**SOCIAL STUDIES SCHEMES OF WORK FOR STD 7 TERM THREE - 2021**

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| **WK** | **LES** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **T/L ACTIVITIES** | **T/AIDS** | **REFERENCES** | **REMARKS** |
| 1 | 1 | POLITICAL DEVELOPMENT AND SYSTEMS | Traditional forms of government | By the end of the lesson the learner should be able to describe the political, social and economic organization of the Khoisan | -Story telling-Explanation-Asking and answering questions-Note taking | Maps Pictures Charts  | Our lives todayPupils book 7 page; 137-140 |  |
| 2 | ‘’ | Traditional forms of government | By the end of the lesson the learner should be able to describe the political, social and economic organization of the Khoisan | -Story telling-Explanation-Asking and answering questions-Note taking | Maps Pictures Charts  | pupils book 7 page; 144-148 |  |
| 3 | ‘’ | Traditional forms of government | By the end of the lesson the learner should be able to describe the political, social and economic organization of the kingdom of old Ghana | -Story telling-Explanation-Asking and answering questions-Note taking | Maps Pictures Charts  | Pupils book 7 page; |  |
| 4 | ,, | Scramble for and partition of Africa | By the end of the lesson the learner should be able to state the reasons for the scramble for colonies in Africa | -Asking and answering questions-Discussion-Note taking | Diagrams Maps  | Pupils book 7 page; |  |
| 5 | ,, | ‘’ | By the end of the lesson the learner should be able to describe the partition of Africa | -Asking and answering questions-Discussion-Note taking | Diagrams Maps | Pupils book 7 page; 150-153 |  |
| 2 | 1 | POLITICAL DEVELOPMENT AND SYSTEMS | African response to the scramble and partition | By the end of the lesson the learner should be able to describe the African response to the partition of Africa (resistance) | -Asking and answering questions-Discussion-Reciting-Note taking | Wall map of AfricaChalkboard | Pupils book 7 page;154 |  |
| 2 | ,, | ‘’ | By the end of the lesson the learner should be able to describe the African response to the partition of Africa(collaboration) | -Asking and answering questions-Discussion-Note taking | Pictures in ppls text book | Pupils book 7 pg 157 |  |
| 3 | ,, | Colonial adminisration in Africa | By the end of the lesson the learner should be able to identify some system of colonial administration in Africa | -Asking and answering questions-Discussion-Explanation-Note taking | Pictures in ppls text book | Pupils book 7 page;158 |  |
| 4 | ,, | Colonial systems of administration-Belgians in Congo | By the end of the lesson the learner should be able to describe how the Belgians ruled Congo | -Asking and answering questions-Discussion-Explanation-Note taking | Pictures in ppls text book | Pupils book 7 page; 159 |  |
| 5 | ,, | -The French in Senegal | By the end of the lesson the learner should be able to describe how the French administered Senegal. | -Asking and answering questions-Discussion-Explanation-Note taking | Pictures in ppls text book | Pupils book 7 page;161 |  |
| 3 | 1 | POLITICAL DEVELOPMENT AND SYSTEMS | -The Portuguesein Mozambique | By the end of the lesson the learner should be able to describe how the Portuguese administered Mozambique. | -Asking and answering questions-Discussion-Explanation-Note taking | Wall map of AfricaChalkboard | Our lives todayPupils book 7 page;163 |  |
| 2 | ,, | The British in Northern Nigeria | By the end of the lesson the learner should be able to describe how the British administered Northern Nigeria. | -Asking and answering questions-Discussion-Note taking |  Wall map of Africa | Pupils book 7 page; 164 |  |
| 3 | ,, | Effects of colonial rule in Africa | By the end of the lesson the learner should be able to state the effects of colonial rule in Africa. | -Asking and answering questions-Discussion-Note taking | Wall map of Africa | Pupils book 7 page;166 |  |
| 4 | ,, | Struggle for Independence -Ghana | By the end of the lesson the learner should be able to describe the struggle for independence in Ghana. | -Asking and answering questions-Discussion-Note taking | Wall map of Africa | Pupils book 7 page;167 |  |
| 5 | ,, | Struggle for Independence -Zimbabwe | By the end of the lesson the learner should be able to describe the struggle for independence in Zimbabwe. | -Asking and answering questions-Discussion-Note taking | Wall map of Africa | Pupils book 7 page;169 |  |
| 4 | 1 | POLITICAL DEVELOPMENT AND SYSTEMS | Contribution of prominent African leaders-Nelson Mandela | By the end of the lesson the learner should be able to describe the life and contribution Nelson Mandela to his country. | ‘-Asking and answering questions-Discussion-Explanation-Note taking | Picture cut-outs | Our lives todayPupils book 7 page;171 |  |
| 2 | ,, | -Gamal Abdel Nasser | By the end of the lesson the learner should be able to describe the life and contribution G. A. Nasser to his country. | -Asking and answering questions-Discussion-Note taking | Picture cut-outs | Pupils book 7 page;172 |  |
| 3 | ,, | -Leopold Songhor | By the end of the lesson the learner should be able to describe the life and contributionL. Songhor to his country. | ‘-Discussion-Explanation-Note taking | Picture in pupils text book | Pupils book 7 page;174 |  |
| 4 | ,, | -Present Systems of government in Kenya and Swaziland | By the end of the lesson the learner should be able to describe the systems of government of Kenya and SWAZILAND. | -Discussion-Explanation-Note taking | Chalk board | Pupils book 7 page;175 |  |
| 5 | ,, | Similarities and differences in the systems of govement in Kenya and Swaziland | By the end of the lesson the learner should be able to compare and contrast sytems of government In Kenya and Swaziland. | -Discussion-Explanation-Note taking | chart, | Pupils book 7 page;176 |  |
| 5 | 1 | ,, | African Union(AU) | By the end of the lesson the learner should be able to outline the objectives of African Union(A.U) | -Asking and answering questions-Discussion-Explanation-Note taking | Chalk board | Our lives todayPupils book 7 page;182 |  |
| 2 | CITIZENSHIP | Drugs and drug abuse | By the end of the lesson the learner should be able to define drus and drug abuse. | ‘’ -Asking and answering questions-Discussion-Explanation-Note taking | Pictures in pupils text book | Pupils book 7 page;185 |  |
| 3 | ,, | Effects of drug and substance abuse | By the end of the lesson the learner should be able to state effects of drug and substance abuse. | -Asking and answering questions-Discussion-Explanation-Note taking | -Pisture cut-outs-posters | Pupils book 7 page;186 |  |
| 4 | ,, | Ways of curbing drug and substance abuse | By the end of the lesson the learner should be able to state ways of curbing drug abuse. | ‘’ -Asking and answering questions-Discussion-Explanation-Note taking | -Pisture cut-outs-posters | Pupils book 7 page;187 |  |
| 5 | ,, | Inclusion of persons with special needs in the society | By the end of the lesson the learner should be able to  | -Asking and answering questions-Discussion-Explanation-Note taking | -Pisture cut-outs-posters | Pupils book 7 page;188 |  |
| 6 | 1 | ,, | Collective responsibility | By the end of the lesson the learner should be able to identify activities that show collective responsibility in the community. | -Asking and answering questions-Discussion-Explanation-Note taking | Local environment | Our lives todayPupils book 7 page;190 |  |
| 2 | DEMOCRACY AND HUMAN RIGHTS | Benefits of democracy | By the end of the lesson the learner should be able to mention benefits of democracy. | ‘’ Asking and answering questions-Discussion-Explanation-Note taking | -Chalk board-chart | Pupils book 7 page;193 |  |
| 3 | ,, | Abuse of human rights | By the end of the lesson the learner should be able to mention at least five human rights. | ‘Asking and answering questions-Discussion-Explanation-Note taking | -Chalk board-chart | Pupils book 7 page;194 |  |
| 4 | ,, | The importance of respecting human rights | By the end of the lesson the learner should be able to state the importance of respecting human rights. | Asking and answering questions-Discussion-Explanation-Note taking | -Chalk board-chart | Pupils book 7 page;196 |  |
| 5 | LAW, PEACE AND CONFLICT RESOLUTION | Causes of conflict in society | By the end of the lesson the learner should be able to identify causes of conflict in society and keep away from them. | ‘’ -Asking and answering questions-Discussion-Explanation-Note taking | -Chalk board-chart | Pupils book 7 page;199 |  |
| 7 | 1 | ,, | Ways of resolving conflicts | By the end of the lesson the learner should be able to state ways of resolving conflicts in society.  | -Asking and answering questions-Discussion-Explanation-Note taking | -Chalk board-chart | Our lives todayPupils book 7 page;201 |  |
| 2 | THE GOVERNMENT OF KENYA | The Kenya Constitution | By the end of the lesson the learner should be able to state at least eight main elements of the Kenyan constitution. | -Asking and answering questions-Discussion-Explanation-Note taking-Role playing | Copy of the Constitution of Kenya | Pupils book 7 page; 204 |  |
| 3 | ,, | Importance of the Kenya Constitution | By the end of the lesson the learner should be able to state the importance of the Kenyan constitution. | -Asking and answering questions-Discussion-Explanation-Note taking | Copy of the Constitution of Kenya | Pupils book 7 page;206 |  |
| 4 | ,, | Parliamentary electoral process in Kenya | By the end of the lesson the learner should be able to describe how the electoral process in Kenya is conducted | -Asking and answering questions-Discussion-Explanation-Note taking | Copy of the Constitution of Kenya | Pupils book 7 page;206 |  |
| 5 | ,, | How one may lose a parliamentary seat | By the end of the lesson the learner should be able to mention ways in which one may lose a parliamentary seat. | -Asking and answering questions-Discussion-Explanation-Note taking | Copy of the Constitution of Kenya | Pupils book 7 page; 208 |  |
| 8 | 1 | THE GOVERNMENT OF KENYA | Role of a citizen in the electoral process | By the end of the lesson the learner should be able to state the role of the citizen in the electoral process | -Asking and answering questions-Discussion-Explanation-Note takingDramatizing a voting scene | Models of voting equipments. | Pupils book 7 page;209 |  |
| 2 | ,, | Importance of participating in elections | By the end of the lesson the learner should be able to state the importance of participating in elections. | -Asking and answering questions-Discussion-Note taking | ,, | Pupils book 7 page;209 |  |
| 3 | ,, | Responsibility of the government to it’s people | By the end of the lesson the learner should be able to state at least five duties of the government to it’s citizen. | -Asking and answering questions-Discussion-Note taking | Chalkboard | Pupils book 7 page;210 |  |
| **END YEAR EXAMS** - **MARKING AND COMPILING EXAM RESULTS** |