1. **MINISTRY OF GENERAL EDUCATION**

**LUKWIPA SECONDARY SCHOOL**

**DEPARTMENT OF SOCIAL SCIENCES**

**SCHEMES**

**GRADE EIGHT (8) TERM ONE (1)**

|  |  |  |  |  |  |
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| **WEEK** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **METHODS/AIDS TEST/PRACTICAL** | **REFERENCE** |
| 1 | BASIC MAP READING TECHNIQUES  MAN THE SOCIAL BEING  POLITICAL DEVELOPMENT IN ZAMBIA | * Maps and diagrams * What is History? * Why do we learn history? * Introduction to Civics | * Explain the difference between a map and diagram * State characteristics of a map * Define the word history * State reasons for learning history. * Explain the meaning of Civic Education | * Question and answer method * Teachers’ exposition * Group discussion * Discussion * Group work * Discovery * Teachers’ exposition * Question and answer method * Document study | Progress in Social Studies Grade 8  Social Studies Grade 8 Marvel Publishers  Haantobolo – Junior history  Social studies achievers  Chilimunda  Progress in Social Studies Grade 8  Social studies achievers |
| 2 | BASIC MAP READING TECHNIQUES  MAN THE SOCIAL BEING  POLITICAL DEVELOPMENT IN ZAMBIA | * Maps and diagrams * How do we learn history? * Measuring time. * Zambia’s path to independence * Colonial rule by the British | * Describe the location of a place or point on a map. * Identify direction of places on a map * Measure distances on a map * Discuss various methods used to learn about the past. * Describe measurement of time in history. (BC, AD, Decade, Generation, Century, Millennium) * Outline Zambia’s path to Independence. | * Map study * Teachers exposition * Teachers’ exposition * Group work. * Role play * Discovery * Question and answer method * Discussion * Chart study * Role play | Progress in Social Studies Grade 8  Social Studies Grade 8 Marvel Publishers.  Achievers in social studies Grade 8.  Social studies achievers  Haantobolo – Junior history  Chilimunda.  Dasgupta in search of central African past.  Progress in Social Studies Grade 8.  Social studies grade 8 achievers |
| 3 | BASIC MAP READING TECHNIQUES  MAN THE SOCIAL BEING  POLITICAL DEVELOPMENT IN ZAMBIA | * Map reading and interpretation * Origin of the earth/ beginning of life on earth * Zambia’s path to independence * resistance to colonial rule and achieving independence | * Interpret relief features * Describe the two theories explaining the beginning of the earth and life. * Discuss Zambia’s resistance to colonial rule and achieving independence. | * Teachers exposition * Map study * Class discussion * Document study * Group work * Picture study * Teachers’ exposition * Group discussion * Text book study * Role play | Progress in Social Studies Grade 8.  Social Studies Grade 8 Marvel Publishers  Social studies achievers  Haantobolo – Junior history  Chilimunda  Progress in Social Studies Grade 8  Social studies achievers |
| 4 | BASIC MAP READING TECHNIQUES  MAN THE SOCIAL BEING  POLITICAL DEVELOPMENT IN ZAMBIA | * Map reading and interpretation * Development of creatures Proconsul Africanus * Cooperation with other African countries | * Identify drainage patterns * Discuss the stages in the development of man. * Describe the physical appearance and way of life of Proconsul * Explain Zambia’s co-operation with other African countries | * Teachers exposition * Map study * Teachers exposition * Group work * Question and answer method * Discussion * Teachers exposition | Progress in Social Studies Grade 8  Social Studies Grade 8 Marvel Publishers  Social studies achievers  Haantobolo – Junior history  Chilimunda   * Progress in social studies learners book 8 * Achievers Junior Secondary social studies |
| 5 | BASIC MAP READING TECHNIQUES  MAN THE SOCIAL BEING  POLITICAL DEVELOPMENT IN ZAMBIA | * Map reading and interpretation * Kenyapithecus * Australopithecus * Zinjanthropus * Symbols of national identify * National flag | * Identify cultural features * Describe the physical appearance and way of life of Kenyampithecus * Describe the physical appearance and way of life of the these creatures Australopithesus, Zinjanthropus * Describe symbols of national identity. | * Teachers exposition * Map study * Document study * Teacher’ exposition * Group Work * Picture study * Discussion * Question and answer * Picture study | * Progress in Social Studies Grade 8 * Social Studies Grade 8 Marvel Publishers * Social studies achievers * Haantobolo – Junior history * Chilimunda * Progress in social studies learners book 8 * Achievers Junior Secondary social studies |
| 6 | BASIC MAP READING TECHNIQUES  MAN THE SOCIAL BEING  SOCIAL DEVELOPMENT IN ZAMBIA | * Map reading and interpretation * Early stone age. * Homohabilis * Coat of arms * National anthem * Value of National Symbols | * Identify cultural features * State the periods in which Homohabilis lived. * Explain the value of national symbols | * Teachers exposition * Map study * Group work * Teacher exposition * Teacher exposition * Class discussion * Chart * Question and answer | * Progress in Social Studies Grade 8 * Social Studies Grade 8 Marvel Publishers * Social studies achievers * Haantobolo – Junior history * Chilimunda * Progress in social studies learners kbook 8 * Achievers Junior Secondary social studies |
| 7 | MID TERM TEST  MAN THE SOCIAL BEING  GOVERNANCE | * Work covered * Appearance way of life * Systems of governance * What is governance? * Democratic governance | * To recall, analyze, synthesize, apply and evaluate what they have learnt. * Describe the appearance and way of life of Homohabilies. * Tools and food * Identify systems of governance | * Document * Group work * Teacher exposition * Document study * Class discussion | * Social studies achievers * Haantobolo – Junior history * Chilimunda * Progress in social studies learners book 8 * Achievers Junior Secondary social studies |
| 8 | MAN AND THE ENVIRONMENT  MAN THE SOCIAL BEING  GOVERNANCE | * Physical and cultural features of Zambia * Middle stone age * Monarchy * Republic * Aristocracy | * Describe relief levels of Zambia * Describe the appearance of broken Hillman and his way of life * Describe the characteristics of good governance | * Teacher exposition * Map study * Question and answer. * Document study * Picture study * Group work * Brainstorming * Teachers’ exposition * Question and answer | * Junior secondary social studies Grade 8 * Progress social studies grade 8 * Social studies Grade 8 Marvel Publisher * Social studies achievers * Haantobolo – Junior history * Chilimunda * Progress in social studies learners book 8 * Achievers Junior Secondary social studies |
| 9 | MAN AND THE ENVIRONMENT  MAN THE SOCIAL BEING  GOVERNANCE | * Physical and cultural features of Zambia * Late stone age * Dictatorship * Capitalist governance * Socialist government * Communist government | * Locate the major drainage features of Zambia * Name the people of the ‘late stone’ age * State and explain their methods of hunting * Reasons why they painted * Locate their painting sites. * Describe the characteristics of bad governance | * Map study * Teacher exposition * discovery * Document study * Group work * Picture study * Map study * Question and answer * Teachers exposition * Chart * Role play | * Junior secondary social studies Grade 8 * Progress social studies grade 8 * Social studies Grade 8 Marvel Publisher * Social studies achievers * Haantobolo – Junior history * Chilimunda * Progress in social studies learners book 8 * Achievers Junior Secondary social studies |
| 10 | MAN AND THE ENVIRONMENT  MAN THE SOCIAL BEING  GOVERNANCE | * Physical and cultural features of Zambia * Ing’ombe Ilede * Early iron age * Institutions that promote good governance | * State the cultural features of Zambia * Discuss the earliest trading site in Zambia. * Describe how farming started in the Middle East and how it reached Africa. * Identify institutions that promote good governance | * Question and answer * Class discussion * Document study * Group work * Map study * Picture study * Group discussion * Class discussion * Teacher’s exposition * Field trips | * Junior secondary social studies Grade 8 * Progress social studies grade 8 * Social studies Grade 8 Marvel Publisher * Social studies achievers * Haantobolo – Junior history * Chilimunda * Progress in social studies learners book 8 * Achievers Junior Secondary social studies |
| 11 | REVISION  MAN THE SOCIAL BEING  REVISION | * Work covered      * Early Iron age | * Identify missing information from the work covered. * To suggest possible solutions to challenges discovered * Describe the spread of iron works in Zambia * Describe how farming reached Zambia | * Document study * Group work * Map study | * Social studies achievers * Haantobolo – Junior history * Chilimunda |
| 12 | REVISION AND TESTS  REVISION | * Work covered | * Identify missing information from the work covered. * To suggest possible solutions to challenges discovered |  |  |
| 13 | END OF TERM TESTS | Work covered | * To recall, analyze, synthesize, apply and evaluate what they have learnt. | Test papers | Work covered |

**MINISTRY OF GENERAL EDUCATION**

**CENTRAL PROVINCE SOCIAL STUDIES GRADE 8 COMMON SCHEMES**

**GRADE EIGHT (8) TERM TWO (2)**

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| **WEEK** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **METHODS/AIDS TEST/PRACTICAL** | **REFERENCE** |
| 1 | REVISION  REVISION  REVISION | * Revision * Revision * Revision | * To make a recap of the work which was covered in the previous term * Revision of previous work based on past papers. * To make relevant corrections | * Question and answer * Teacher Exposition * Discussion * Group work * Teacher exposition      * Question and answers | * End of term one test question papers * Progress in social studies learners book 8 |
| 2 | MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Farming * Origins * Movements * Organizations that promote good governance | * Describe the different traditional types of shifting cultivation * State the main crops grown under each traditional cultivation system * Describe the origins and movements of the Bantu speaking people. * Describe the locations of the Bantu ethnic groups. * Identify organizations that promote good governance | * Question and answer * Teacher Exposition * Map study * Picture study * Teacher Exposition * Map study * Group discussion. * Question and answer * Class discussion * Field trip | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Junior secondary social studies grade 8 * Achievers Junior secondary social studies * progress in social studies learners book 8 |
| 3 | MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Farming * Causes * Effects of the Bantu Migrations * Constitution * Types of constitution | * Explain the effects of shifting environment * Describe commercial farming * Identify the major cash crops grown under commercial farming * Describe the causes of the Bantu migrations * Describe the effects of results of the Bantu migrations / Luba-Lunda * Define constitution * State the types of constitution | * Question and answer * Group discussion * Teacher Exposition * Teacher Exposition * Map study * Picture study * Question and answer * group work * teacher’s exposition | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers   Junior secondary social studies grade 8   * Achievers Junior secondary social studies * progress in social studies learners book 8 |
| 4 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Farming * Technology of the Bantu * Importance of a constitution | * State characteristics of estate / plantation agriculture * State factors influencing commercial livestock farming * Explain the impact of commercial farming on the environment * Describe the importance of technology of the Bantu speaking people. * Iron tools, farming, and permanent settlements. * Explain the importance of a constitution i.e. supreme law of land. | * Debate * Group discussion * Question and answer * Teacher Exposition * Group work * Picture study * Brainstorming * Document study * Class discussion * Question and answer | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers   Junior secondary social studies grade 8   * Achievers Junior secondary social studies * progress in social studies learners book 8 |
| 5 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Fishing * Decentralised societies * Qualifications for Zambia citizenship * Qualities of a good citizen | * Locate the major fisheries in Zambia. * Define the word decentralization * Identify the major decentralized societies in Zambia. Tonga, Ila, Lenje, Soli * Describe characteristics of decentralized * State qualifications of Zambian citizenship * Describe qualities of a good citizen. | * Map study * Class discussion * Question and Answer * Teacher Exposition * Group work * Map study * Brainstorming * Class discussion * Question and answer * Document study | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Achievers Junior secondary social studies * Progress in social studies learners book 8 |
| 6 | MID TERM TESTS  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Work covered * Tonga * Rights of Zambian citizens * Duties and responsibilities of Zambian citizens. | * To recall, analyze, synthesize, apply and evaluate what they have learnt. * Discuss the socio, economic and political organisation of the Tonga. * Discuss the rights of citizens. * Discuss the duties and responsibilities of a Zambian citizen. | * Teacher Exposition * Group work * Class discussion * Group work * Question and answer * Teachers’ exposition | * Achievers Junior secondary social studies * Progress in social studies learners book 8 |
| 7 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Fishing      * Lenje * Political organisation * Functions and structure of a political party | * Identify the types of fish found in Zambia * Describe fishing methods used in Zambia. * Discuss the socio, economic and political organisation of the Lenje people. * Describe a political party * State the functions of political parties | * Map study * Picture study * Question and answer * Discussion * Teacher Exposition * Group work * Discussion * Question and answer * Teachers’ exposition * Text book study | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Achievers Junior secondary social studies * Progress in social studies learners book 8 |
| 8 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Fishing * Soli / Ila * Multi-partism | * Describe fish processing methods. * State the challenges facing the fishing industry * Suggest possible solutions to the challenges facing the fishing industry * Describe the socio, economic and socio organisation of the soli / ila people * Describe multi-partism * State the advantages and disadvantages of one party state and multi-partism. | * Teacher exposition * Discussion * Picture study * Document study * Teacher Exposition * Group work * Discussion * Debate * Class discussion * Questions and answer | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Achievers Junior secondary social studies * Progress in social studies learners book 8 |
| 9 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Tourism * Centralized societies * Lunda Kingdom of Mwata Kazembe * Types of elections * Electoral procedure | * Define tourism * Identify the major tourist attractions in Zambia. * Define the word centralized societies * Describe the origin and expansion of the kingdom of Mwata Kazembe. * Explain the types of elections * Describe the electoral process | * Map Study * Question and answer * Teacher Exposition * Group work * Discussion * Role play * Discussion * Question and answer * Chart | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Progress in social studies learners book 8 |
| 10 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Tourism * Kazembe Kingdom Decline * Election management * Electoral malpractice | * State the advantages and disadvantages of tourism * Explain the importance of conserving tourism resources. * Describe the decline of the Lunda Kingdom of Mwata Kazembe * Describe the role of electoral commission of Zambia * Identify electoral practice | * Class discussion * Question and answer * Teacher Exposition * Group work * Discussion * Question and answer * Discussion * Chart * Teacher’s exposition * Drama | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Achievers Junior secondary social studies * Progress in social studies learners book 8 |
| 11 | REVISION | * Work covered | * To recall, analyze, synthesize, apply and evaluate what they have learnt. |  |  |
| 12-13 | REVISION AND TESTS  END OF TERM | * Work covered | * To recall, analyze, synthesize, apply and evaluate what they have learnt. | Test papers | Work covered |

**MINISTRY OF GENERAL EDUCATION**

**CENTRAL PROVINCE SOCIAL STUDIES GRADE 8 COMMON SCHEMES**

**GRADE EIGHT (8) TERM THREE (3)**

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| **WEEK** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **METHODS/AIDS TEST/PRACTICAL** | **REFERENCE** |
| 1 | REVISION  PRE-COLONIAL SOCIETIES  GOVERNANCE | * Revision   **Bemba**   * Origin * Central Governance * Organs of Government | * To make a recap of the work which was covered in the previous term * Answer questions based on the previous lesson * Describe the origin the Bemba kingdom * State the main functions of central government * State the organs of governments and their functions. | * Question and answer. * Discussion * Teacher exposition * Discussion * Map study * Teachers exposition * Discussion * Chart | * End of term one test question papers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 8 * Achievers junior secondary social studies |
| 2 | MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Forest and their products   **Bemba**   * Expansion * Decline * Local government * Functions of local government | * Describe the type of vegetation found in Zambia * Describe the expansion of the Bemba Kingdom. * Describe the decline of the Bemba kingdom * Explain the history of local government in Zambia. * State the functions of local government | * Teacher Exposition * Map study * Picture study * Discussion * Discussion group * Document study * Discussion * Question and answer * Field trips | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 8 * Achievers junior secondary social studies |
| 3 | MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Forest and their products   **Kalonga**   * Origin * Expansion * House of chiefs | * Identify types of tree species * Discuss the origin and expansion of the Chewe kingdom of Kalonga * Identify roles of traditional rulers * State the composition of the house of chiefs. * Explain the role of the house of chiefs | * Teacher Exposition * Discussion * Document study * Teacher exposition * Map study * Discussion * Question and answers * Field trips * Charts | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 8 * Achievers junior secondary social studies |
| 4 | MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Forest and their products   **Kalonga**   * Decline   **Undi’s Kingdom**   * Origin * Expansion * Expansion * Fundamental human rights * Universal declaration of human rights (UNDHR) | * Identify forest products and their uses * Explain the importance of * Discuss reasons that led to the decline of Kalonga’s kingdom. * Describe the origin and expansion of the kingdom of Undi. * Describe fundamental human rights * Explain the importance of universal declaration of human rights (UDHR) | * Teacher Exposition * Discovery * Discussion * Group work * Document study * Teacher exposition * Map study * Discussion * Question and answers * Charts | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 8 * Achievers junior secondary social studies |
| 5 | MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Weather and climate of Zambia   **Undi’s Kingdom**   * Decline * Types of human rights * Background to United Nations convention on the rights of child (UNCRC) | * Describe weather and climate * State the elements of weather and their measurements. * Describe the decline of the kingdom of Undi. * Identify factors that lead to human right violation. * Discuss obstacles to reporting human rights violations. | * Teacher exposition * Picture study * Group work * Document study * Teacher exposition * Teacher exposition * Question and answer * Chart * case study | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 8   Achievers junior secondary social studies |
| 6 | MID TERM TESTS  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Work covered   **Undi’s Kingdom**   * Decline * Factors that lead to human rights violations * Obstacles to reporting human rights violations | * To recall, analyze, synthesize, apply and evaluate what they have learnt. * Describe the origin and movement of the Ngoni people of Zwangendaba * Identify factors that lead to human rights violation. * Discuss obstacles to reporting human rights violations. | * Group work * Document * Teacher exposition * Teachers exposition * Question and answer * Chart * case study | * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 8   Achievers junior secondary social studies |
| 7 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Weather and climate of Zambia   **The Lozi**   * Origin * Institutions and organizations that promote human rights in Zambia. | * State the elements of weather and their measurement * Discuss the origin of the Lozi people * Identify institutions and organsiation that promote human rights in Zambia. | * Teacher exposition * Picture study * Discussion * Group work * Document study * Map study * Teacher exposition * Teacher exposition * Question and answer * Discussion * Chart | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 9 * Achievers junior secondary social studies |
| 8 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Weather and climate of Zambia * Expansion * Corruption | * Explain factors influencing weather * Describe reasons that led to the expansion of the Lozi people. * Define corruption * Explain the causes of corruption * Effects of corruption | * Teacher exposition * Picture study * Discussion * Group work * Document * Teacher exposition * Text book study * Question and answer * Discussion * brochures * Charts | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 9 * Achievers junior secondary social studies |
| 9 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Weather and climate of Zambia * Expansion * Corruption | * Describe the climate of Zambia. * Describe reasons that led to the expansion of the Lozi people. * Describe the role of the community in fighting corruption. * Identify institutions and organizations that spearhead the fight against corruption in Zambia. | * Teacher exposition * Discussion * Map study * Group work * Document study * Teacher exposition * Document study * Video show * Brochures * Charts | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 9 * Achievers junior secondary social studies |
| 10 | MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE | * Weather and climate of Zambia * Decline * Conflict resolution | * Analyse effects of climate on human activities * Analyse the impact of human activities on climate. * Describe reasons for the decline of the Lozi kingdom. * Define conflicts resolution * Identify the levels of conflict. | * Class discussion * Discovery * Field trip * Group work * Document study * Teacher exposition * Video showing e.g. sarafina, roots. * Document study * Question and answer | * Progress in social studies grade 8 * Social studies grade 8 Marvel publishers * Haantobolo * Chilimunda * Achievers * Progress in social studies learners book 9 |
| 11 | REVISION | * Revision | * To recall, analyze, synthesize, apply and evaluate what they have learnt. |  |  |
| 12-13 | REVISION AND TESTS | * Work covered |  |  |  |

**MINISTRY OF GENERAL EDUCATION**

**CENTRAL PROVINCE SOCIAL STUDIES GRADE 9 COMMON SCHEMES**

**GRADE NINE (9) TERM ONE (1)**

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| **WEEK** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **METHODS/AIDS TEST/PRACTICAL** | **REFERENCE** |
| 1 | REVISION  FOREIGN INFLUENCE ON ZAMBIA  REVISION | * Revision * Development of slavery and slave trade * Revision | * To make a recap of the work which was covered in grade 8 * Explain the motives behind ‘slavery’ and slave trade up to the sixteen century * To make relevant corrections | * Question and answer * Teachers exposition * Pictures study * Map study * Discussion * Question and answer * Question and answer | * End of year test paper * Haantobolo Junior secondary history * KK Dasgypta Southern Africa since 1800 * Social studies achievers junior secondary * End of term |
| 2 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  GOVERNANCE | * Mining industry * Effects of slave trade * Conflict resolutions | * State the major minerals mined in Zambia * Discuss the effects of slave trade on the African societies * Explain the causes of conflict * Discuss effects of conflict * identify solutions to conflicts | * Map study * Question and answer * Discussion * Document study * Discussion * teachers exposition * Document study * Question and answer * Discussion * Picture study | * Progress in social studies grade 9 * Achievers grade 9 * Achievers junior secondary * Chilimunda success in junior history part II. * Progress in social studies learners book 9 |
| 3 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Mining industry * Trade routes * Money | * Describe methods of mining * Discuss the main slave trade routes in Africa. * Explain the concept of money * Describe the characteristics of money. | * Picture study * Discussion * Question and answer * Question and answer * Picture study * Discussion * Map Study * Question and answer * Discussion * Teachers’ exposition | * Progress in social studies grade 9 * Achievers grade 9 * Achievers junior secondary * Achievers junior secondary social studies * Progress in social studies learners book 9 |
| 4 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Mining industry * Organisation of triangular slave trade * Money | * Discuss the contributions of mining to socio-economic development. * Describe the triangular slave trade * Outline the functions of money * Explain the law of supply and demand. | * Class discussion * teacher Exposition * Picture study * Map study * Question and answer * Class discussion * Chart study * Teachers’ exposition * Question and answer | * Progress in social studies grade 9 * Achievers grade 9 * Achievers junior secondary social studies 9 * Chilimunda I success in junior history part II. * Progress in social studies learners book 9 |
| 5 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Mining industry * Abolition of slavery and slave trade * Money | * Discuss impact of mining on the environment * Identify people who were instrumental in the abolition of slavery and slave trade * Describe money laundering activities * Explain measures to control money laundering. | * Class discussion * teacher Exposition * Debate * Question and answer * Teacher exposition * Research. * Discussion * Discussion * Question and answer * Chart study | * Progress in social studies grade 9 * Achievers grade 9 * K.K Dasgupta southern Africa since 1800 * Chilimunda I success in junior history. * Achievers junior secondary social studies grade 9 * Progress in social studies learners book 9 * Achievers junior secondary social studies |
| 6 | MID TERM TESTS  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Work covered * Effects of slave trade in Africa * Budget | * To recall, analyze, synthesize, apply and evaluate what they have learnt. * Discuss the positive and negative of slave trade in Africa. * Identify features of a budget. * Explain the different types of income and expenditure. | * Individual work * Teacher exposition * Document study * Chart * Discussion * Teachers’ exposition | Work covered   * Chilimunda I. success in junior history part II. * K.K Dasgupta Southern Africa since 1800. * Achievers junior secondary social studies. |
| 7 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Power and energy generating industries      * Arrival of Europeans aims of imperialism and scramble for Africa. * Budget | * Describe renewable and non-renewable sources of power and energy * Describe the aims of the European imperialism and the scramble for Africa. * Identify features of a budget * Explain the different types of income and expenditure | * Question and answer * Teachers exposition * Discussion * Question and answer * Teachers exposition * Discussion * Chart study * Discussion * Teachers’ exposition | * Progress in social studies grade 9 * Achievers grade 9 * Achievers junior secondary history social studies 9 * Chilimunda I success in junior history part II * Progress in social studies learners book 9 * Achievers junior secondary social studies |
| 8 | DEVELOPMENT IN ZAMBIA  FOREIGN ON ZAMBIA  ECONOMIC DEVELOPMENT | * Power and energy generating industries      * Why Africa was not explored before 1700 * Why Africa was explored after 1750 * Budget | * Describe renewable and non-renewable sources of power and energy * State reasons for the Europeans not exploring Africa before 1700. * Explaining the reasons for Europeans exploration of Africa after 1750 * Explain the source of national budget | * Discovery * Question and answer * Teachers exposition * Teachers exposition * Class discussion * Document study * Role play * Group discussion * Teachers’ exposition | * Progress in social studies grade 9 * Achievers grade 9 * Chilimunda I success in junior history part II * Haamtobolo G.N Junior secondary history * Progress in social studies learners book 9 |
| 9 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Power and energy generating industries      * Actual explorations of Africa in central Africa David Livingstone * Budget | * Describe renewable and non-renewable sources of power and energy * Describe the exploration of Africa by David Livingstone * Explain the importance of a budget * Identify the challenges associated with Budget implementation. | * Question and answer * Teachers exposition * Discussion * Map study * Picture study * Teachers exposition * Teachers’ exposition * Case study * Document study | * Progress in social studies grade 9 * Achievers grade 9 * Achievers junior secondary history social studies 9 * Chilimunda I success in junior history part II * Progress in social studies learners book 9 * Achievers junior secondary social studies |
| 10 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Power and energy generating industries      * De-Lacerda * Monteiro and Gamito * Pedro Baptista * Henry Morton Stanley * Budget | * Identify institutions dealing in power and energy * Describe the explorations of the European explorers like De-lacerda, Monterio and Gamito and Pedro Baptista * Identify the challenges associated with budget implementation. | * Question and answer * Teachers exposition * Discovery * Map study * Teachers’ exposition * Case study * Teachers’ exposition * Class discussion | * Progress in social studies grade 9 * Achievers grade 9 * Chilimunda I success in junior history part II * Haamtobolo G.N Junior secondary history * Progress in social studies learners book 9 |
| 11 | REVISION  FOREIGN INFLUENCE ON ZAMBIA  REVISION | * Work covered * Results of David Livingstone’s Journeys / Explorations | * To recall, analyze, synthesize, apply and evaluate what they have learnt. * State the effects of David Livingstone’s exploration in Africa. * To recall, analyze, synthesize, apply and evaluate what they have learnt. | * Teacher exploration   Class discussion | * Chilimunda I success in junior history part II |
| 12-13 | REVISION & TESTS  REVISION END OF TERM 1 TEST | * Revision / Testing | * Preparing the learner for their grade nine final examinations |  | * All revisions and testing materials |

**MINISTRY OF GENERAL EDUCATION**

**CENTRAL PROVINCE SOCIAL STUDIES GRADE 9 COMMON SCHEMES**

**GRADE NINE (9) TERM TWO (2)**

|  |  |  |  |  |  |
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| **WEEK** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **METHODS/AIDS TEST/PRACTICAL** | **REFERENCE** |
| 1 | REVISION  REVISION  REVISION | * Revision * Revision * Revision | * To make a recap of the work which was covered in the previous terms * Make relevant corrections * To make relevant corrections | * Question and answer * Teachers exposition * Discussion * Question and answer * Teacher exposition * Question and answer | * End of term one questions paper * End of year test paper * End of term |
| 2 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT | * Manufacturing and food processing industry * West African explorers * Mungo Park * Trade | * Describe factors influencing the location of industries. * Describe the explorations of Mungo Park in West Africa * Describe local and international trade * Explain the chain of distribution | * Discovery * Question and answer * Teachers exposition * Discussion * Map study * Teacher exposition * Group discussion * Teacher exposition * Question and answer | * Progress Social Studies Grade 9 * Achievers Grade 9 * KK Dasgupta Southern African since 1800 * Achievers Junior Social Studies * MK Publishers Social Studies * Progress Social Studies 9 * Achievers Junior Social Studies |
| 3 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  ECONOMIC DEVELOPMENT | * Manufacturing and food processing industry * Dixon Denham * Clapperton * Henry Baith * Trade | * State types of manufacturing industries * Describe the exploration of the West African Explorers * Describe what is involved in local trade * Discuss the advantages of local trade | * Question and answer * Teacher exposition * Discussion * Map study * Teacher exposition * Group discussion * Question and answer * Discussion * Field trip | * Progress Social Studies Grade 9 * Achievers Grade 9 * MK Publisher Social Studies * KK Dasgupta Southern African since 1800 * Achievers Junior Social Studies * MK Publishers Social Studies * Progress Social Studies Grade 9 * Achievers Grade 9 * MK Publisher Social Studies |
| 4 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  ECONOMIC DEVELOPMENT | * Manufacturing and food processing industry * East African explorers * John Speke * Samuel Barker * Joseph * Thomson * Trade | * Identify types of food processing industries * Describe and discuss the explorations of East African Explorers * Describe international trade * Discuss advantages and disadvantages of international trade | * Question and answer * Teacher exposition * Group discussion * Map Study * Document study * Teacher exposition      * Teacher exposition * Question and answer * Group discussion | * Progress Social Studies Grade 9 * Achievers Grade 9 * MK Publisher Social Studies * Achievers Junior Social Studies * MK Publishers Social Studies * Progress Social Studies Grade 9 * Achievers Grade 9 |
| 5 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  ECONOMIC DEVELOPMENT | * Manufacturing and food processing industry * Results of European imperialism and scramble for Africa * Trade | * Explain challenges faced by the manufacturing and processing industries. * State and explain the results of European Imperialism and Scramble for Africa * Identify the challenges associated with local and international trade * Identify crimes associated with trade | * Class discussion * Teacher exposition * Discovery * Teacher exposition * Question and answer * Question and answer * Case study | * Progress Social Studies Grade 9 * Achievers J.S.S * MK Publisher Social Studies * Progress Social Studies Grade 9 * Achievers J.S.S * MK Publisher Social Studies * Achievers J.S.S * Progress Social Studies Grade 9 |
| 6 | MID TERM TESTS | * Work covered | * To recall, analyze, synthesize, apply and evaluate what they have learnt. | * Individual work | * Work covered |
| 7 | BASIC MAP READING TECHNIQUES  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS | * Maps and diagrams * Primary resistance * Secondary resistance * Regional organisations | * Describe the location of a place or point on a map * Describe the African primary resistance to colonialism * Identify regional organisation to which Zambia is a member i.e. SADC * Outline structure of SADC * Explain functions of SADC * Discuss benefits of Zambia’s membership to SADC | * Teacher exposition * Discussion * Question and answer * Textbook study * Question and answer * Class discussion * Teacher exposition * Chart study | * Progress in Social Studies Grade 9 * Social studies Grade 8 Marvel Publishers * KK Dasgupta Southern African since 1800 * Achievers Junior Social Studies * MK Publishers Social Studies * Achievers J.S.S * Progress Social Studies Grade 9 |
| 8 | BASIC MAP READING TECHNIQUES  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS | * Maps and diagrams * Struggle for independence in Zambia/   Zimbabwe   * Regional organisation | * Identify directions of places on a map. * Describe the struggle for independence in Zambia (Northern Rhodesia) and Zimbabwe (Southern Rhodesia) * Identify regional organisations to which Zambia is a member i.e. COMESA * Outline structure of COMESA | * Brain storming * Question and answer * Textbook study * Question and answer * Map * Chart showing structure of COMESA * Question and answer | * Progress in Social Studies Grade 9 * Social studies Grade 8 Marvel Publishers * KK Dasgupta Southern African since 1800 * Achievers Junior Social Studies * MK Publishers Social Studies * Achievers J.S.S * Progress Social Studies Grade 9 |
| 9 | BASIC MAP READING TECHNIQUES  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS | * Maps and diagrams * Struggle for independence in Malawi * Regional organisations | * Measure distances on a map * Describe the struggle for independence in Malawi (Nyasaland) * Identify regional organisation to which Zambia is a member of i.e. NEPAD * Outline structure of NEPAD * Discuss benefits of Zambia’s membership of NEPAD | * Teacher exposition * Group work * Document study * Discussion * Question and answer * Chart study * Teacher exposition * Book study | * Progress in Social Studies Grade 9 * Social studies Grade 8 Marvel Publishers * KK Dasgupta Southern African since 1800 * Achievers Junior Social Studies * MK Publishers Social Studies * Achievers J.S.S * Progress Social Studies Grade 9 |
| 10 | REVISION  REVISION  REGIONAL AND INTERNATIONAL ORGANISATIONS | Work covered   * Regional organisations | * Revise work done in the term * Identify regional organisation to which Zambia is a member of i.e. African Union * Discuss the functions and structure of African Union * Discuss the benefits of Zambia’s membership of African Union | * Question and answer * Document study * Question and answer * Map * Discussion | * All revision materials in preparation for the mock examinations * Achievers J.S.S * Progress Social Studies Grade 9 |
| 11 | REVISION  REVISION | Work covered / Mock Examination | * Revise work done in the term | * Question and answer | * All revision materials in preparation for the mock examinations |
| 12-13 | MOCK EXAMINATION | WRITING OF GRADE 9 MOCK EXAMINATION | | | |

**MINISTRY OF GENERAL EDUCATION**

**CENTRAL PROVINCE SOCIAL STUDIES GRADE 9 COMMON SCHEMES**

**GRADE NINE (9) TERM THREE (3)**

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| **WEEK** | **TOPIC** | **SUB-TOPIC** | **OBJECTIVES** | **METHODS/AIDS TEST/PRACTICAL** | **REFERENCE** |
| 1 | REVISION  REVISION  REVISION | * Revision * Revision * Revision | * To make a recap of the work which was covered in the previous terms * Make relevant corrections * To make relevant corrections | * Question and answer * Teachers exposition * Discussion * Question and answer * Teacher exposition * Question and answer | * End of term two / mock questions paper * End of term two / mock questions paper * End of term two / mock questions paper |
| 2 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS | * Social development: population * Central African Federation * Reasons for the formation of federation * International organisations | * Explain population concepts * Describe the population distribution of Zambia * Describe the Central African federation of 1953-1963 * State reasons for the formation of the federation * Identify international organisations i.e. Commonwealth * Discuss the functions and objectives of the commonwealth * Describe membership and structure of commonwealth | * Question and answer * Teacher exposition * Discussion * Teacher exposition * Document study * Discussion * Question and answer * Teacher exposition * Document study | * Progress in Social Studies Grade 9 * Junior Secondary Social Studies Grade 8 * Haantobolo Junior History * Social Studies 8 MK Publishers * Chilimunda * Progress Social Studies Grade 9 * Achievers Junior Secondary Social Studies |
| 3 | DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS | * Social development: population * Successes and failures of the federation * International organisations | * State factors leading to population growth in Zambia * Explain population migration in Zambia * Discuss reasons for and against the central African federation * Identify international organisations i.e. United Nations * Discuss the functions and structure of the United Nations * Outline specialized agencies of the United Nations | * Class discussion * Question and answer * Discovery * Discussion * Question and answer * Teacher exposition * Class discussion * Document study | * Progress in Social Studies Grade 9 * Junior Secondary Social Studies Grade 8 * Social Studies 8 MK Publishers * Haantobolo Junior History * Progress Social Studies Grade 9 * Achievers Junior Secondary Social Studies |
| 4 | DEVELOPMENT IN ZAMBIA  REVISION | * Social development: population * Revision | * State the impact of HIV and AIDS on the population * Discuss questions so as to prepare learners for the end of year examinations | * Class discussion * Question and answer * Teacher exposition * Discovery * Question and answer | * Progress in Social Studies Grade 9 * Junior Secondary Social Studies Grade 8 * All revision materials |
| 5-13 | REVISION, COACHING AND FINAL EXAMINATIONS | | | | |