**PRIMARY SEVEN SCHEME OF WORK FOR SCIENCE I**

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| **WK** | **PD** | **THEME** | | **TOPIC/ SUB TOPIC** | **SUBJECT COMPETENCES** | **LANGUAGE COMPETENCES** | **CONTENT** | **SUGGESTED ACTIVITIES** | **T/L AIDS** | **REF** |
|  | **1**  **&**  **2** | **Human Body** | | **Muscular skeletal system.**  **The structure of human skeleton.** | The learner,   * Draws and names the parts. * Defines the skeleton * Explains types and importance of the skeleton. | The learner,   * Writes words connected to the skeleton. * Names different parts of the skeleton. | * The structure of the human skeleton. * Types of skeletons. * Importance of skeleton. | * Drawing and naming the parts of the skeleton. | Chart  Chalk board  Illustration  Text bks. | -do- |
|  | **3** |  | | **Names of different bones.** | The learner,   * Names the different bones in the body. | The learner,   * Spells he names of different bones in the body. | * The Names of different bones. * Long bones * Short bones * Irregular bones * Flat bones * Examples of; * Long bones * Short bones * Irregular bones * Flat bones | * Naming the bones * Spelling the words. | Chart  Chalk board  Illustration  Text bks. | -do- |
|  | **4** | **Human Body**  **Human Body** | | **Joints** | The learner,   * Lists types of joints. * Gives examples of each type of joints. * Describes uses of joints. | The learner,   * Writes down the name of joints. | * What are joints * Types of joints. * Examples of each type of joints. * Importance of joints. | * Naming the joints found in the body. | Chart  Chalk board  Illustration  Text bks. | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **5** | **Muscles** | The learner,   * Tells what muscles are. * States the type of muscles.   Mentions the importance of muscles. | The learner,   * Describes how muscles work. | * The meaning of muscles. * Type of muscles. * Examples of each type. * Importance of muscles. | * Defining the term muscles. * Stating the type of muscles. * Outlining importance of muscles. | Chalk board.  Illustration. | -do- |
|  | **6**  **&**  **7** | **Diseases and disorders of the skeletal system.**  **Prevention of muscular and skeletal diseases.** | The learner,   * Identifies the disorders and diseases of the system. * Explains the preventive measures of the above diseases. | The learner,   * Spells the words related to system. * Outlines the ways of preventing the diseases of the system. | * Diseases and disorders of the system. * Prevention of Muscular and skeletal system. | * Outlining of the diseases and disorders. * Discussing of the preventive measures. | -do- | -do- |
|  | **8**  **&**  **9** |  | | **Posture and it’s importance.**  **How to keep the skeletal system healthy.** | The learner,   * Defines the posture. * Illustrates and demonstrates the correct body posture. * Describes good health habits for the system. | The learner,   * Writes guided notes on good health habits. | * The meaning of body posture. * Good and bad body posture. * Importance of good body posture. * How to keep the healthy skeletal system. | * Writing guided notes on good health habits. | Chalk board  Illustration  Chart  Text bks | -do- |
|  | **1**  **&**  **2** |  | | **ELECTRICITY**  **(Types of electricity)** | * The learner   i) defines electricity  ii) identifies sources and types of electricity  iii)experiments with static electricity | * The learner:   i) Reads words and sentences on electricity  ii) Write words, sentences and short stories about electricity | i) What electricity is.  ii)Types of electricity  - Current electricity  - Static electricity  iii) Forms of electricity | * - Generating static electricity | Dry cells, combs, torches | Mk intergrated science bk 7 |
|  | **3**  **&**  **4** | **MATTER AND ENERGY** | | **Sources of electricity** | The learners:  i) Identifies sources of electricity  ii) Describes ways different sources produce electricity. | * The learner;   - Names sources of direct and alternating current electricity. | * Sources of direct and current electricity * Dry cell * Sources of alternating current electricity (AC) * Hydro electricity * Thermal electiricity * Solar electricity * Geo-thermal * Nuclear electricity | * Assembling an electric circuit | * Dry cells * Conducting wires * bulbs | - do- |
|  | **5**  **&**  **6** |  | | **An electric circuit and symbols used.** | * Learner defines an electric circuit * Names the parts of a circuit. * Outlines the uses of the components of an electric circuit. * Describes the flow of current. * Tells the symbols. | * Learner defines an electric circuit. * Names and outlines the uses of the parts of a circuit. * Correctly spells the words related to the circuit. * Draws an illustration about the flow of current. * Draws the symbols as used in a circuit. | * Definition of the circuit. * Parts of an electric circuit. * Uses of the components of a circuit. * The flow of current in a circuit. * The symbols of a circuit. | * Defining the circuit. * Naming the parts of a circuit. * Stating uses of a circuit. * Spelling the words related to a circuit. * Drawing the symbols. | Electric bulbs and wires.  Chalk board illustration  Chart. | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **7** | **MATTER**  **AND**  **ENERGY** | | **Energy changes in a circuit** | * Learner describes energy changes in a circuit. * Names the forms of energy in a dry cell and electric bulb. | * Learner explains energy changes. * Names the forms of energy in dry cells and electric bulb | * Energy changes in a circuit. | * Describing energy changes in a circuit. * Naming forms of energy in a bulb | -do- | -do- |
|  | **8** | **Wet cells and dry cells.** | * Learner names the primary and secondary cells * Draw the wet cell. * Correctly describe the terms like polarization, local action and electrolytes. | * Learner describes the wet cells. * Discusses the terms electrolyte, local action and polarization. * Define electrolyte and give examples. | * Secondary and primary cells. * Electricity, electrodes, polarization and local action. | * Describing how dry and wet cells work. * Defining electrodes, electrolytes, polarization and local action. | Chart chalk board illustration.  Text books. | -do- |
|  | **9** | **Parts of a dry cells and their uses.** | * Learner names the parts of a dry cell. * States the sues of the parts of the cell. * Calculates the voltage of a dry cell (brand new) | * Learner names the parts of a dry cell. * Explains the sue of the parts. * Outlines the parts found in the dry cell. | * Parts of a dry cell. * The uses of the parts of a dry cell. * The meaning of voltage ad how to calculate voltage of bran new dry cells. | * Showing the parts of a dry cell. * Outlining the uses of the parts of a dry cell. * Defining voltage. * Calculating voltage | -do- | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **1** | **The bulb and its parts.** | * Lerner draws and names the parts of an electric bulb. * Explains energy ……….in a bulb. * States the reason why the bulb may fail to work when the circuit is complete. | * Learner describes the bulb parts after drawing. * Explains why a new bulb may fail to produce light when the circuit is complete. * Correctly spells words related to the bulb. | * Parts of an electric bulb. * Energy changes in a bulb. * Reasons why a brand new bulb may fail to give out light when the circuit is complete. | * Drawing the parts of a bulb. * Explaining energy changes. * Outlining reasons why the bulb fails to produce light when the circuit is complete. | Chart  chalk board Text books | -do- |
|  | **2** | **MATTER**  **AND**  **ENERGY** | | **A short circuit** | * Learner explains what a short circuit is and how it is caused and prevented. | * Learner discusses the meaning of s short circuit. * Explains the causes and prevention of short circuits. | * The short circuit. * The causes. * Prevention. | * Defining the short circuit. * Stating causes of a short circuit. * Stating the prevention of a short circuit. | Chart  chalk board Text books |
|  | **3** | **Conductors and insulators.** | * Lerner defines conductors. * States the examples of conductors and uses of conductors. * Defines insulators. * States the examples of insulators. * Explains the uses of insulators. * Explains the definition of electrolytes and their examples. | * Learner gives the meaning and examples of conductors and insulators. * States the sues of conductors and insulators. | * The conductors and insulators. * Examples of conductors and insulators. * The uses of conductors and insulators. | * Defining conductors and insulators. * Giving examples of conductors and insulators. * Stating the uses of conductors and insulators. | Chalk board charts text books. |
|  | **4** | **The electric torch.** | * Learner draws and names the parts of a torch. * Explains the uses of some parts. * Explains why a torch fails to work | * Learner names the parts of a torch and its uses. * Outlines why a torch may fail to work. | * The electric torch. * Parts of a torch. * Why a torch fails to work. | * Drawing the parts of a torch. * Stating the uses of the parts of the torch. | Chalk board charts text books. | -do- |
|  | **5** | **Plugs and sockets** | * Learner draws and names the parts of a plug or socket. * Explains the sues of red, blue or green wires. | * Learner drawing and naming the parts of a plug. * Explaining the sues of different colour of wires in a plug. | * The plug. * The socket. * The uses of some coloured wires. | * Drawing the plug. * Stating the uses of some coloured wires. |
|  | **6**  **&**  **7** | **Production of electricity in Uganda.** | * Learner explains the appliances which produce electricity. * Discusses how the electricity is produced and measured. | * The learner explains the electrical appliances commonly used. * States how electricity is measured. | * The motors. * The generators. * The dynamos * The transformers. | * Stating energy changes in the mentioned appliances. | -do- | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **8**  **&**  **9** | **MATTER**  **AND**  **ENERGY** | | **Magnetism** | * The learner defines the term magnetism. * Explains magnetic and non magnetic substances. * Gives the examples of magnetic and non magnetic substances. * Defines and gives examples of alloys. | The learner explains the meaning of;   * Magnetism * Magnet * Magnet materials. * Non – magnetic materials outlines the examples of magnetic and non-magnetic substances. | * Magnetism. * Magnet. * Magnetic substances and their examples. * Non-magnetic substances and their examples. | * Defining the terms i.e. magnetism magnet * Magnetic materials * Non-magnetic materials. * Giving the examples of magnetic and non magnetic substances. | Chalk board  charts  text books. | -do- |
|  | **1**  **&**  **2** | **Properties of Magnets and Tyeps of magnets (Natural & artificial)** | The learner outlines the properties of magnets   * Illustrates the properties of magnets. * Gives examples of a natural and artificial magnets. | The learner states the properties of magnets.   * Draws the properties of magnets. * Explains how the earth works as a natural magnet. | * Properties of magnets. * Types of magnets (natural and artificial) | * Illustration the properties of magnets * Giving examples of natural and artificial magnets. | Text bks  Chalk board  Chart |
|  | **3** | **Permanent and temporary magnets.** | The learner defines permanent and temporary magnets.   * Gives examples of temporary and permanent magnets. * Illustrates and defines magnetic lines and force. | The learner correctly explains the meaning of permanent and temporary magnets.   * States examples of permanent and temporary magnets. * Draws the lines of magnetic force. | * Permanent and temporary magnets. * The magnetic field. | * Defining the terms. * Giving examples of permanent and temporary magnets. * Drawing the magnetic lines of force. | -do- |
|  | **4**  **&**  **5** | **Magnetization and demagnetization.** | The learner defines magnetization and demagnetization.   * Makes induced and electromagnet. * Outlines how to demagnetize magnets. * States uses of magnet. | The learner demonstrates how to make an induced and electro magnet.   * Describes how to demagnetize magnets. * Discusses the uses of magnets and devices that use magnets. | * Magnetization * Stroking * Induction. * Electrical. * Demagnetization. * Uses of magnets. * Devices that use magnets. | * Defining magnetization. * Illustrating methods of magnetization. * Stating the uses of magnets. * Giving examples of devices that use magnets. | Cells  Wires  Chalk board  Text bks | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **6** | **ENVIRONMENT** | | **Energy Resources** | The learner explains what the term environment means.   * Outlines the components of environment. * Defines energy resources. * Gives the examples of energy resources. | The learner defines environment.   * States the components that make up environment. * Explains what energy resources are. * Outlines examples of energy resources. | * Environment and its components. * Energy resources. | * Defining energy resources, environment etc. * Giving the examples of energy resources. | Text bks  Sketches. |  |
|  | **7** | **Types of energy resoruces.**  **-renewable**  **Non-renowable** | The learner explains types of energy resources.   * Defines renewable and non renewable resources. | The learner defines renewable and non renewable resources. | Types of energy resources.   * Renewable resources. * Non-renewable resources. * Soil as a resource | * Defining and giving examples of each type of resource. * Explaining why soil is taken as a resource. | Chalk board  Sketches |
|  | **8** | **Environment** | | **Rocks, Fossils and minerals** | The learner gives examples of rocks and explains how rocks are formed.   * Defines the term fossil and gives examples of fossils. | The learner outlines how rocks are formed.   * States the importance of rocks. * Defines fossils. * Gives examples of fossils. | * Formation of rocks and their importance. * The fossils | * Explaining how rocks are formed. * Defining fossils and how they were formed. | Chalk board  Sketches | -do- |
|  | **9**  **&**  **1** | **Environment** | | **The sun, watr, plants, animals and minerals as energy resources.** | The learner explains how the sun, water, plants, animals and minerals are important as energy resources.   * Defines the term fossil and gives examples of fossils. | The learner describes how the sun, water, plants, minerals and animals work as energy resource. | * The sun as an energy resource. * The animals as energy resource. * The plants as energy resource. * The water as an energy resource * The minerals as energy resource. | * Explaining the sun, water, plants, animals and minerals as energy resource | Chalk board  Sketches | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **2**  **&**  **3** |  | | **Conservation and Biogas production.** | The learner   * Defines conservation. * Explains how different resources are conserved. | The learner defines the term conservation   * Explains how biogas is produced. | * Conservation. * How resources are conserved. * Biogas production. | * Defining conservation * Explaining how different resources are conserved. * Describing how biogas is produced. | Chalk board  Sketches  Text bks. | -do- |
| **TERM II** | | | | | | | | | | |
|  | **1**  **&**  **2** | **Matter and energy** | | **Simple machines and friction.**  **Friction** | The learner,   * States the meaning of friction. * Investigates effects of friction on matter. * States the importance of friction. | The learner,   * Listens to stories about effects of friction. * Describes different ways of increasing or decreasing friction. | * The meaning of friction. * Effects of friction on matter. * Importance of friction. * Ways of increasing on decreasing friction. | * Carrying out experiments on effects of friction on matter. * Illustrating how to increase or decrease friction. | Chalk board  Illustration | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **3** |  | | **Simple machines** | The learner,   * Defines a simple machine. * States advantages of simple machines. * Describes how machines simplify work. * Differentiates between simple and complex machines. | The learner,   * Outlines different names of simple machines. * Tells stories how machines simplify work. * Groups simple and complex machines. | * The meaning of simple machines. * The advantages of simple machines. * How machines simplify work. * Simple and complex machines. | * Describing how machines do work. * Illustrating how machines simplify work. | Chalk board  Illustrates.  Sketches | -do- |
|  | **4**  **&**  **5**  **6** | **Classes of levers** | The learner,   * Classifies the levers. * Defines (a) First class levers. (b) 2nd class levers (c) 3rd class levers. * Names and draws them. | The learner,   * Draws and labels the levers. * Makes models of some levers. | * Class of levers. * 1st class * 2nd class * 3rd class * Examples of each class. * Advantages of levers. | * Identifying different classes of levers. | Sketches  Charts  Chalk board  Illustration | -do- |
|  | **7** | **The Law of levers calculations on levers.** | The learner,   * Defines the law of lever. * Explains how calculations are done. | The learner,   * Writes the formular used in calculating simple problems in levers. | * The Law of Lever (moments) * Calculation on levers. (L.F x L.A) E.F x E.A) | * Calculating simple problems. | Chalk board  Illustration | -do- |
|  | **8**  **&**  **9** | **Matter and Energy** | | **Calculation of work done**  **Terms used in simple machines.** | The learner,   * Explains how work done is calculated. * Describes the terms used in relation to simple machines. | The learner,   * Defines work done. * States how work is calculated. * Writes down words used in relation to simple machines. | * Calculation of work done. (work done = Force x Distance) * Terms used in simple machines. * Mechanical Adv. * Velocity Ratio * Efficiency * Load, Effort and Pivot | * Calculating simple problems. | Chalk board  Illustration | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **1** | **Inclined planes.** | The learner,   * Defines inclined plane. * Mentions examples of inclined planes and advantages of using inclined planes. * States how inclined planes are useful in daily life. | The learner,   * Writes other words used to mean inclined planes. * Makes models of an inclined plane. * Moves in the school to see places where inclined planes are found. | * The slope. * Examples of inclined planes. * Advantages of using inclined planes. * Application of inclined planes. | * Calculating simple problems. | Chalk board  Illustration  Sketches.  Chart | -do- |
|  | **2** | **Wedges** | The learner,   * Defines a wedge. * Mentions examples of wedges * Outlines the advantages of wedges. | The learner,   * Writes correctly the examples of wedges. * Describes how some wedges are used. | * The meaning of wedges. * Examples of wedges. * Advantages of wedges. * Application of wedges. | * Making models of a wedge using wood. * Splitting wood using axes. | -do- | -do- |
|  | **3** | |  | **Screws** | The learner,   * Defines screws. * States examples of screws. * Mentions advantages of screws. * Explains how screws are applicable in our daily life. | The learner,   * Mentions where screws can be found or used. | * The Meaning of wedges. * Examples of screws. * Advantages of using screws. * How screws are useful in daily life. | * Drawing the diagrams of screws, vices and jerks. | Screws  Screw driver  Chalk board  Illustration  Chart | -do- |
|  | **4** | | **Wheel and Axle** | The learner,   * Defines wheel and axle. * Gives examples of machines which in the principle of wheel and axle. * Mentions how they are useful. | The learner,   * Draws the structure of wheel and axle. * Writes down machines which have wheel and axle | * The meaning of wheel and axle. * Machines which work under the principle of wheel and axle. * Application of wheel and axle. | * Drawing wheels and axle | Wrist watches  Bicycles  Eggbeater | -do- |
|  | **5** | | **Pulleys.** | The learner,   * Defines the term pulley. * Mentions types of pulleys. * Describes characteristics and mechanical Advantage of each pulley. * States the advantages of using pulleys.   Mentions how pulleys are applicable. | The learner,   * Draws the single fixed and movable pulleys.   Makes models of pulleys. | * What is a pulley? * Types of pulleys. * The M.A of each pulley. * Advantage of using each type of pulley. * Application of pulleys. | * Drawing pulleys. * Making models of single fixed on. * Single movable pulley. | Chalk board  Illustration  Chart  Old bicycle wheel. | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **6**  **&**  **7** | | **Human Body** | **Excretory system**  **The skin** | The learner,   * Defines excretion * Lists the excretory organs. * Explains the skin as an excretory organ. * Draws the structure of the skin. | The learner,   * Narrates how sweat and other fluids are removed from the body. * Draws and names the parts of the skin | * Excretion; The meaning of (i) excretion   (ii) excretory organ.   * Examples of excretory organs. * The structure of the skin (cross section) * Naming of parts. | * Naming excretory organs. * Drawing the cross section of the skin. | -do- | -do-  Introduction to Biology  Biology for Tropical schools. |
|  | **8**  **&**  **9** | | **Human**  **Body**  **Human Body** | **Functions of the skin**  **Diseases and disorders of the skin**  **How to keep the skin healthy.** | The learner,   * Explains the functions of the skin * Describes the diseases and disorders of the skin * Discusses how to promote the proper working of the skin. | The learner,   * Reads words, sentences and stories about the human skin. | * Functions of the skin. * Diseases and disorders of the skin. * Health habit for the skin. | * Discussing functions of the skin. * Naming diseases and disorders of the skin. * Explaining ways of keeping the skin healthy. | Chalk board  Illustration. | Introduction to Biology  Biology for Tropical schools.  Supplementary Science Stds 5 – 8 |
|  | **1**  **&**  **2** | | **The Kidneys**  **The structure of the kidneys**  **The functions of the kidneys.**  **Diseases and disorders.**  **Health habits** | The learner,   * Draws, names and describes the position of the kidneys. * Write the diseases and disorders of kidneys. * States health habits. | The learner,   * Draws and labels the kidneys. * Write brief notes on kidneys. | * The position and structure of kidneys. * Functions of the kidneys. * Diseases and disorders of kidneys. * Kidney health habits. | * Drawing the kidneys. * Writing guided notes on functions, diseases and disorders. | Chart  Chalk board  Illustration. | Introduction to Biology  Biology for Tropical schools.  Supplementary Science Stds 5 – 8 |
|  | **3**  **&**  **4** | | **The lungs** | The learner,   * Explains why lungs are regarded as excretory and respiratory organs. * States the position of the lungs. * Draws the structure of the lungs. | The learner,   * Draws and labels the lungs. * States reasons why lungs are regarded as excretory organs. | * The structure and position of the lungs. * The lungs as excretory organs. | * Drawing and labeling the lungs. | Chart  Chalk board  Illustration | Introduction to Biology.  Biology for Tropical schools. |
|  | **5**  **&**  **6** | | **Functions of parts of the lungs.**  **Adaptation of lungs.**  **Diseases and disorders of lungs**  **Good health habits for the lungs** | The learner,   * Discusses functions, adaptations, Diseases and disorders. * Describes the good health habits for lungs. | The learner,   * Writes guided notes on functions, Adaptations, diseases and disorders of lungs together with good health habits. | * Functions of some parts of the lungs. * Adaptations of lungs. * Diseases and disorders of the lungs. * Good health habits for lungs. | * Writing notes. | -do- | -do- |
|  | **7** | | **The human liver.** | The learner,   * Explains the position, the structure and function of the liver * Discusses the diseases of the liver and how to keep it healthy. | The learner,   * Reads words sentences and stories about the liver. | * The position and structure of the liver. * The Functions of the liver. * The Diseases of the liver. * Health habits good for the liver. | * Writing guided notes. * Answering guided questions. | Chalk board  Illustration | Introduction to Biology.  Biology for Tropical Schools.  Comprehension of ScienceBk 7 |
|  | **8** | | **FORMS OF ENERGY** | **Light** | The learner;   * Defines light * Names the sources of light * States the importance of light. | The learner;   * Explains the terms; Light and sources of light * Gives the importance of light | * Light * Sources of light * Importance of light | * Defining light * Explaining sources of light and importance of light | Electric bulb, candles | Fountain Intergrated science book 7 |
|  | **9** | | **How light travels** | The learner,   * Explains and illustrates how light travels | The learner;   * Illustrates how light travels | * How light travels (Light transmission) | * Illustrating how light travels | Tubes , cards, papers torches, candles | -do- |
|  | **1**  **&**  **2** | | **Beams of light , Effects of light on different materials (Opaque, Transparent and Translucent)** | The learner;   * Defines a beam of light * Names the types of beams * Illustrates the beam stated | The learner;   * Explains what a beam is * Describes and illustrates the types of beams | * The beam * Type of beams * The transparent, Translucent and Opaque objects | * Illustrating the types of beams and effects of beams on different materials | Torches, candles sketches text books polythene bags | -do- |
|  | **3**  **&**  **4** | | **Shadow** | The learner;   * Defines a shadow * Explain how shadows are formed and characteristic of shadows. * Defines eclipses and explains how they are formed | The learner;   * Defines a shadow * Describes how shadow are formed * States the characteristics of shadows * Explains what eclipses and how they are formed | * The shadows * How shadows are formed * Characteristics of shadows * The eclipses * How the eclipses are formed | * Experimenting formation of shadows | Charts,  torches,  chalkboard illustrations | Comprehensive science P.7 |
|  | **5**  **&6** | | **Reflection, The laws of reflecttion, Calculations on reflection** | The learners;   * Defines reflection * States types of reflection * Explains the effect of light on different objects | The learner;   * Defines reflection and gives types of reflection * States the laws of reflection and effect of light on different materials | * Reflection * The laws of reflection * Importance of reflection * Calculation on reflection | * Experimenting effects of light on a plane mirror | Plane mirror  A torch | - do- |
|  | **7**  **&**  **8** | | **Images characteristics of image formed by plane mirrors.**  **Illustrations on the characteristics of image on a plane mirror** | * The learner * Defines the term image * States the characteristics of images formed by plane mirrors. * Illustrates the images and objects | The learner   * States the characteristics of image formed by plane mirrors. * Illustrates the images formed on plane | * Characteristics of image formed by plane mirrors * Illustration of objects on plane mirrors * Uses of plane mirrors | * Explaining the characteristics of image formed by plane mirrors * Image appear on plane mirrors | Plane mirrors  Chalk board  Illustration  Charts | MK integrated Sci Bk 7  Comprehensive Sci BK 7 |
|  | **9** | | **The curved mirrors (convex and concave )** | The learner   * Defines curved mirrors * Mentions types of curved mirrors.   Put lines the common uses of curved mirrors | The learner,   * Explains what curved mirrors are. * Discusses types of curved mirrors and their common uses | * Curved mirrors * Types of curved mirrors * Common uses of curved mirrors | * Explaining about curved mirrors * Types | Driving mirrors | MK intergrated Sci BK 7  Comprehensive Sci BK7  Fountain integrated Sci BK 7 |
|  | **1&2** | | **Refraction of light** | The learner   * Defines refraction * Explains the effects of refraction and illustrates refraction. * Out lines the common uses of curved mirrors | The learners   * Explains what refraction is. * Describes the effects of refraction * Illustrates refraction | * Refraction * Effects of refraction * Experiment on refraction | * Defining refraction * Discussing effects of refraction in daily life * Illustrating refraction of light | Chalk board  Illustration  Chart | -d- |
|  | **3** | | **Lenses** | The learner,   * Defines a lens. * Gives types of lenses and their lenses.   Mention uses of lenses. | The learner,   * Explains what a lenses.   States the types of lenses and their uses. | * The lenses. * Types of lenses. * Uses of lenses | * Discussing types of lenses and their uses. | Lenses  Charts  Chalk board  Illustration | -do- |
|  | **4** | | **Optical instruments.** | The learner,   * Mentions examples of optical instruments * States uses of some optical instruments. | The learner,   * Gives the examples of optical instruments. * Describes the uses of optical instruments. | * Optical instruments. * Examples of optical instruments. * Uses of optical instruments. | * Discussing about the optical instruments, their examples and uses. | Chalk board  Illustration.  Chart  Sketches. | -do- |
|  | **5** | | **Dispersion of light (Spectrum)** | The learner,   * Defines and illustrates the light spectrum (dispersion) | The learner,   * Correctly explains new dispersion of light occurs. | * Dispersion of light * The Natural spectrum (rainbow) * Artificial spectrum (triangular prism) | * Defining and illustrating the light spectrum. | -do- | -do- |
|  | **6** | | **Forms of Energy** | **Colours of objects in white light.** | The learner,   * States effects of coloured light on different objects. * Explains how primary and secondary colours are formed. * Mentions examples of primary and secondary colours. | The learner,   * Writes the effects of light on different objects. * Tells the story about the rainbow. | * Why objects appear coloured. * Primary and secondary colours. * The coloured wheel. | * Discussing reasons why objects appear coloured. * Defining and giving examples of primary and secondary colours. | Motor  Dry cells  Mirrors  Chalkboard  Illustration | Mk integrated Science Bk.7  Comprehension Science BK 7  Fountain integrated Sci. BK 7 |
|  | **7**  **&**  **8** | | **Colours of objects in white light.** | The learner,   * Outlines characteristics of images formed by pinhole camera * Describes how a pinhole camera works. | The learner,   * Makes and demonstrates how a pinhole camera works. | * The pinhole camera. * How it works. | * Observing and reciting the characteristics of images formed by pin hole camera. | Tins  Carbon papers  Cooking oil or Vaseline. | -do- |
|  | **9**  **&**  **1** | | **Lens camera and**  **Pin hole camera** | The learner,   * Draws the components of a lens camera. * States the uses of each component. * Describes how it works. | The learner,   * Describes how a photographic camera works. | * The photographic camera. * The Functional parts of the camera (5) | * Drawing the parts of a camera. * Mentioning uses of the five functional parts of the camera. | Old camera  Chart | -do- |
|  | **2**  **&**  **3** | | **The human eye.** | The learner,   * Observes his/her eyes in a mirror. * Draws the front view of the eye after observation. * Describes how the eye works. | The learner,   * Draws and labels the human eye. | * The human eye. * Internal and external parts. | * Drawing and naming parts of the eye. | Chart  Chalk board  Illustration. | -do- |
|  | **4**  **&**  **5** | | **The eye defects.**  **Correction of eye defects.**  **Diseases and disorders of the eye.** | The learner,   * Describes different eye defects and their corrections. * Practices the correct eye care. * Makes the model of the eye. | The learner,   * Outlines the eye defects and their correction. * Writes down the eye diseases, disorders and their prevention / control. | * The eye defects * Eye defect correction. * Diseases and disorders of the eye. * Prevention and control of eye diseases and disorders. | * Describing different eye defects. * Making the model of the eye. * Discussing prevention and control of eye diseases. | Chart  Chalk board  Illustration. | -do- |
| **TERM III** | | | | | | | | | | |
|  | **1**  **&**  **2** | | **Environment** | **Interdependence of things in the environment.** | The learner,   * Outlines the components of environment (Plants, animals, water bodies, soil and air) * Defines interdependence. * States how plants and animals depend on each other. | The learner,   * Names components. * Reads words, sentences and stories about the components. | * Components of environment * Plants * Animals * Water bodies * Soil * Air. * Meaning of interdependence. * How things depend on each other | * Describing the components of the environment and how they benefit from each other. | -do- | -do- |
|  | **3**  **&**  **4** | | **Environment** | **Interdependence of living things on non-livingthings.**  **Animals depend on non-living things (air, water, soil)**  **Plants depend on non-living things (air, water, soil).**  **Non-livingthings benefit from living things.** | The learner,   * Describes how the components of the environment benefit from each other. * Describes Agro-forestry * Practices proper methods of harvesting wood in Agro-forestry | The learner,   * Acts a dialogue about the components of the environment and on agro forestry. | * Interdependence of living things on non-living things | * Describing how the components of the environment benefit from each other. | Chalk board  Illustration | Introduction to Biology.  Biology for Tropical Schools. |
|  | **5**  **&**  **6** | | **The community, population and family life.** | **Population and Health.**  **Community Health and social problems.** | The learner,   * Names types of common sicknesses in a home and community. * Describes causes of common sicknesses in a home and community. | The learner,   * Names common sicknesses in a home and their causes. * Reads words, sentences and stories on how to control the sicknesses in a home and community. | * Community health and social problems. * Types of common sicknesses in a home and community. Community health and social problems among young people. * Controlling common sicknesses in a home and community | * Naming types of common sicknesses in a home and community. * Describing causes of common sicknesses in a home and community. * Demonstrating activities to address health concerns among young people | -do- | Comprehension Science BK 7 |
|  | **7**  **&**  **8** | | **The community, population and family life.** | **Anti-social behaviour.** | The learner,   * Defines anti-social behavior. * States causes and effects of antisocial behavior. * Explains how such activities can be prevented. | The learner,   * Role plays doing activities to address health concerns. | * Anti-social behavior * Definition. * Causes * Effects * Examples * Prevention of anti-social behavior | * Demonstration of activities to address health concerns among young people. | Chalk board.  Illustration | MK Integrated Science  BK 7  Comprehension Science BK 7 |
|  | **9** | | **Juvenile**  **Deliquency, sexual deviations** | The learner,   * Defines sexual deviation * States examples of sexual deviations * Discusses dangers of anti-social behaviour and sexual deviation. * Describes ways of avoiding sexual deviations. | The learner,   * Recites a poem on ways of avoiding delinquency. | Sexual deviation   * Bestiality * Homosexuality * Masturbation * Oral sex * Lesbianism * Incest | * Demonstrating activities to address health concerns among young people | -do- | Comprehension  Science BK 7 |
|  | **1**  **&**  **2** | | **Activities to address health concern.** | The learner,   * Lists activities to address health concern * Demonstrates some of the activities to address health concerns * Collects information on human population and health in a home and community.. | The learner,   * Role plays doing activities to address health concerns and data collection * Writes information/data and health and social problems in a home and community | * Health surveys * Health education * Collecting information/data on human population * Demography on housing information, available health services * Activities of health clubs | * Demonstrating activities to address health concerns among young people * Collecting information/ data on human population and health on homes and the community.. | Text books | MK Integrated Science  BK 7  Comprehension Science BK 7 |