List the ethnic groups. | Creative thinking. Friendship formation. | Map of Africa showing Ethnic groups**.** | Sharing our world bk 7 |  |
| * The learner identifies different ethnic groups in Africa. * Describes their origin. | | The learner correctly uses the following words related to the topic.  Origin, Ethnic, Berbers, Negroes, Caucasians, |
|  | **2** |  |  |  | The learner describes the movement of different ethnic groups. Bantu from Negroes, the Berbers etc. | | * Migration * Immigration. | **Story telling.** | Drawing the map of Africa showing the migration routes. | Sharing co-operation. | **Text books** |  |  |
|  | **3** |  |  |  | The learner identifies the settlement patterns of different Ethnic groups in Africa. | | Semites cushites. | **Discussion**  **Story telling.** | Drawing the map showing different settlement patterns of ethnic groups. | Drawing  Co-operation  Guided discovery. | **Map of Africa.** |  |  |
|  | **4** |  |  |  | The learner mentions the tribes under each ethnic group. | The learners spells and writes correctly the words below. Oromo, Eritrea, Afar shone etc. | |  | The learner writes the tribes from each ethnic group. | Discussion  Story telling. | Text books  Comprehensive SST Bk 7. Sharing our world. | Comprehensive SST Bk 7. |  |
|  | **5**  **6**  **7** |  |  | Ethnic groups in Africa. | The learner identifies reasons why different ethnic groups moved from their original homeland.  -States the problems faced.  Effects of migration for each ethnic group. | The learner correctly reads spells the new words. E.g   * Terrain * Effects * Indigenous * resistance | | **Brain storming**  **Story telling guided**  **Discovery.** | The learner writes the causes of migration.  Problems faced and effects. | Co-operation.  Creative thinking. | Text books |  |  |

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| **2** | **1**  **&**  **2**  **3**  **4** |  |  |  | **SUBJECT** | **LANGUAGE** | **Discussion**  **Brain storming**  **Guided discovery.** | Writing notes. | Sharing co-operation. | **Text books.** |  |  |
| * The learner identifies the problems faced by the ethnic groups during settlement. * Give the reasons for settling in particular areas. |  |

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| **3** | **5**  **6**  **7**  **1** | **LIVING TOGETHER IN AFRICA** | **Foreign influence on the African continent.** | Groups of foreigners that came to Africa. | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion** | -Writing notes | Co-operation sharing  Appreciation. | Text books. | Functional book SST bk 7. |  |
| The learner  -Mention the groups of foreigners that came to Africa.  -States how the foreigners influenced the people of Africa.  -Gives reasons why it took long for foreigners to know the interior of Africa.  -Give reasons why foreigners came to Africa. | * The learner spells and writes correctly the new words. |
|  | **2**  **&**  **3** |  |  | The Arab traders in E.Africa and North Africa. | -The learner describes the coming of the Arabs.  -Give the reasons for their coming.  -Identifies their settlement.  -Outlines the effects for their  coming on the African continent. | * dhows * monsoon | **Story telling.**  **Discussion** | Writing notes | Appreciation. | Writing notes. | Comprehensive SST BK 7. |  |

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| **4** | **4**  **5**  **&**  **6** |  | **Foreign influence to African continent.** | Slave trade. | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion**  **Guided discovery.** | -Writing notes.  Discussion. | Creative thinking.  Effective communication. | Text books  Atlas. | Sharing our world bk 7 |  |
| The learner  -Gives the meaning of slave trade slavery  -States how slaves were obtained.  -Gives the reasons for caring out slave trade.  Mentions the slave traders.  -Mentions the effects of slave trade.  Explains how slave trade stopped. | **-The learner spells the words correctly.**  **New words.**  **-culture.**  **Khartouners**  **Depopulation.** |
|  |  |  |  | The Trans-saharan trade. | -The learner gives the meaning of Trans-saharan trade.  -Mentions the people carried out the trade.  -The trade items. | **The learner spells the new wards correctly.** | **Discussion**  **Story telling.** | Drawing the map of  -Trans-saharan trade. | Creative thinking.  Effective communication. | Text books. |  |  |
|  |  |  |  | The Trans-Atlantic trade. | -The learner describes the Trans-Atlantic trade.  -Mentions the people who carried out the trade.  -Mentions the trade items. |  | **Discussion story**  **Telling.** | Drawing the map.  Drawing the diagram of Trans-saharan trade. | Creative thinking.  Effective communication. | Text books. |  |  |
| 5 | **5**  **&**  **6** |  |  | Explorers. | -The learner give the meaning of explorers.  -states the reasons for coming.  -Problems.  -Effects.  -First explorers. | The learner writes the names of explorers correctly. | **Discussion.**  **Story**  **telling** | Writing notes. | Appreciation.  Creative thinking. |  |  |  |
|  |  |  |  |  | The learner mentions different explorers who visited the regions of Africa.  To west Africa, central and East Africa. | The learner spells well the names of different explorers who came to Africa**.** | **Discussion.**  **Guided discovery.**  **Story telling.** | Discussing the explorers who came to Africa. | Creative thinking.  Co-operation. | Text books  Atlas | Sharing our world bk 7 |  |
|  | **7** |  |  | The Portuguese | The learner describes the Portuguese rule at the coast of E.Africa.  -The need for the sea route to India. | Read, spells writes the new wards related to the Portuguese. | **Story**  **Telling**  **discussion** | Drawing a map showing the sea route to India. | Drawing co-operation. | The chart showing the sea route to India by Vasco Dagama. |  |  |

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| **5** | **1** |  | **Foreign influence.** | missionaries | **SUBJECT** | **LANGUAGE** | **Discussion** | -Writing notes  Discuss in groups. | -Appreciation .  -Effective communication. | Text books. | Comprehensive Bk 7. |  |
| The learner,  -Gives the meaning of a missionary.  -Gives the reasons for the coming of missionaries to Africa.  -States the problems faced. | The learner, reads, spells and writes the new words. |
|  |  |  |  |  | Different missionaries and their contributions to Africa. | Names of missionaries | **Story telling** |  |  |  |  |  |
|  |  |  |  |  | Missionary groups.  Effects of missionaries.  a)Negative  b)Positive  on the African continent. | Names of missionaries. | **Story telling** | Writes notes. | Appreciation co-operation. | Text books |  |  |
|  |  |  |  | Traders | -Reasons for the coming of traders.  -Trading companies.  -Effects | * do - | * **do -** | * do - |  |  |  |  |

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| **6** | **1**  **&**  **2** |  |  | The European colonialists to Africa. | **SUBJECT** | **LANGUAGE** | **Discussion** | Discuss the reasons for the coming of colonialists.  Writing notes. | Effective communication.  Co-operation | Text books |  |  |
| **The learner-Gives the meaning of**  **a) Colonialists.**  **b) colony**  **c) protectorate**  **d) mandate territories**  **d) Scramble and partition of Africa.**  **-Gives the reasons for scramble/partition of Africa.** | **The learner spells the new words correctly.** |
|  | **3** |  |  |  | **-Describes the Berlin conference.**  **-Effects of the Berlin conference.**  **-countries that colonized African countries.** | * **do -** | **Story telling**  **discussion** |  | * do - | * do - | **do -** |  |
|  | **4**  **&**  **5** |  |  |  | **-Reaction of Africans to the colonialists .**  **-positive and Negative effects of colonialists to Africa.** |  | **Discussion** |  | Effective communication | Text books |  |  |

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| **7** | **1** | **LIVING TOGETHER IN AFRICA**. |  | Case study South Africa. | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion** | Writing notes  Discussion | Co-operation.  Appreciation | Map of Africa showing the Great Trek. |  |  |
| -The learner  Describe the European settlers in South Africa.  -causes of the Great Trek and effects of the Great Trek. | -New words  Great Trek  -Boars  -Afrikaaners**.** |
|  | **1**  **&**  **2** |  |  | Settlers in Africa. | -The learner gives reasons for the coming of settlers in Africa.  -Mentions the countries where the Europeans settled.  -Effects of European settlers to Africa. |  | * **do -** | Writing notes. | * do - | Drawing the map of Africa showing the colonies. |  |  |
|  | **3**  **4**  **&**  **5** |  | Nationalism and the Road to Independence of Africa. | Nationalism. | The learner gives the meaning of  a)Nationalism.  b)Nationalists  c)Pan Africanism  d)Gives the feeling of Nationalists  -Nationalists.  -The Pan African movement  -How Nationalism is practiced in Uganda. | The learner reads, spells and writes the New words correctly.  Marcus  Garvey | * **do -** | * do - | Co-operation.  self esteem.  Assertiveness.  Effective communication. | * do - | **-**do **-** |  |

Functional SST Book 7.

Comprehensive SST BK 7. Sharing our world bk 7

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|  | **6** |  |  | Independence | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion** | -Writing notes. | Creative thinking.  Self esteem  Self awareness | Map of Africa showing Ethnic groups**.** |  |  |
| The learner gives the meaning of  -Independence  -describes how Africans fought for independence.  -Mentions the social, political and economic reasons why Africans wanted Independence. |  |
| 8 | **1** |  | **ROAD TO INDEPENDENCE** | * do - | The learner  -mentions the problems faced during their struggle for independence.  -The effects of the world wars to the achievement of independence. | Segregation.  Intimidation  Harsh laws.  Detation. | * **do -** | -Writing notes.  -Discussion. | Self awareness | Text books. |  |  |
|  | **2**  **&**  **3** |  |  | Important Africans who fought for Independence. | The learner mentions the Africans who fought for Independence in their countries. | The learner reads, spells and writes the names of Africans correctly. | * **do -** | * do - | Assertiveness.  -self awareness. |  |  |  |

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| **8** | **4** |  |  | Political parties which led some African countries to Independence. | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion** | -Reading text books. | Assertiveness.  -self awareness. | **Text books** | Comprehensive SST Book 7. |  |
| -Identifies the political parties which led African countries to independence. The leaders of the political parties. |  |
|  | **5**  **&**  **6** |  | **POST INDEPENDENCE AFRICA.** | OAU | -The learner describes the formation of OAU.  -Founder members.  -Why it was formed. | * Unity * Founder. | **-do -** | Writing notes.  Drawing a map of Africa showing founder members of OAU. | Problem solving  Friendship formation Effective communication. | Text books. |  |  |
|  | **7** |  |  |  | The learner states the achievements of OAU.  -Failures of OAU.  -Problems faced OAU. | -Failure  -challenge  -apartheid.  -policy  -dependence. | **-do-** | Writing notes. | Non violent conflict resolution. | Text books | **-do-** |  |
| **9** | **1** |  |  |  | -Explains why AU was formed.  -Describes the organs of AU.  -Challenges of AU .  -Solution. | Funds. | **-do-** | -do- | Problem solving. |  |  |  |
|  | **2**  **&**  **3** |  |  | **Common market** | The learner states the functions of Regional bodies.  Advantages and disadvantages of economic | The learner correctly uses the following words related to the topic.  -market, community.  -co-operation  -Development. | **Discussion** | Writing notes.  Reads the countries for each group. | Problem solving. | Text books  Atlas. |  |  |
|  | **4**  **&**  **5** |  |  |  | Describe the objectives of each economic grouping.  -ECOWAS  -ECOMOG  -SADC  -IGAD |  | **Discussion**  **Story telling.** | Writing notes. | Effective communication. |  |  |  |

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Environment

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|  | **6** |  | Economic developments in Africa. | Major economic resource | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion** | -writing the economic resources of Africa. | Creative thinking caring |  | **Sharing our world bk 7** |  |
| -The learner mentions the major economic resources in Africa.  -Give the importance of each resource. | -Resource  -utilization  -Economic  -Economy |
|  | **7** |  |  | Problems faced in the utilization of resources | The learner identifies the problems faced when utilizing resources. | -do - | **discussion** | Discussing the problems faced.  Writing the problems faced. | caring | Atlas | **-do-** |  |
| **10** | **1** |  |  | Case study one Nigeria. | -Location  -Climate of Nigeria  -Farming  -Nomadism  -HEP  -Transport  -Oil mining | -Petroleum  -Diesel  -crude oil  -Fulani  -Transhumance. | **Discussion** | Drawing the map of Nigeria showing the neighbours. | Drawing | Wall map of Nigeria | **-do-**  Functional ST bk 7 |  |
|  | **2** |  |  | Libya | -location’-climate  -oil mining  -irrigation farming.  -Industrilisation  -Tourism. | -industrialization  -Oases  -sand dunes | **-story telling**  **-Discussion** | Drawing the map of Libya. | Creative thinking. | Wall map of Libya. |  |  |

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|  | **3** |  | Economic developments in Africa. | Case study 3 S.Africa. | **SUBJECT** | **LANGUAGE** | **Story telling**  **Discussion** | Drawing the map of S.Africa. | Critical thinking | **Wall map of S.Africa** |  |  |
| -Location  -Mining  -Farming  -Trade  -Tourism  -Industries | -wit waters rand  -Diamond  -Gold  Kimberly |
|  | **4** |  |  | DRC | -location  -climate  -mining  -tourism  -Farming | \_Kisangani  -Exploitation | **Discussion** | Drawing the map of DRC. | * do - | Wall map of DRC |  |  |
|  |  |  |  | UGANDA | -Farming  -Mining  -Tourism  -Irrigation  -schemes  -Pastoralism | -Irrigation  -sprinkler | **Discussionstory telling** | Drawing the map of Uganda showing cash crop growing. | Creative thinking. | Environment. |  |  |
|  |  |  |  | Challenges affecting economic development in Africa | -The learner mentions the challenges affecting Africa. | -civil wars  -corruption  -illiteracy. | **Discussion** |  |  |  |  |  |
|  |  |  |  | Solutions to the challenges | -The learner gives the solutions for each challenge. | * do - | * **do -** | Discuss the solutions. | Effective communication |  |  |  |