Republic of Zambia

MINISTRY OF EDUCATION

CHINGOLA DISTRICT SOCIAL STUDIES COMMON SCHEMES

GRADE EIGHT (8) TERM ONE (1)

WEEK	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	METHODS/ASSIGNMENT	TEACHING 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	- Variety of maps - Chalk Board - Class Exercise - Excursion to the Museum	Progress in Social Studies Grade LB.8.Pp.19-25 Progress in Social Studies Grade LB.8.Pp.2-3 Haantobolo – Junior history.P.1 Chilimunda.Part One. Pp.1-14 Achievers in social studies Grade 8.P.1

						Progress in Social Studies Grade LB.8.Pp.128 Achievers in social studies Grade 8.P.122 Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 - 2021
2	BASIC MAP READING TECHNIQUES MAN THE SOCIAL BEING	Maps and diagrams How do we learn history? Measuring time.	- 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)	- Map study - Teachers exposition - Teachers' exposition - Group work. - Role play - Discovery - Question and answer method	- Variety of maps - Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise	Progress in Social Studies Grade LB.8.Pp.25-37 Progress in Social Studies Grade LB.8.Pp.4-7 Haantobolo – Junior history.P.1 Chilimunda.Part One. Pp.1-14 Achievers in social studies Grade 8.P.1 . Progress in Social Studies Grade LB.8.Pp.129-133

	POLITICAL DEVELOPMENT IN ZAMBIA	Zambia's path to independence Colonial rule by the British	- Outline Zambia's path to Independence.	- Discussion - Chart study - Role play	- Chalk Board - Class Exercise	Achievers in social studies Grade 8.P.122 Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 - 2021
3	BASIC MAP READING TECHNIQUES	Map reading and interpretation	- Interpret relief features	- Teachers exposition - Map study - Class discussion	- Chalk Board - Class Exercise	Progress in Social Studies Grade LB.8.Pp.38-42 . - Progress in Social Studies Grade LB.8.Pp.8-9
	MAN THE SOCIAL BEING	Origin of the earth/ beginning of life on earth	- Describe the two theories explaining the beginning of the earth and life.	- Document study - Group work - Picture study	- Chalk Board - Class Exercise	Social studies achievers. P. 7 Haantobolo – Junior history. Pp.1-13 Chilimunda.Part One.P.3
	POLITICAL DEVELOPMENT IN ZAMBIA	Zambia's path to independence resistance to colonial rule and achieving independence	- Discuss Zambia's resistance to colonial rule and achieving independence.	- Teachers' exposition - Group discussion - Text book study - Role play	- Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.129-133 Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 - 2021

4	BASIC MAP READING TECHNIQUES MAN THE SOCIAL BEING POLITICAL DEVELOPMENT IN ZAMBIA	Map reading and interpretation Development of creatures Proconsul Africanus Zambia's path to independence resistance to colonial rule and achieving independence	- Identify drainage patterns - Discuss the stages in the development of man. - Describe the physical appearance and way of life of Proconsul - Discuss Zambia's resistance to colonial rule and achieving independence	- Teachers exposition - Map study - Teachers exposition - Group work - Question and answer method - Discussion - Teachers exposition - Question and answer method - Discussion - Teachers exposition -	- Variety of maps - Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST** - Chalk Board - Class Exercise - - Chalk Board - Class Exercise	- Progress in Social Studies GradeLB.8.Pp.42-43 - Progress in Social Studies Grade LB.8.Pp.10-12 Social studies achievers. P. 8 Haantobolo – Junior history. Pp.1-13 Chilimunda.Part One.P.5 Progress in Social Studies GradeLB.8.Pp.129-133 Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
5	BASIC MAP READING TECHNIQUES	Map reading and interpretation	- Identify cultural features - Describe the physical	- Teachers exposition - Map study - Document study	- Variety of maps - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.44-45

	MAN THE SOCIAL BEING POLITICAL DEVELOPMENT IN ZAMBIA	Kenyapithecus Australopithecus Zinjanthropus Symbols of national identify National flag	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.	- Teacher' exposition - Group Work - Picture study - Discussion - Question and answer - Picture study - Document study - Teacher' exposition - Group Work - Picture study	- Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.10-12 Social studies achievers. P. 9 Haantobolo – Junior history. Pp.1-13 Chilimunda.Part One.P.5 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
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	- Identify cultural features - State the periods in which Homohabilis lived.	- Teachers exposition - Map study - Group work - Teacher exposition - Teacher exposition - Class discussion - Chart - Question and answer	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.44-45 - Progress in Social Studies Grade LB.8.Pp.13-15 Social studies achievers. P. 10-11 Haantobolo – Junior history. Pp.1-13 Chilimunda.Part One.P.7

		Value of National Symbols	- Explain the value of national symbols			Achievers in social studies Grade 8.P.126 Progress in Social Studies Grade LB.8.Pp.134-135 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
7	MAN AND THE ENVIRONMENT MAN THE SOCIAL BEING Appearance way of life GOVERNANCE	Physical and cultural features of Zambia Systems of governance	- Describe relief levels of Zambia - Describe the appearance and way of life of Homohabilies. - Tools and food - Identify systems of governance -	- Teacher exposition - Document study - Class discussion - Teacher exposition - Document study - Class discussion - Teacher exposition - Document study - Class discussion	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.74-77 - Progress in Social Studies Grade LB.8.Pp.13-15 - Social studies achievers. P. 10-11 - Haantobolo – Junior history. Pp.1-13 - Chilimunda.Part One.P.7 - Progress in Social Studies Grade LB.8.Pp.12

						- Achievers Junior Secondary social studies Achievers in social studies Grade 8.P.129 Progress in Social Studies Grade LB.8.Pp.139-140 Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 – 2021
8	MAN AND THE ENVIRONMENT	Physical and cultural features of Zambia	- Describe relief levels of Zambia	- Teacher exposition - Map study - Question and answer. - Document study - Picture study - Group work	- Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST** - Chalk Board	- Progress in Social Studies Grade LB.8.Pp.74-77 - Progress in Social Studies Grade LB.8.Pp.13-15 Social studies achievers. P. 16 Haantobolo – Junior history. Pp.1-13 Chilimunda.Part One.P.10 Achievers in social studies Grade 8.P.129
	MAN THE SOCIAL BEING	Middle stone age	- Describe the appearance of broken Hillman and his way of life	- Brainstorming - Teachers' exposition - Question and answer	- Class Exercise - Chalk Board - Class Exercise	
	GOVERNANCE	Governance Systems	- Describe the characteristics of good and bad governance			

						Progress in Social Studies Grade LB.8.Pp.140-143 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
9	MAN AND THE ENVIRONMENT	Physical and cultural features of Zambia	- Locate the major drainage features of Zambia	- Map study - Teacher exposition - discovery - Document study	- Chalk Board - Class Exercise	- Junior secondary social studies Grade 8 - Progress in Social Studies Grade LB.8.Pp.78-82 - - Progress in Social Studies Grade LB.8.Pp.13-15
	MAN THE SOCIAL BEING	Late stone age	- Name the people of the 'late stone' age - State and explain their methods of hunting - Reasons why they painted - Locate their painting sites.	- Group work - Picture study - Map study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	Social studies achievers. P. 11-12 Haantobolo – Junior history. Pp.1-13 Chilimunda.Part One.P.17 Achievers in social studies Grade 8.P.129
	GOVERNANCE	Governance Systems	- Describe the characteristics of bad governance	- Question and answer - Teachers exposition - Chart	- Chalk Board - Class Exercise	Progress in Social Studies Grade LB.8.Pp.140-143

				- Role play		- Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
10	MAN AND THE ENVIRONMENT MAN THE SOCIAL BEING GOVERNANCE	Physical and cultural features of Zambia Ing'ombelIede 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	- Chalk Board - Class Exercise **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Junior secondary social studies Grade 8 - Progress in Social Studies Grade LB.8.Pp.83-84 - - Achievers Junior Secondary social studies 8. P.19-20 - Haantobolo – Junior history.Pp.13-20 - Chilimunda.Pp.17-18 - Chilimunda .Pp.14-16 - Achievers in social studies Grade 8.P.133

						- Progress in Social Studies Grade LB.8.Pp.143-145 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
11	**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	- Chalk Board - **REVISION** - Chalk Board - Class Exercise	- Social studies achievers. P.19-20 Haantobolo – Junior history.P.13-20 - Chilimunda.P.15 - Progress in Social Studies Grade LB.8.Pp.60-61 - - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
12- 13	**END OF TERM TESTS**		- **To recall, analyze, synthesize, apply and evaluate what they have learnt.**			



Republic of Zambia

MINISTRY OF EDUCATION

CHINGOLA DISTRICT SOCIAL STUDIES COMMON SCHEMES

GRADE EIGHT (8) TERM TWO (2)

WEEK	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	METHODS/ASSIGNMENT	TEACHING AIDS TEST/PRACTICAL	REFERENCE
1	**REVISION**	Revision	- To make a recap of the work which was covered in the previous term - Revision of previous work based on past papers.	- Question and answer - Teacher Exposition - Discussion - Group work - Teacher exposition	- **REVISION** - Chalk Board - Class Exercise -	- End of term one test question papers - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021

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	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social StudiesGradeLB.8. Pp.102-105 - Progress in Social Studies Grade LB.8.Pp.58-59 - Junior secondary social studies grade 8.41 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021 - Achievers Junior secondary social studies 8. P.41 - Progress in Social Studies Grade LB.8.Pp.58-59 - Haantobolo – Junior history.Pp.22 Achievers in social studies Grade 8.P.129 Progress in Social Studies Grade LB.8.Pp.140-143 -

3	**MAN AND THE ENVIRON MENT**	Farming	- Explain the effects of shifting environment - Describe commercial farming - Identify the major cash crops grown under commercial farming	- Question and answer - Group discussion - Teacher Exposition	- Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.105-107 - Achievers Junior secondary social studies.8.Pp.88-91
	PRECOLO NIAL SOCIETIES IN ZAMBIA	Causes Effects of the Bantu Migrations	- Describe the causes of the Bantu migrations - Describe the effects of results of the Bantu migrations / Luba-Lunda	- Teacher Exposition - Map study - Picture study	- Chalk Board - Class Exercise	- Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - Haantobolo – Junior history.P.22 - Chilimunda.P.20 - Achievers Junior secondary social studies.8.P.41
	GOVERNA NCE	Constitution Types of constitution	- Define constitution - State the types of constitution	- Question and answer - group work - teacher's exposition	- Chalk Board - Class Exercise	Achievers in social studies Grade 8.P.136 Progress in Social Studies Grade LB.8.Pp.146-147 -
4	**MAN AND THE ENVIRON MENT**	Farming	- State characteristics of estate / plantation agriculture	- Debate - Group discussion - Question and answer	- Chalk Board - Class Exercise - **HOMEWORK**	- Progress in Social Studies Grade LB.8.Pp.107-110

	PRE-COLONIAL SOCIETIES IN ZAMBIA **GOVERNANCE**	Technology of the Bantu Importance of a constitution	- 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. - Explain the importance of a constitution i.e. supreme law of land.	- Teacher Exposition - Group work - Picture study - Brainstorming - Document study - Class discussion - Question and answer	- **MONTHLY TEST ONE** - Chalk Board - Class Exercise	- Achievers Junior secondary social studies - Progress in Social Studies Grade LB.8.Pp. - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - Achievers Junior secondary social studies8 .P.136 - Progress in Social Studies Grade LB.8.P.148 -
5	**MAN AND THE ENVIRONMENT** **PRE-COLONIAL SOCIETIES IN ZAMBIA**	Fishing Decentralised societies	- 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	- Map study - Class discussion - Question and Answer - Teacher Exposition - Group work - Map study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board	- Progress in Social Studies Grade LB.8.Pp.111-113 - Achievers Junior secondary social studies 8. Pp.47-51 - Progress in social studies learners book 8.pp.63-64 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021

	GOVERNANCE	Qualifications for Zambia citizenship Qualities of a good citizen	- State qualifications of Zambian citizenship - Describe qualities of a good citizen.	- Brainstorming - Class discussion - Question and answer - Document study	- Class Exercise	- Achievers in social studies Grade 8.P.139 - Progress in Social Studies Grade LB.8.Pp.149-150
6	**MID TERM TESTS** **PRE-COLONIAL SOCIETIES IN ZAMBIA**	Work covered Tonga	- To recall, analyze, synthesize, apply and evaluate what they have learnt. - Discuss the socio, economic and political organisation of the Tonga.	- Teacher Exposition - Group work - Class discussion	- Chalk Board - Class Exercise - **HOMEWORK**	Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 - 2021 - Achievers Junior secondary social studies 8. Pp.47-51 - Progress in social studies learners book 8.pp.63-64
	GOVERNANCE	Rights of Zambian citizens Duties and responsibilities of Zambian citizens.	- Discuss the rights of citizens. - Discuss the duties and responsibilities of a Zambian citizen.	- Group work - Question and answer - Teachers' exposition	- Chalk Board - Class Exercise	- Achievers in social studies Grade 8.P.141-142 - Progress in Social Studies Grade LB.8.Pp.150-151
7	**MAN AND THE**	Fishing	- Identify the types of fish found in Zambia	- Map study - Picture study	- Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.114-117

	ENVIRONMENT **PRE-COLONIAL SOCIETIES IN ZAMBIA** **GOVERNANCE**	Lenje Political organisation Functions and structure of a political party	- 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	- Question and answer - Discussion - Teacher Exposition - Group work - Discussion - Question and answer - Teachers' exposition - Text book study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Social studies grade 8 Marvel publishers - Achievers Junior secondary social studies 8. Pp.47-51 - Progress in social studies learners book 8.pp.63-64 - Achievers in social studies Grade 8.P.144-147 - Progress in Social Studies Grade LB.8.Pp.152-153 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
8	**MAN AND THE ENVIRONMENT**	Fishing Soli / Ila	- 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	- Teacher exposition - Discussion - Picture study - Document study - Teacher Exposition - Group work - Discussion	- Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST TWO** - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.116-117 - Social studies grade 8 Marvel publishers - Chilimunda P.22 - Achievers Junior secondary social studies 8. Pp.47-51

	PRE-COLONIAL SOCIETIES IN ZAMBIA **GOVERNANCE**	Multi-partism	- Describe multi-partism - State the advantages and disadvantages of one party state and multi-partism.	- Debate - Class discussion - Questions and answer - Debate - Class discussion - Questions and answer	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in social studies learners book 8.pp.63-64 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - Achievers in social studies Grade 8.P.144-147 Progress in Social Studies Grade LB.8.Pp.155
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	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.118-120 - Achievers Junior secondary social studies 8. Pp.51-61 - Progress in social studies learners book 8.pp.65-70 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - Progress in Social Studies Grade LB.8.Pp.156-157

						- Achievers Junior secondary social studies 8. Pp.148-149 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021
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 malpractices	- Class discussion - Question and answer - Teacher Exposition - Group work - Discussion - Question and answer - Discussion - Chart - Teacher's exposition - Drama	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.120-121 - Achievers Junior secondary social studies 8. Pp.51-61 - Progress in social studies learners book 8.pp.65-70 - Social Studies Syllabus 8-9 - - Past Papers (ECZ) 2016 - 2021 - Achievers Junior secondary social studies 8. Pp.151-152 - Progress in social studies learners book 8.pp.157-160

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

Republic of Zambia

MINISTRY OF EDUCATION

CHINGOLA DISTRICT SOCIAL STUDIES COMMON SCHEMES

GRADE EIGHT (8) TERM THREE (3)

WEEK	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	METHODS/ASSIGNMENT	TEACHING AIDS TEST/PRACTICAL	REFERENCE
1	REVISION PRE-COLONIAL SOCIETIES	Revision **<u>Bemba</u>** Origin	- To make a recap of the work which was covered in the previous term - Answer questions based on the previous lesson	- Question and answer. - Discussion - Teacher exposition	- **REVISION** - Chalk Board - Class Exercise - **REVISION**	- End of term one test question papers - Social Studies Syllabus 8-9

	GOVERNANCE	Central Governance Organs of Government	- Describe the origin the Bemba kingdom - State the main functions of central government - State the organs of governments and their functions.	- Discussion - Map study - Teachers exposition - Discussion - Chart	- Chalk Board - Class Exercise - **REVISION** - Chalk Board - Class Exercise	- Past Papers (ECZ) 2016 – 2021 - Haantobolo-P.22-49 - Chilimunda.36 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. P.54 - Achievers Junior secondary social studies 8. Pp.155 - Progress in social studies learners book 8.pp.161-162
2	MAN AND THE ENVIRONMENT	Forest and their products	- Describe the type of vegetation found in Zambia	- Teacher Exposition - Map study - Picture study - Discussion	- Chalk Board - Class Exercise - **HOMEWORK**	- Progress in Social Studies Grade LB.8.Pp.97

	PRECOLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	**<u>Bemba</u>** Expansion Decline Local government Functions of local government	- 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	- Discussion group - Document study - Discussion - Question and answer - Field trips	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Haantobolo-P.22-49 - Chilimunda.36 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8.P.54 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021 - Achievers Junior secondary social studies 8. Pp.160 - Progress in social studies learners book 8.pp.163 -

3	MAN AND THE ENVIRONMENT PRECOLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	Forest and their products **<u>Kalonga</u>** 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	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in social studies grade 8 - Social studies grade 8 Marvel publishers - Haantobolo-P.22-49 - Chilimunda.29 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.55-58 - Social Studies Syllabus 8-9 - - Past Papers (ECZ) 2016 – 2021 - Achievers Junior secondary social studies 8. Pp.167 - Progress in social studies

						learners book 8.pp.164 -
4	MAN AND THE ENVIRONMENT PRECOLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	Forest and their products **<u>Kalonga</u>** Decline **<u>Undi's Kingdom</u>** Origin Expansion Expansion Fundamental human rights Universal declaration of human rights (UNDHR)	- Identify forest products and their uses - Explain the importance of conserving forests - 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	- Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST ONE** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.99-101 - Social studies grade 8 Marvel publishers - Haantobolo-P.22-49 - Chilimunda.29 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.55-58 - Social Studies Syllabus 8-9 - - Past Papers (ECZ) 2016 – 2020

						- Progress in social studies learners book 9.pp.120-127 - ZBEC – 9. Pp.13-19
5	MAN AND THE ENVIRONMENT PRECOLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	Weather and climate of Zambia **<u>Undi's Kingdom</u>** 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	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.85-88 - Social studies grade 8 Marvel publishers - Haantobolo-P.22-49 - Chilimunda.29 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.55-58 Social Studies Syllabus 8-9

						Past Papers (ECZ) 2016 – 2021 - Progress in social studies learners book 9.pp.128-130 - ZBEC – 9. Pp.13-19
6	MAN AND THE ENVIRONMENT PRE-COLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	Weather and climate of Zambia **<u>Undi'sKingdom</u>** Decline Factors that lead to human rights violations Obstacles to reporting human rights violations	- State the elements of weather and their measurement - 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.	- Teacher exposition - Picture study Discussion - Group work - Document - Teacher exposition - Teachers exposition - Question and answer - Chart - case study	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Haantobolo-P.22-49 - Chilimunda.29 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.55-58 Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 – 2021

						- Progress in social studies learners book 9.pp.131-132 - ZBEC – 9. Pp.13-19 - -
7	MAN AND THE ENVIRONMENT PRE-COLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	Weather and climate of Zambia **<u>The Lozi</u>** 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	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.85-88 - Social studies grade 8 Marvel publishers - Haantobolo Junior Secondary- P.22-49 - Chilimunda Part one. P.24 - Progress in social studies learners book 8.65-70 - Achievers junior secondary

						social studies 8. Pp.52 - Progress in social studies learners book 9.pp.133-135 - ZBEC – 9. Pp.13-19
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	- Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST TWO** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.89-91 - Haantobolo Junior Secondary- P.22-49 - Chilimunda Part one. P.24 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.52 - Progress in social studies learners book 9.pp.136

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	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.91-94 - Social studies grade 8 Marvel publishers - Haantobolo Junior Secondary- P.22-49 - Chilimunda Part one. P.24 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.53 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - Progress in social studies

						learners book 9.pp.139-141
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 - Describe reasons for the decline of the Lozi kingdom. - Define conflicts resolution - Identify the levels of conflict. - Explain the causes of conflict	- Class discussion - Discovery - Field trip - Group work - Document study - Teacher exposition - Video showing e.g. sarafina, roots. - Document study - Question and answer	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.95-96 - Social studies grade 8 Marvel publishers - Haantobolo Junior Secondary- P.22-49 - Chilimunda Part one. P.26 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.52 - Progress in social studies learners book 9.pp.136

						- Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
11	MAN AND THE ENVIRONMENT PRE-COLONIAL SOCIETIES IN ZAMBIA GOVERNANCE	Weather and climate of Zambia Conflict resolution	- Analyse the impact of human activities on climate. - Explain the importance of culture to any society. - Discuss effects of conflict - identify solutions to conflicts	- Class discussion - Discovery - Field trip - Group work - Document study - Teacher exposition - Video showing e.g. sarafina, roots. - Document study - Question and answer	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Progress in Social Studies Grade LB.8.Pp.95-96 - Social studies grade 8 Marvel publishers - Haantobolo Junior Secondary- P.22-49 - Chilimunda Part one. P.26 - Progress in social studies learners book 8.65-70 - Achievers junior secondary social studies 8. Pp.52

						- Progress in social studies learners book 9.pp.136 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
12-13			**END OF TERM TESTS**			

Republic of Zambia

MINISTRY OF EDUCATION

CHINGOLA DISTRICT SOCIAL STUDIES COMMON SCHEMES

GRADE NINE (9) TERM ONE (1)

WEEK	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	METHODS/ASSIGNMENT	TEACHING AIDS TEST/PRACTICAL	REFERENCE
1	FOREIGN INFLUENCE ON ZAMBIA	Development of slavery and slave trade	- Explain the motives behind 'slavery' and slave trade up to the sixteen century	- Pictures study - Map study - Discussion - Question and answer	- Chalk Board - Class Exercise	- Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - Progress in social studies grade 9. Pp.3-5 - Revised Syllabus Social Studies Grade 9. P.1 - Copperbelt Revised Study Kit -2018 - Progress in social studies grade 9. P.p.50-54 - Revised Syllabus Social Studies Grade 9. P.68
	DEVELOPMENT IN ZAMBIA	Mining industry	- State the major minerals mined in Zambia	- Question and answer	- Chalk Board - Class Exercise	
	ECONOMIC DEVELOPMENT	Money	- Explain the concept of money Describe the characteristics of money.			

2	DEVELOPMENT IN ZAMBIA FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	Mining industry Effects of slave trade Money	- Describe methods of mining - Discuss the effects of slave trade on the African societies - Outline the functions of money	- Map study - Question and answer - Discussion - Document study - Discussion - teachers exposition	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Copperbelt Revised Study Kit -2018 - Progress in social studies grade 9. Pp55-56 - Revised Syllabus Social Studies Grade 9. P.71. - **Copperbelt Revised** Study Kit -2018 - Progress in social studies grade 9. Pp.6-7 - Revised Syllabus Social Studies Grade 9. P.12 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 – 2021 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.p.142 - Revised Syllabus Social Studies Grade 9. P.175
3	DEVELOPMENT IN ZAMBIA	Mining industry Trade routes	- Discuss the contributions of mining to socio-economic development.	- Picture study - Discussion - Question and answer	- Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.57

	FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	 Money	- Discuss the main slave trade routes in Africa. - Explain the law of supply and demand.	- Question and answer - Picture study - Discussion - Map Study - Question and answer - Discussion - Teachers' exposition	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Revised Syllabus Social Studies Grade 9. P.72 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.10 - Revised Syllabus Social Studies Grade 9. Pp.8-10 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.92 - Revised Syllabus Social Studies Grade 9. P.126 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
4	DEVELOPMENT IN ZAMBIA FOREIGN INFLUENCE ON ZAMBIA	Mining industry Organisation of triangular slave trade	- Discuss impact of mining on the environment - Describe the triangular slave trade - Identify people who were instrumental in the abolition of	- Class discussion - teacher Exposition - Picture study - Map study - Question and answer - Class discussion - Chart study	- Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST ONE** - Chalk Board - Class Exercise	- **Copperbelt Revised** Study Kit -2018 - Progress in social studies grade 9. P.58-60 - Revised Syllabus Social Studies Grade 9. P.73 - **Copperbelt Revised Study Kit -2018**

			slavery and slave trade - Describe money laundering activities - Explain measures to control money laundering.	- Teachers' exposition - Question and answer	- Chalk Board - Class Exercise	- Progress in social studies grade 9. P.11-13 - Revised Syllabus Social Studies Grade 9. Pp.8-10 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.94 - Revised Syllabus Social Studies Grade 9. P.126 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
5	DEVELOPMENT IN ZAMBIA FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	Power and energy generating industries Effects of slave trade in Africa Budget	- Describe renewable and non-renewable sources of power and energy - Discuss the positive and negative of slave trade in Africa. - Identify features of a budget.	- Class discussion - Teacher Exposition - Debate - Question and answer - Teacher exposition - Research. - Discussion - Discussion - Question and answer - Chart study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.67-75 - Revised Syllabus Social Studies Grade 9. P.94-101 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.

						- Revised Syllabus Social Studies Grade 9. Pp. - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.97. - Social Studies Syllabus 8- - Past Papers (ECZ) 2016 - 2021
6	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. - Explain the different types of income and expenditure.	- Teacher exposition - Document study - Chart - Discussion - Teachers' exposition	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Copperbelt Revised Study Kit -2018 - Progress in social studies grade 9. P.67-75 - Revised Syllabus Social Studies Grade 9. P.94-101 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.10 - Revised Syllabus Social Studies Grade 9. Pp.8-10 - **Copperbelt Revised Study Kit -2018**

						- Progress in social studies grade 9. Pp.99 - Revised Syllabus Social Studies Grade 9. P.137 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
7	DEVELOPMENT IN ZAMBIA FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	Power and energy generating industries Exploration of Africa by Europeans Budget	- Describe renewable and non-renewable sources of power and energy - - Describe the exploration of Africa by David Livingstone - 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	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.67-75 - Revised Syllabus Social Studies Grade 9. P.94-101 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P20-26 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.100-102

						- Revised Syllabus Social Studies Grade 9. P.138
8	DEVELOPMENT IN ZAMBIA FOREIGN ON ZAMBIA ECONOMIC DEVELOPMENT	Power and energy generating industries Results of David Livingstone's exploration in Africa. Exploration of Africa Budget	- Identify institutions dealing in power and energy . - State the results of David Livingstone's exploration in Africa. - Describe the explorations of the European explorers like De-lacerda, Monterio and Gamito and Pedro Baptista - Explain the source of national budget	- Discovery - Question and answer - Teachers exposition - Teachers exposition - Class discussion - Document study - Role play - Group discussion - Teachers' exposition	- Chalk Board - Class Exercise - **HOMEWORK** - **MONTHLY TEST TWO** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.76 - Revised Syllabus Social Studies Grade 9. P.106 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021 - Chilimunda I success in junior history part II - Haantobolo G.N Junior secondary history - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.104-105
9	DEVELOPMENT IN ZAMBIA	Manufacturing and food processing industry Explorations of Africa by the	- Describe factors influencing the location of industries - Describe the explorations of the	- Question and answer - Teachers exposition - Discussion - Map study	- Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.62-64

	FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	Europeans like De-lacerda, Monterio and Gamito and Pedro Baptista, Henry Morton Stanley Budget	European explorers like De-lacerda, Monterio and Gamito and Pedro Baptista - - Explain the importance of a budget - Identify the challenges associated with Budget implementation.	- Picture study - Teachers exposition - Teachers' exposition - Case study - Document study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Revised Syllabus Social Studies Grade 9. P.78 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P. - Revised Syllabus Social Studies Grade 9. Pp.8-10 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.106 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
10	DEVELOPMENT IN ZAMBIA FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	Manufacturing and food processing industry West African explorers - Mungo Park Budget	- State types of manufacturing industries - Describe the explorations of Mungo Park in West Africa - Identify the challenges associated with	- Question and answer - Teachers exposition - Discovery - Map study - Teachers' exposition - Case study - Teachers' exposition - Class discussion	- Chalk Board - Class Exercise - **HOMEWORK** - Chalk Board - Class Exercise - Chalk Board	- Copperbelt Revised Study Kit -2018 - Progress in social studies grade 9. P.64 - Revised Syllabus Social Studies Grade 9. P.82 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.10 - Revised Syllabus Social Studies Grade 9. Pp.8-10

			budget implementation.		- Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.107 - Revised Syllabus Social Studies Grade 9. P.145
11	DEVELOPMENT IN ZAMBIA FOREIGN INFLUENCE ON ZAMBIA ECONOMIC DEVELOPMENT	Manufacturing and food processing industry Dixon Denham Clapperton Henry Baith Trade	- Identify types of food processing industries - Describe the exploration of the West African Explorers - Describe local and international trade - Explain the chain of distribution	Question and answer - Teachers exposition - Discovery - Map study - Teachers' exposition - Case study - Teachers' exposition Class discussion	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	**Copperbelt Revised Study Kit -2018** Progress in social studies grade 9. P.65 Revised Syllabus Social Studies Grade 9. P.85 **Copperbelt Revised Study Kit -2018** Progress in social studies grade 9. P.10 Revised Syllabus Social Studies Grade 9. Pp.8-10 **Copperbelt Revised Study Kit -2018** Progress in social studies grade 9. Pp.109 Revised Syllabus Social Studies Grade 9. P.149 Social Studies Syllabus 8-9 Past Papers (ECZ) 2016 - 2021
12-13	**END OF TERM TEST**					



Republic of Zambia

MINISTRY OF EDUCATION

CHINGOLA DISTRICT SOCIAL STUDIES COMMON SCHEMES

GRADE NINE (9) TERM TWO (2)

WEEK	TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	METHODS/ASSIGNMENT	TEACHING AIDS TEST/PRACTICAL	REFERENCE
1	**DEVELOPMENT IN ZAMBIA** **FOREIGN INFLUENCE ON ZAMBIA** **ECONOMIC DEVELOPMENT**	Manufacturing and food processing industry **East African** explorers John Speke Samuel Barker Joseph Thomson Trade	- Explain challenges faced by the manufacturing and processing industries. - - Describe and discuss the explorations of East African Explorers	- Discovery - Question and answer - Teachers exposition - Discussion - Map study - Teacher exposition - Group discussion - Teacher exposition - Question and answer	- Chalk Board - Class Exercise - **HOME WORK** - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.66 - Revised Syllabus Social Studies Grade 9. P.87 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.20-26 - Revised Syllabus Social Studies Grade 9. Pp.30 - **Copperbelt Revised Study Kit -2018**

			- Describe what is involved in local trade - Discuss the advantages of local trade		- Chalk Board - Class Exercise	- Progress in social studies grade 9. Pp109-112. - Revised Syllabus Social Studies Grade 9. P.152 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
2	**BASIC MAP READING TECHNIQUES** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **ECONOMIC DEVELOPMENT**	Maps and diagrams Results of European imperialism and scramble for Africa Trade	- Describe the location of a place or point on a map - (Six and Four Figures) - State and explain the results of European Imperialism and Scramble for Africa - Describe international trade - Discuss advantages and disadvantages of international trade	- Question and answer - Teacher exposition - Discussion - Map study - Teacher exposition - Group discussion - Question and answer - Discussion - Field trip	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.10 - Revised Syllabus Social Studies Grade 9. Pp.8-12 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.112-113 - Revised Syllabus Social Studies Grade 9. P.152

						- Past Papers (ECZ) 2016 - 2021
3	**BASIC MAP READING TECHNIQUES** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **ECONOMIC DEVELOPMENT**	Maps and diagrams Primary resistance Secondary resistance Trade	- Identify directions of places on a map. - - Describe the African primary resistance to colonialism - Identify the challenges associated with local and international trade - Identify crimes associated with trade	- Question and answer - Teacher exposition - Group discussion - Map Study - Document study - Teacher exposition - Teacher exposition - Question and answer - Group discussion	- Chalk Board - Class Exercise - **HOME WORK** - **MONTHLY TEST ONE** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Copperbelt Revised Study Kit -2018 - Revised Syllabus Social Studies Grade 9. P.50-53 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.10 - Revised Syllabus Social Studies Grade 9. Pp.8-10 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.114-116 - Revised Syllabus Social Studies Grade 9. P.153 - (ECZ) 2016 - 2021

4	**BASIC MAP READING TECHNIQUES** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **ECONOMIC DEVELOPMENT**	Maps and diagrams Primary resistance Secondary resistance Regional organisations	- Identify directions of places 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 -	- Question and answer - Teacher exposition - Group discussion - Map Study - Document study - Teacher exposition - Teacher exposition - Question and answer Group discussion	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - - Progress in social studies grade 9. P.34-39 - Revised Syllabus Social Studies Grade 9. P.50-53 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.154 - Revised Syllabus Social Studies Grade 9. Pp.153 - Studies Grade 9. P.185 - (ECZ) 2016 - 2021

5	**BASIC MAP READING TECHNIQUES** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **ECONOMIC DEVELOPMENT**	Maps and diagrams Primary resistance Secondary resistance Regional organisations	- Measure distances on a map - Describe economic, social activities 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 - -	- Question and answer - Teacher exposition - Discussion - Map study - Teacher exposition - Group discussion - Question and answer - Discussion - Field trip	- Chalk Board - Class Exercise - **HOME WORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.34-39 - Revised Syllabus Social Studies Grade 9. Pp.50-53 - Past Papers (ECZ) 2016 – 2021 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.154 - Revised Syllabus Social Studies Grade 9. Pp.185-199 - Past Papers (ECZ) 2016 - 2021

6	**DEVELOPMENT IN ZAMBIA** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **REGIONAL AND INTERNATIONAL ORGANISATIONS**	Social development: population Struggle for independence in Zambia/Zimbabwe Regional organisation	- Explain population concepts - Describe the population distribution of Zambia - 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	- Teacher exposition - Discussion - Question and answer - Textbook study - Question and answer - Class discussion - Teacher exposition - Chart study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.77-79 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.39-43 - Revised Syllabus Social Studies Grade 9. Pp.56 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp154. - Revised Syllabus Social Studies Grade 9. P.185

						- Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
7	**DEVELOPMENT IN ZAMBIA** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **REGIONAL AND INTERNATIONAL ORGANISATIONS**	Social development: population Struggle for independence in Malawi Regional organisations	- State factors leading to population growth in Zambia - Explain population migration in Zambia - 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	- Brain storming - Question and answer - Textbook study - Question and answer Map - Chart showing structure of COMESA - Question and answer	- Chalk Board - Class Exercise - **HOME WORK** - **MONTHLY TEST TWO** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.81-83 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.39-43 - Revised Syllabus Social Studies Grade 9. Pp.56 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.154 - Revised Syllabus Social Studies Grade 9. P.185 - Social Studies Syllabus 8-9

						- Past Papers (ECZ) 2016 - 2021
8	**DEVELOPMENT IN ZAMBIA** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **REGIONAL AND INTERNATIONAL ORGANISATIONS**	Social development: population Central African Federation Regional organisations	- State the impact of HIV and AIDS on the population - Describe the Central African federation of 1953-1963 - 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	- Teacher exposition - Group work - Document study - Discussion - Question and answer - Chart study - Teacher exposition - Book study	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.86-87 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.44 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.154 - Revised Syllabus Social Studies Grade 9. P.185 - Social Studies Syllabus 8-9 - - Past Papers (ECZ) 2016 - 2021

9	**MAP READING** **FOREIGN INFLUENCE ON ZAMBIA/AFRICA** **REGIONAL AND INTERNATIONAL ORGANISATIONS**	Maps and diagrams Reasons for the formation of federation International organisations	- Vegetation types - Discuss reasons for and against the central African federation - Identify international organisations i.e. Commonwealth - Discuss the functions and objectives of the commonwealth Describe membership and structure of commonwealth -	- Question and answer - Document study - Question and answer - Map - Discussion	- Chalk Board - Class Exercise - **HOME WORK** - Chalk Board - Class Exercise - Chalk Board - Class Exercise	- **Copperbelt Revised Study Kit -2018** - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.45-46 - Revised Syllabus Social Studies Grade 9. Pp.54 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. Pp.167-178 - Revised Syllabus Social Studies Grade 9. P.68 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
10	**REVISIONS FOREIGN INFLUENCE ON ZAMBIA/AFRICA**	Successes and failures of the federation International organisations	- Assess Successes and failures of the federation	- Question and answer	- Chalk Board - Class Exercise	- C**opperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.46

	REGIONAL AND INTERNATIONAL ORGANISATIONS		- Identify international organisations i.e. United Nations - Discuss the functions and structure of the United Nations - Outline specialized agencies of the United Nations	- Document study - Question and answer - Map - Discussion -	- Chalk Board - Class Exercise - Chalk Board - Class Exercise	- Revised Syllabus Social Studies Grade 9. P.55 - **Copperbelt Revised Study Kit -2018** - Progress in social studies grade 9. P.167-178 - Revised Syllabus Social Studies Grade 9. Pp.185-199 - Social Studies Syllabus 8-9 - Past Papers (ECZ) 2016 - 2021
11-13	MOCK EXAMINATION		**MOCK EXAMINATION**			