**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.
 | ChartChalk boardIllustrationText 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.
 | ChartChalk boardIllustrationText 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.
 | ChartChalk boardIllustrationText bks. | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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 boardIllustrationChart Text bks | -do- |
|  | **1****&****2** |  | **ELECTRICITY****(Types of electricity)** | * The learner

i) defines electricity ii) identifies sources and types of electricityiii)experiments with static electricity | * The learner:

i) Reads words and sentences on electricityii) Write words, sentences and short stories about electricity | i) What electricity is.ii)Types of electricity - Current electricity - Static electricityiii) 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 electricityii) 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.7Comprehension Science BK 7Fountain 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.7Comprehension Science BK 7Fountain 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.7Comprehension Science BK 7Fountain 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 bksChalk boardChart |
|  | **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 WiresChalk boardText bks | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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 bksSketches. |  |
|  | **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 boardSketches |
|  | **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 boardSketches | -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 boardSketches | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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 boardSketchesText 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 boardIllustration | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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 boardIllustrates.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.
 | SketchesChartsChalk boardIllustration | -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 boardIllustration | -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 boardIllustration | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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 boardIllustrationSketches.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.
 | ScrewsScrew driver Chalk boardIllustrationChart | -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 watchesBicyclesEggbeater | -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 boardIllustrationChartOld bicycle wheel. | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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 BiologyBiology 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 boardIllustration. | Introduction to BiologyBiology 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.
 | ChartChalk boardIllustration. | Introduction to BiologyBiology 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.
 | ChartChalk 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 boardIllustration | 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 boardIllustration Charts  | MK integrated Sci Bk 7Comprehensive 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 7Comprehensive Sci BK7Fountain 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.
 | LensesChartsChalk boardIllustration | -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 boardIllustration.ChartSketches. | -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 cellsMirrorsChalkboardIllustration | Mk integrated Science Bk.7Comprehension Science BK 7Fountain 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.
 | TinsCarbon papersCooking 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.
 | ChartChalk boardIllustration. | -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.
 | ChartChalk boardIllustration. | -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 boardIllustration  | 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 7Comprehension 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 7Comprehension Science BK 7 |