

Social Studies Syllabus

Background

The P7 learner has gone through a variety of experiences on the physical and social environments. By this time, the learner has been exposed to living together in an expanding environment, starting with the familiar ones such as a home, school, neighbourhood, sub-county, municipality, district, Uganda and East Africa. The learner will now be exposed to the rest of Africa, under the theme “Living together in Africa”.

A number of physical, social, political and economic aspects have been covered to enhance the learners’ knowledge and skills on how human beings interact with other living things to survive in different types of environments.

Rationale

Social Studies (SST) is designed to equip the learners with knowledge, skills, values and desired attitudes which are required to prepare them for living in a physical, social, political and economic environment as knowledgeable and as participating citizens of society. Primary Seven SST competences are intended to prepare learners in their final year of primary school education to higher academic levels. Learners will use the knowledge, skills and values to interact with others from various communities and backgrounds and this is why they should be exposed to the wider community for a harmonious living.

Social Studies can provide learners with the skills for productive problem-solving and decision-making, as well as for assessing issues and making thoughtful value judgements. Above all, Social Studies helps learners to integrate these skills and understandings into a framework for responsible citizen participation, whether in their play group, the school, the community or the world.

Social Studies content integrates knowledge, skills and attitudes within and across disciplines. This helps learners to view and relate the concepts of physical, social, political and economic factors which will enable them cope with multiple perspectives in the dynamic world.

It is important for learners to begin to understand, appreciate and apply knowledge, skills and values in other academic disciplines as a way of

disciplinary integration. Such interdisciplinary-based learning draws simultaneously from several disciplines in clarifying specific concepts. Social Studies addresses the contemporary conditions of real life and academic scholarship.

Learning Outcomes

The following are the expected learning outcomes of the P7 SST learning and teaching process:

1. Promotes an appreciation of Africa as a continent, where our own country exists.
2. Demonstrates the usage of lines of latitudes and longitudes to locate Africa, its regions and member countries.
3. Explores, identifies and appreciates the value of one's immediate and distant environment for better and harmonious living.
4. Identifies and appreciates the importance of climate and how it determines and supports human, animals and plant life.
5. Appreciates the value of vegetation and endeavours to care for it for better and harmonious living.
6. Demonstrates and promotes values, social practices in the society and shows respect for his/her own and other cultures.
7. Identifies the importance of interdependence of nations and continents.
8. Demonstrates and explains the use of map reading skills, interpretation and analysis of data.
9. Demonstrates knowledge and appreciates the rights of individuals in society and recognises and practises collective responsibility in bringing order, social justice, and political growth.
10. Identifies and appreciates the values of being in an independent state and appreciates the events that led to independence.
11. Identifies and examines natural resources and their importance in the development of Africa.
12. Explores and understands the challenges African states face and highlights strategies to overcome them.

13. Appreciates the inter-dependence among nations and the contribution made by United Nations agencies.
14. Appreciates the role-played by the Commonwealth in the development of member countries.

Methodology

Teaching Social Studies calls for the application of various methods which support the development of literacy, numeracy, positive behaviour, desired attitudes, values and application of life and study skills. Therefore, the following generic methods are recommended for use:

- Group discussion
- Project method
- Dramatisation
- Exhibition
- Construction
- Inquiry
- Discovery method
- Problem-solving method

You are encouraged to explore and use various teaching methods.

Method	Techniques
Discussion	• Brainstorming, question and answer, debate, resource person, storytelling, arguments, experiment, observation, illustration, interview and field visits
Projection method	• Audio-visual, video recording, slides, films, trips and audio-recording
Dramatisation	• role-play, drama, conversations, dialogue or monologue and simulation
Exhibition	• Display, interest corner/centre, picture essays, demonstration, ground and wall maps and real objects
Representation	• Drawing, painting, sculpture, modelling, use of diagrams, charts, photographs, posters and so on
Group method	• Grouping, reporting, brainstorming and display
Problem-solving	• Sorting, competitions, initiations, note making, puzzles, quizzes and debates

Inquiry or discovery	<ul style="list-style-type: none"> • Project assignment, research, field visits, excursion, questions, resource persons, observations, recording and interviews
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Life Skills

A life skill is the ability to cope with any emerging situation both in happiness and difficulty. For effective teaching of SST, you are advised to develop life skills in the learner. Life skills and values should be incorporated in your scheme of work and lesson plan. Life skills cannot be developed in a single lesson. It takes time.

Life skills are grouped into three categories:

1. Skills for living and knowing oneself

- a) Self-awareness: knowing one's strengths and weaknesses.
- b) Self esteem: having confidence in oneself.
- c) Coping with emotions: one's ability to manage or deal effectively with situations or problems such as fear, love, anger, shyness, disgust and the desire to be accepted by others.
- d) Coping with stress: overcoming physical, psychological and emotional tension arising out of difficult situations.
- e) Assertiveness: expressing one's feelings, needs or desires openly and specifically in a respectful manner.

2. Skills of knowing and living with others

- a) Interpersonal relationships: ability to relate freely with others.
- b) Friendship formation: the ability to build/make meaningful and healthy associations with people.
- c) Empathy: the ability to understand and address other people's circumstances/problems and finding ways of helping them make the right decisions.
- d) Peer pressure resistance: overcoming misleading influence from friends.
- e) Negotiation: ability to come up with agreed positions.
- f) Non-violent conflict resolution: ability to handle hostile situations or friction calmly and peacefully.

- g) Effective communication: ability to express oneself clearly and appropriately.

3. Skills of making effective decisions

- a) Critical thinking: ability to explore possibilities of solving problems.
- b) Creative thinking: ability of coming up with new ways of doing things, ideas, arrangements or organisations.
- c) Decision-making: ability to make the right choice from alternatives.
- d) Problem-solving: ability to identify, cope with and find solutions to difficult or challenging situations.

Social Studies Skills

The skills that are primary to Social Studies are those related to maps and globes, such as understanding and using locational and directional terms. These SST skills are categorised as study and manipulative skills.

Study skills

A study skill is the ability to collect, analyse and use information during the teaching/learning process. Some examples of study skills are: listening, observing, investigating, reading, writing, grouping/classifying, analysing, experimenting, collecting and recording information.

Manipulative skills

A manipulative skill is the ability to express knowledge by the use of hands and other body parts. Some of these skills are displaying, drawing, painting, modelling, making cut-outs and all activities done using hands.

Values and Attitudes

Values are things we believe in and support openly such as orderliness, honesty, love, carefulness, respect, faithfulness, obedience, kindness and trustworthiness.

Attitudes are inner feelings manifested by actions like appreciation, cooperation, patience, tolerance, empathy and sympathy.

Instructional Materials

The following instructional materials may be used to support the teaching/learning process of the subject.

- Reference books
- Textbooks
- Wall maps
- Charts
- Globes
- Flash cards
- Models
- Radios
- Televisions
- Other audio/visual aids

Above all, you are encouraged to use the environment. This is a major source of teaching and learning aids. The things provided by the environment are plants, animals, physical features, houses, factories, household property, social service centres such as schools, health centres, hospitals and police stations.

Instructional materials are very important in the teaching/learning process because they make teaching and learning real and enjoyable. They reinforce learning and also attract learners' attention and motivation.

Instructional materials are clear, bold, representative, attractive and can make teaching and learning effective. Learners must be involved in the making or collecting of instructional materials. As you select instructional materials, you are encouraged to consider the special needs learners as well.

Assessment

Assessment of learning is a very important aspect of the teaching/learning process. You should assess the learner's progress in terms of attainment of the set competences. The syllabus also suggests competences to be assessed at the end of every topic. However, summative assessment should be carried out at the end of a specified period.

The three domains, cognitive, psychomotor and affective, should be considered during assessment. These domains will be assessed through simple tests, observations, checklists, oral tests, simple texts, objective texts, group projects, records of behaviour and classroom discussion. You should keep records of both findings and results. The results can be used for promotion of learners to the next level. Share the records with other stakeholders at different levels.

Topic Outline

Term I

Topic	Sub-topics	Suggested No. of Periods
1. LOCATION OF AFRICA ON THE MAP OF THE WORLD	<ul style="list-style-type: none"> • Location and position of Africa using lines of latitudes and lines of longitudes • World continents and their sizes • Water bodies that surround Africa • Regions that make up Africa • Countries in each region and their capital cities 	8
2. PHYSICAL FEATURES	<ul style="list-style-type: none"> • Names and location of physical features in Africa <ul style="list-style-type: none"> – Mountains and highlands – Rivers – Lakes – Plateau – Rift valley – Coastal plains • Formation of major physical features of Africa 	12
3. CLIMATE OF AFRICA	<ul style="list-style-type: none"> • Climatic regions of Africa • Characteristics of different climatic regions • Factors that influence climate of Africa • Influence of climate on human activities • Influence of human activities on climate 	22

Topic	Sub-topics	Suggested No. of Periods
4. VEGETATION OF AFRICA	<ul style="list-style-type: none"> • Location and names of vegetation types of Africa • Factors that influence vegetation distribution in Africa • Importance of vegetation to people and animals • Importance of game parks • Animals found in different vegetation zones • Reasons why animals live in different vegetation zones • Population distribution in relation to vegetation • Reasons for differences in population distribution in different vegetation zones • Effects of population on vegetation 	18

Term II

Topic	Sub-topics	No. of Periods
5. THE PEOPLE OF AFRICA, THE ETHNIC GROUPS AND SETTLEMENT PATTERNS	<ul style="list-style-type: none"> • Origin of different ethnic groups • Movements of different ethnic groups into Africa • Settlement patterns of different ethnic groups • Tribes belonging to different ethnic groups • Reasons for the migration and settlement of ethnic groups in Africa • Problems met by ethnic groups during their movement and settlement in Africa • Effects of ethnic migrations 	12

Topic	Sub-topics	No. of Periods
6. FOREIGN INFLUENCE IN AFRICA	<ul style="list-style-type: none"> • Foreign groups in Africa <ul style="list-style-type: none"> – Arab traders, Persian and Indian traders, European explorers, missionaries, administrators/colonialists • Reasons for the coming of European explorers into Africa • Problems faced by European explorers in Africa • Effects of European explorers • European traders in Africa <ul style="list-style-type: none"> – Triangular trade • Reasons for the coming of traders into Africa <ul style="list-style-type: none"> – Effects of European traders • European colonialists in Africa (South Africa, Ghana, Senegal, Algeria, Angola, Egypt, DRC) <ul style="list-style-type: none"> – The scramble and partition of Africa – Establishment of colonial rule in Africa – in Francophone and Anglophone States – Methods of acquiring colonies in Africa such as <ul style="list-style-type: none"> ▪ Treaty making ▪ Violence, existing misunderstanding – European settlers in South Africa, Zimbabwe • The beginning of the Great Trek in South Africa • Effects of foreign influence <ul style="list-style-type: none"> – Political effects (apartheid in South Africa) – Economic effects – Social effects • Methods used by colonialists to administer the colonies such as direct rule, indirect rule or assimilation 	18

Topic	Sub-topics	No. of Periods
7. NATIONALISM AND THE ROAD TO INDEPENDENCE OF AFRICA	<ul style="list-style-type: none"> • Meaning of Pan-Africanism, Pan-Africanists, nationalism – nationalists and patriotism • The work of Pan-Africanists and nationalists • Countries that were not colonised in Africa (Ethiopia and Liberia) • Reasons for maintaining their independence • Leading Pan-Africanists who fought for Africa’s independence • Methods of work by the Pan-Africanists and nationalists • Problems Pan-Africanists and nationalists faced • Multiparty system <ul style="list-style-type: none"> – Advantages of multiparty system – Disadvantages of multiparty system • Single party system <ul style="list-style-type: none"> – Advantages of single party system – Disadvantages of single party system 	20

Topic	Sub-topics	No. of Periods
8. POST-INDEPENDENCE AFRICA	<ul style="list-style-type: none"> • Formation of OAU <ul style="list-style-type: none"> – When and why it was formed – Founder members – Objectives of OAU – Functions of OAU • Achievements of OAU • Failures of OAU • Formation of AU <ul style="list-style-type: none"> – Objectives of AU • Challenges of AU <ul style="list-style-type: none"> – Organs of AU • Possible solutions to challenges of AU • Regional economic grouping (Common Markets) <ul style="list-style-type: none"> – COMESA (Common Market for Eastern and Southern Africa) – ECOWAS (Economic Community of West African States) – SADC (Southern Africa Development Community) – IGAD (Intergovernmental Authority and Development) • Advantages and disadvantages of economic cooperation • Ways of solving problems faced by economic groupings 	10

Term III

Topic	Sub-topics	No. of Periods
9. ECONOMIC DEVELOPMENTS IN AFRICA	<ul style="list-style-type: none"> • Major economic resources of Africa • Problems faced in the utilisation of resources • Caring for our resources • Major economic development in Africa (case studies) <ul style="list-style-type: none"> – Nigeria: climate, oil mining, farming, nomadism, hydro-electric power, trade and transport – Ghana: climate, farming, River Volta projects, mining – Libya: climate, oil mining, irrigation farming, industrialisation, tourism – South Africa: mining, farming, trade, tourism, industrialisation – Democratic Republic of Congo: climate, mining, tourism, farming – Uganda: farming, mining, tourism, irrigation schemes, pastoralism • Comparison with other countries in terms of economic development • Challenges affecting economic development in Africa <ul style="list-style-type: none"> - Social - Economic - Political • Possible solutions to problems that affect economic development in Africa 	30

Topic	Sub-topics	No. of Periods
10. MAJOR WORLD ORGANISATIONS	<ul style="list-style-type: none"> • Formation of the United Nations <ul style="list-style-type: none"> – Origin – Objectives – Membership and organs of the UN – Functions – Agencies • Importance of the United Nations • Agencies of the UN and their functions • UN Human Rights Charter • The Commonwealth of Nations <ul style="list-style-type: none"> – Membership – Functions • Challenges of the UN and The Commonwealth of Nations 	10