



## SCIENCE SCHEMES OF WORK STD 7 TERM TWO

| WEEKS | LESSON | TOPIC   | SUB TOPIC                                     | OBJECTIVES                                                                                      | TEACHING/<br>LEARNING ACTIVITIES                                            | LEARNING<br>RESOURCES                                      | REFERENCES                                                  | REMARKS |
|-------|--------|---------|-----------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------|---------|
| 1     | 1,2,3  | Animals | Parasites                                     | The learner should be able to;<br>Name external livestock parasites                             | Defining<br>Explaining<br>Discussion<br>Identifying                         | Charts<br>Pictures<br>Chalkboard                           | KBL pupils book<br>page 67-70<br>Science in action<br>46-48 |         |
|       | 4-5    |         | Effects of parasites on livestock             | The learner should be able to;<br>Describe external livestock parasites                         | Defining<br>Explaining<br>Discussion<br>Identifying                         | Charts<br>Pictures<br>Chalkboard                           | KBL pupils book<br>page 71-72<br>Science in action<br>53    |         |
| 2     | 1,2,3  |         | Controlling of livestock parasites            | The learner should be able to;<br>Describe some methods of controlling livestock parasites      | Explaining<br>Discussion<br>Identifying                                     | Charts<br>Pictures<br>Chalkboard                           | KBL pupils book<br>page 72-74<br>Science in action<br>54    |         |
|       | 4-5    |         | Methods of controlling human intestinal worms | The learner should be able to;<br>Name and describe some control measures of internal livestock | Explaining<br>Discussion<br>Identifying                                     | Charts<br>Pictures<br>Chalkboard                           | KBL pupils book<br>page 74-76<br>Science in action<br>55    |         |
| 3     | 1      |         | Revision                                      |                                                                                                 | The learner should be able to;<br>Do revision for work covered in the topic | Group discussion<br>Answering questions<br>Doing exercises |                                                             |         |
|       | 2      | Water   | Water pollution                               | The learner should be able to;<br>Define water pollution<br>State how water gets polluted       | Defining<br>Stating<br>Explain<br>discussing                                | Charts<br>Pictures<br>Chalkboard                           | KBL pupils book<br>page 80-81<br>Science in action<br>58-59 |         |
|       | 3      |         | Causes of water pollution                     | The learner should be able to;<br>State the causes of water pollution                           | Defining<br>Stating<br>Explain<br>discussing                                | Charts<br>Pictures<br>Chalkboard                           | KBL pupils book<br>page 81-83<br>Science in action<br>58-59 |         |



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|   | 4-5 |      | Effects of water pollution and controlling water pollution    | The learner should be able to;<br>State and explain the effects of water pollution                          | Defining<br>Stating<br>Explain<br>discussing | Charts<br>Pictures<br>Chalkboard | KBL pupils book<br>page 83-84<br>Science in action<br>59      |  |
| 4 | 1   |      | Conservation of water                                         | The learner should be able to;<br>State and explain the how to conserve water                               | Stating<br>Explain<br>discussing             | Charts<br>Pictures<br>Chalkboard | KBL pupils book<br>page 85<br>Science in action<br>59         |  |
|   | 2,3 |      | Ways of conserving water                                      | The learner should be able to;<br>Explain ways of conserving water                                          | Stating<br>Explain<br>discussing             | Charts<br>Pictures<br>Chalkboard | KBL pupils book<br>page 86-89<br>Science in action<br>59      |  |
|   | 4-5 |      | Revision                                                      |                                                                                                             |                                              |                                  |                                                               |  |
| 5 | 1   | Soil | Fertilizers                                                   | The learner should be able to<br>Explain the meaning of fertilizers and identify different types of manures | Stating<br>Explain<br>discussing             | Charts<br>Pictures<br>Chalkboard | KBL pupils book<br>page 93-94<br>Science in action<br>64-66   |  |
|   | 2-5 |      |                                                               |                                                                                                             |                                              |                                  |                                                               |  |
|   | 3   |      | Advantages and disadvantages of using manures and fertilizers | The learner should be able to list the advantages of fertilizers and manures                                | Stating<br>Explain<br>discussing             | Charts<br>Pictures<br>Chalkboard | KBL pupils book<br>page 101-102<br>Science in action<br>67-68 |  |
|   | 4   |      | Soil as a major component of the environment                  | The learner should be able to<br>State and explain the use of soil as major component of the environment    | Stating<br>Explain<br>discussing             | Charts<br>Pictures<br>Chalkboard | KBL pupils book<br>page 103<br>Science in action<br>67-68     |  |



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|   | 5   | Revision on topic soil |                           |                                                                                       |                                                                                                                                                                                                                                                                                                                 |                                                                                                                         |                                                                                                          |  |
| 6 | 1-5 | Electricity            | Source of electricity     | By the end of this topic the pupils should be able to;<br>Name sources of electricity | Explaining the meaning of sources of electricity<br>• Showing cells & batteries<br>• Explaining that cells and batteries are sources of electricity<br>• Showing pictures of generators, turbines, dynamo etc<br>• Explaining that these too are sources of electricity<br>• Listing all sources of electricity | Photographs of sources of electricity<br>• Charts showing sources of electricity<br>• Real batteries, cells, generators | KLB pupils book page 106-114<br>Science in action Pupil's Book pages 70-72<br>Teacher's Book pages 36-37 |  |
| 7 | 1-5 |                        | Simple electric circuits  | By the end of this topic the pupils should be able to;<br>Make simple circuits        | Explaining how to set up a circuit with a small gap where objects can be inserted<br>• Guiding the pupils to work in groups to try and fill the gap with various materials<br>• Discussing the results of the activity with all the groups<br>• Listing good conductors and bad conductors of electricity       | Chart showing simple circuit arrangement                                                                                | KLB pupils book page 115-118<br>Science in action Pupil's Book pages 70-72                               |  |
| 8 | 1-5 |                        | Conductors of electricity | By the end of this topic the pupils should be able to;                                | Explaining how to set up a circuit with a small gap where objects can be                                                                                                                                                                                                                                        | Dry cells wooden pieces, stone, glass, copper                                                                           | KLB pupils book page 118<br>Science in action                                                            |  |



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|----|-----|--|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--|
|    |     |  |                                      | investigate good and poor conductors of electricity                                                                              | inserted <ul style="list-style-type: none"> <li>Guiding the pupils to work in groups to try and fill the gap with various materials</li> <li>Discussing the results of the activity with all the groups</li> <li>Listing good conductors and bad conductors of electricity</li> </ul> | wires, torch bulb, tins, plastic rods, cotton string, manila paper, polystyrene, nylon papers, comb, paper clips, nails, needles, razor blades | Pupil's Book pages 73-75                                                      |  |
| 9  | 1-5 |  | Electrical appliances used at home   | By the end of this topic the pupils should be able to; identify electrical appliances found at home and their use                | Explaining<br>Discussing<br>Listing                                                                                                                                                                                                                                                   | Pictures<br>Real appliances                                                                                                                    | KLB pupils book page 120-124<br>Science in action<br>Pupil's Book pages 73-75 |  |
| 10 | 1-5 |  | Safety when dealing with electricity | By the end of this topic the pupils should be able to; describe the safety measures to be observed when dealing with electricity | Explaining<br>Discussing<br>Listing                                                                                                                                                                                                                                                   | Pictures<br>Real appliances                                                                                                                    | KLB pupils book page 120-124<br>Science in action<br>Pupil's Book pages 73-75 |  |
| 11 | 1-5 |  | Electricity danger                   | By the end of this topic the pupils should be able to<br>State and explain the dangers of electricity                            | Explaining<br>Discussing<br>Listing                                                                                                                                                                                                                                                   | Pictures<br>Real appliances                                                                                                                    | KLB pupils book page 124-125<br>Science in action<br>Pupil's Book pages 73-75 |  |
| 12 | 1-5 |  | Revision on the topic electricity    |                                                                                                                                  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                |                                                                               |  |
| 13 |     |  | <b>END OF TERM EXAMS</b>             |                                                                                                                                  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                |                                                                               |  |
| 14 |     |  | <b>MARKING AND CLOSING</b>           |                                                                                                                                  |                                                                                                                                                                                                                                                                                       |                                                                                                                                                |                                                                               |  |