

**MINISTRY OF GENERAL EDUCATION  
CENTRAL PROVINCE SOCIAL STUDIES GRADE 8 COMMON SCHEMES**

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

<b>WEEK</b>	<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>OBJECTIVES</b>	<b>METHODS/AIDS TEST/PRACTICAL</b>	<b>REFERENCE</b>
1	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Maps and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the difference between a map and diagram</li> <li>- State characteristics of a map</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer method</li> <li>- Teachers' exposition</li> <li>- Group discussion</li> </ul>	Progress in Social Studies Grade 8 Social Studies Grade 8 Marvel Publishers
	MAN THE SOCIAL BEING	<ul style="list-style-type: none"> <li>• What is History?</li> <li>• Why do we learn history?</li> </ul>	<ul style="list-style-type: none"> <li>- Define the word history</li> <li>- State reasons for learning history.</li> </ul>	<ul style="list-style-type: none"> <li>- Discussion</li> <li>- Group work</li> <li>- Discovery</li> </ul>	Haantobolo – Junior history Social studies achievers Chilimunda
	POLITICAL DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Introduction to Civics</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the meaning of Civic Education</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' exposition</li> <li>- Question and answer method</li> <li>- Document study</li> </ul>	Progress in Social Studies Grade 8 Social studies achievers
2	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Maps and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the location of a place or point on a map.</li> <li>- Identify direction of places on a map</li> <li>- Measure distances on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Teachers exposition</li> </ul>	Progress in Social Studies Grade 8 Social Studies Grade 8 Marvel Publishers.

	MAN THE SOCIAL BEING	<ul style="list-style-type: none"> <li>• How do we learn history?</li> <li>• Measuring time.</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss various methods used to learn about the past.</li> <li>- Describe measurement of time in history. (BC, AD, Decade, Generation, Century, Millennium)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' exposition</li> <li>- Group work.</li> <li>- Role play</li> <li>- Discovery</li> </ul>	<p>Achievers in social studies Grade 8.</p> <p>Social studies achievers Haantobolo – Junior history Chilimunda.</p> <p>Dasgupta in search of central African past.</p>
	POLITICAL DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Zambia's path to independence</li> <li>• Colonial rule by the British</li> </ul>	<ul style="list-style-type: none"> <li>- Outline Zambia's path to Independence.</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer method</li> <li>- Discussion</li> <li>- Chart study</li> <li>- Role play</li> </ul>	<p>Progress in Social Studies Grade 8.</p> <p>Social studies grade 8 achievers</p>
3	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Map reading and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>- Interpret relief features</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers exposition</li> <li>- Map study</li> <li>- Class discussion</li> </ul>	<p>Progress in Social Studies Grade 8. Social Studies Grade 8 Marvel Publishers</p>
	MAN THE SOCIAL BEING	<ul style="list-style-type: none"> <li>• Origin of the earth/ beginning of life on earth</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the two theories explaining the beginning of the earth and life.</li> </ul>	<ul style="list-style-type: none"> <li>- Document study</li> <li>- Group work</li> <li>- Picture study</li> </ul>	<p>Social studies achievers Haantobolo – Junior history Chilimunda</p>
	POLITICAL DEVELOPMENT	<ul style="list-style-type: none"> <li>• Zambia's path to independence</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss Zambia's resistance to colonial rule and achieving</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' exposition</li> </ul>	<p>Progress in Social Studies Grade 8</p>

	IN ZAMBIA	<ul style="list-style-type: none"> <li>• resistance to colonial rule and achieving independence</li> </ul>	independence.	<ul style="list-style-type: none"> <li>- Group discussion</li> <li>- Text book study</li> <li>- Role play</li> </ul>	Social studies achievers
4	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Map reading and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify drainage patterns</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers exposition</li> <li>- Map study</li> </ul>	Progress in Social Studies Grade 8 Social Studies Grade 8 Marvel Publishers
	MAN THE SOCIAL BEING	<ul style="list-style-type: none"> <li>• Development of creatures Proconsul Africanus</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the stages in the development of man.</li> <li>- Describe the physical appearance and way of life of Proconsul</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers exposition</li> <li>- Group work</li> </ul>	Social studies achievers Haantobolo – Junior history Chilimunda
	POLITICAL DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Cooperation with other African countries</li> </ul>	<ul style="list-style-type: none"> <li>- Explain Zambia’s co-operation with other African countries</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer method</li> <li>- Discussion</li> <li>- Teachers exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 8</li> <li>- Achievers Junior Secondary social studies</li> </ul>
5	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Map reading and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify cultural features</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers exposition</li> <li>- Map study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 8</li> <li>- Social Studies Grade 8 Marvel Publishers</li> </ul>
	MAN THE SOCIAL BEING	<ul style="list-style-type: none"> <li>• Kenyapithecus</li> <li>• Australopithecus</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the physical appearance and way of life of</li> </ul>	<ul style="list-style-type: none"> <li>- Document study</li> <li>- Teacher’</li> </ul>	<ul style="list-style-type: none"> <li>- Social studies achievers</li> <li>- Haantobolo –</li> </ul>

	POLITICAL DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Zinjanthropus</li> <li>• Symbols of national identify</li> <li>• National flag</li> </ul>	<p>Kenyampithecus</p> <ul style="list-style-type: none"> <li>- Describe the physical appearance and way of life of the these creatures</li> </ul> <p>Australopithesus, Zinjanthropus</p> <ul style="list-style-type: none"> <li>- Describe symbols of national identity.</li> </ul>	<p>exposition</p> <ul style="list-style-type: none"> <li>- Group Work</li> <li>- Picture study</li> </ul> <p>Discussion</p> <ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Picture study</li> </ul>	<p>Junior history Chilimunda</p> <ul style="list-style-type: none"> <li>- Progress in social studies learners book 8</li> <li>- Achievers Junior Secondary social studies</li> </ul>
6	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Map reading and interpretation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify cultural features</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers exposition</li> <li>- Map study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 8</li> <li>- Social Studies Grade 8 Marvel Publishers</li> </ul>
	MAN THE SOCIAL BEING	<ul style="list-style-type: none"> <li>• Early stone age.</li> <li>• Homohabilis</li> </ul>	<ul style="list-style-type: none"> <li>- State the periods in which Homohabilis lived.</li> </ul>	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Teacher exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Social studies achievers</li> <li>- Haantobolo – Junior history</li> <li>- Chilimunda</li> </ul>
	SOCIAL DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Coat of arms</li> <li>• National anthem</li> <li>• Value of National Symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the value of national symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Class discussion</li> <li>- Chart</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 8</li> <li>- Achievers Junior Secondary social studies</li> </ul>

7	<p>MID TERM TEST</p> <p>MAN THE SOCIAL BEING</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Work covered</li> <li>• Appearance way of life</li> <li>• Systems of governance</li> <li>• What is governance?</li> <li>• Democratic governance</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> <li>- Describe the appearance and way of life of Homohabilis.</li> <li>- Tools and food</li> <li>- Identify systems of governance</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>- Document</li> <li>- Group work</li> <li>- Teacher exposition</li> <li>- Document study</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Social studies achievers</li> <li>- Haantobolo – Junior history</li> <li>- Chilimunda</li> <li>- Progress in social studies learners book 8</li> <li>- Achievers Junior Secondary social studies</li> </ul>
8	<p>MAN AND THE ENVIRONMENT</p> <p>MAN THE SOCIAL BEING</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Physical and cultural features of Zambia</li> <li>• Middle stone age</li> <li>• Monarchy</li> <li>• Republic</li> </ul>	<ul style="list-style-type: none"> <li>- Describe relief levels of Zambia</li> <li>- Describe the appearance of broken Hillman and his way of life</li> <li>- Describe the characteristics of good governance</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Map study</li> <li>- Question and answer.</li> <li>- Document study</li> <li>- Picture study</li> <li>- Group work</li> <li>- Brainstorming</li> <li>- Teachers’ exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Junior secondary social studies Grade 8</li> <li>- Progress social studies grade 8</li> <li>- Social studies Grade 8 Marvel Publisher</li> <li>- Social studies achievers</li> <li>- Haantobolo – Junior history</li> <li>- Chilimunda</li> <li>- Progress in social studies learners book 8</li> </ul>

		<ul style="list-style-type: none"> <li>• Aristocracy</li> </ul>		<ul style="list-style-type: none"> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers Junior Secondary social studies</li> </ul>
9	<p>MAN AND THE ENVIRONMENT</p> <p>MAN THE SOCIAL BEING</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Physical and cultural features of Zambia</li> <li>• Late stone age</li> <li>• Dictatorship</li> <li>• Capitalist governance</li> <li>• Socialist government</li> <li>• Communist government</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the major drainage features of Zambia</li> <li>- Name the people of the ‘late stone’ age</li> <li>- State and explain their methods of hunting</li> <li>- Reasons why they painted</li> <li>- Locate their painting sites.</li> <li>- Describe the characteristics of bad governance</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Teacher exposition</li> <li>- discovery</li> <li>- Document study</li> <li>- Group work</li> <li>- Picture study</li> <li>- Map study</li> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Chart</li> <li>- Role play</li> </ul>	<ul style="list-style-type: none"> <li>- Junior secondary social studies Grade 8</li> <li>- Progress social studies grade 8</li> <li>- Social studies Grade 8 Marvel Publisher</li> <li>- Social studies achievers</li> <li>- Haantobolo – Junior history</li> <li>- Chilimunda</li> <li>- Progress in social studies learners book 8</li> <li>- Achievers Junior Secondary social studies</li> </ul>
10	MAN AND THE ENVIRONMENT	<ul style="list-style-type: none"> <li>• Physical and cultural features of Zambia</li> </ul>	<ul style="list-style-type: none"> <li>- State the cultural features of Zambia</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Junior secondary social studies Grade 8</li> <li>- Progress social</li> </ul>

	<p>MAN THE SOCIAL BEING</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Ing’ombe Ilede</li> <li>• Early iron age</li>   <li>• Institutions that promote good governance</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the earliest trading site in Zambia.</li> <li>- Describe how farming started in the Middle East and how it reached Africa.</li>   <li>- Identify institutions that promote good governance</li> </ul>	<ul style="list-style-type: none"> <li>- Document study</li> <li>- Group work</li> <li>- Map study</li> <li>- Picture study</li>   <li>- Group discussion</li> <li>- Class discussion</li> <li>- Teacher’s exposition</li> <li>- Field trips</li> </ul>	<p>studies grade 8</p> <ul style="list-style-type: none"> <li>- Social studies Grade 8 Marvel Publisher</li> <li>- Social studies achievers</li> <li>- Haantobolo – Junior history</li> <li>- Chilimunda</li>   <li>- Progress in social studies learners book 8</li> <li>- Achievers Junior Secondary social studies</li> </ul>
11	<p>REVISION</p> <p>MAN THE SOCIAL BEING</p> <p>REVISION</p>	<ul style="list-style-type: none"> <li>• Work covered</li> <li>• Early Iron age</li> </ul>	<ul style="list-style-type: none"> <li>- Identify missing information from the work covered.</li> <li>- To suggest possible solutions to challenges discovered</li>   <li>- Describe the spread of iron works in Zambia</li>   <li>- Describe how farming reached Zambia</li> </ul>	<ul style="list-style-type: none"> <li>- Document study</li> <li>- Group work</li> <li>- Map study</li> </ul>	<ul style="list-style-type: none"> <li>- Social studies achievers</li> <li>- Haantobolo – Junior history</li> <li>- Chilimunda</li> </ul>
12	<p>REVISION AND TESTS</p>	<ul style="list-style-type: none"> <li>• Work covered</li> </ul>	<ul style="list-style-type: none"> <li>- Identify missing information from the work covered.</li> <li>- To suggest possible solutions</li> </ul>		

	REVISION		to challenges discovered		
13	END OF TERM TESTS	Work covered	- To recall, analyze, synthesize, apply and evaluate what they have learnt.	Test papers	Work covered



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

<b>WEEK</b>	<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>OBJECTIVES</b>	<b>METHODS/AIDS TEST/PRACTICAL</b>	<b>REFERENCE</b>
1	REVISION  REVISION  REVISION	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Revision</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- To make a recap of the work which was covered in the previous term</li> <li>- Revision of previous work based on past papers.</li> <li>- To make relevant corrections</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teacher Exposition</li> <li>- Discussion</li> <li>- Group work</li> <li>- Teacher exposition</li> <li>- Question and answers</li> </ul>	<ul style="list-style-type: none"> <li>- End of term one test question papers</li> <li>- Progress in social studies learners book 8</li> </ul>
2	MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA	<ul style="list-style-type: none"> <li>• Farming</li> <li>• Origins</li> <li>• Movements</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the different traditional types of shifting cultivation</li> <li>- State the main crops grown under each traditional cultivation system</li> <li>- Describe the origins and movements of the Bantu speaking people.</li> <li>- Describe the locations of the Bantu ethnic groups.</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teacher Exposition</li> <li>- Map study</li> <li>- Picture study</li> <li>- Teacher Exposition</li> <li>- Map study</li> <li>- Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Junior secondary social studies grade 8</li> </ul>

	GOVERNANCE	<ul style="list-style-type: none"> <li>Organizations that promote good governance</li> </ul>	<ul style="list-style-type: none"> <li>Identify organizations that promote good governance</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer</li> <li>Class discussion</li> <li>Field trip</li> </ul>	<ul style="list-style-type: none"> <li>Achievers Junior secondary social studies</li> <li>progress in social studies learners book 8</li> </ul>
3	<p>MAN AND THE ENVIRONMENT</p> <p>PRECOLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>Farming</li> <li>Causes</li> <li>Effects of the Bantu Migrations</li> <li>Constitution</li> <li>Types of constitution</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effects of shifting environment</li> <li>Describe commercial farming</li> <li>Identify the major cash crops grown under commercial farming</li> <li>Describe the causes of the Bantu migrations</li> <li>Describe the effects of results of the Bantu migrations / Luba-Lunda</li> <li>Define constitution</li> <li>State the types of constitution</li> </ul>	<ul style="list-style-type: none"> <li>Question and answer</li> <li>Group discussion</li> <li>Teacher Exposition</li> <li>Teacher Exposition</li> <li>Map study</li> <li>Picture study</li> <li>Question and answer</li> <li>group work</li> <li>teacher's exposition</li> </ul>	<ul style="list-style-type: none"> <li>Progress in social studies grade 8</li> <li>Social studies grade 8 Marvel publishers Junior secondary social studies grade 8</li> <li>Achievers Junior secondary social studies</li> <li>progress in social studies learners book 8</li> </ul>
4	MAN AND THE ENVIRONMENT	<ul style="list-style-type: none"> <li>Farming</li> </ul>	<ul style="list-style-type: none"> <li>State characteristics of estate / plantation agriculture</li> <li>State factors influencing commercial livestock farming</li> <li>Explain the impact of</li> </ul>	<ul style="list-style-type: none"> <li>Debate</li> <li>Group discussion</li> <li>Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>Progress in social studies grade 8</li> <li>Social studies grade 8 Marvel publishers Junior secondary</li> </ul>

	<p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Technology of the Bantu</li> <li>• Importance of a constitution</li> </ul>	<p>commercial farming on the environment</p> <ul style="list-style-type: none"> <li>- Describe the importance of technology of the Bantu speaking people.</li> <li>- Iron tools, farming, and permanent settlements.</li> <li>- Explain the importance of a constitution i.e. supreme law of land.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Picture study</li> <li>- Brainstorming</li> <li>- Document study</li> <li>- Class discussion</li> <li>- Question and answer</li> </ul>	<p>social studies grade 8</p> <ul style="list-style-type: none"> <li>- Achievers Junior secondary social studies</li> <li>- progress in social studies learners book 8</li> </ul>
5	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Fishing</li> <li>• Decentralised societies</li> <li>• Qualifications for Zambia citizenship</li> </ul>	<ul style="list-style-type: none"> <li>- Locate the major fisheries in Zambia.</li> <li>- Define the word decentralization</li> <li>- Identify the major decentralized societies in Zambia. Tonga, Ila, Lenje, Soli</li> <li>- Describe characteristics of decentralized</li> <li>- State qualifications of Zambian citizenship</li> <li>- Describe qualities of a good</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Class discussion</li> <li>- Question and Answer</li> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Map study</li> <li>- Brainstorming</li> <li>- Class discussion</li> <li>- Question and answer</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Achievers Junior secondary social studies</li> <li>- Progress in social</li> </ul>

		<ul style="list-style-type: none"> <li>• Qualities of a good citizen</li> </ul>	<p>citizen.</p>		<p>studies learners book 8</p>
6	<p>MID TERM TESTS</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Work covered</li> <li>• Tonga</li> <li>• Rights of Zambian citizens</li> <li>• Duties and responsibilities of Zambian citizens.</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> <li>- Discuss the socio, economic and political organisation of the Tonga.</li> <li>- Discuss the rights of citizens.</li> <li>- Discuss the duties and responsibilities of a Zambian citizen.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Class discussion</li> <li>- Group work</li> <li>- Question and answer</li> <li>- Teachers' exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers Junior secondary social studies</li> <li>- Progress in social studies learners book 8</li> </ul>
7	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Fishing</li> <li>• Lenje</li> <li>• Political organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the types of fish found in Zambia</li> <li>- Describe fishing methods used in Zambia.</li> <li>- Discuss the socio, economic and political organisation of the Lenje people.</li> <li>- Describe a political party</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Picture study</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Teachers' exposition</li> <li>- Text book study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Achievers Junior secondary social studies</li> </ul>

		<ul style="list-style-type: none"> <li>• Functions and structure of a political party</li> </ul>	<ul style="list-style-type: none"> <li>- State the functions of political parties</li> </ul>		<ul style="list-style-type: none"> <li>- Progress in social studies learners book 8</li> </ul>
8	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Fishing</li> <li>• Soli / Ila</li> <li>• Multi-partism</li> </ul>	<ul style="list-style-type: none"> <li>- Describe fish processing methods.</li> <li>- State the challenges facing the fishing industry</li> <li>- Suggest possible solutions to the challenges facing the fishing industry</li> <li>- Describe the socio, economic and socio organisation of the soli / ila people</li> <li>- Describe multi-partism</li> <li>- State the advantages and disadvantages of one party state and multi-partism.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Discussion</li> <li>- Picture study</li> <li>- Document study</li> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Discussion</li> <li>- Debate</li> <li>- Class discussion</li> <li>- Questions and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Achievers Junior secondary social studies</li> <li>- Progress in social studies learners book 8</li> </ul>
9	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p>	<ul style="list-style-type: none"> <li>• Tourism</li> <li>• Centralized societies</li> <li>• Lunda Kingdom of Mwata Kazembe</li> </ul>	<ul style="list-style-type: none"> <li>- Define tourism</li> <li>- Identify the major tourist attractions in Zambia.</li> <li>- Define the word centralized societies</li> <li>- Describe the origin and</li> </ul>	<ul style="list-style-type: none"> <li>- Map Study</li> <li>- Question and answer</li> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> </ul>

	GOVERNANCE	<ul style="list-style-type: none"> <li>• Types of elections</li> <li>• Electoral procedure</li> </ul>	<p>expansion of the kingdom of Mwata Kazembe.</p> <ul style="list-style-type: none"> <li>- Explain the types of elections</li> <li>- Describe the electoral process</li> </ul>	<ul style="list-style-type: none"> <li>- Role play</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Chart</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 8</li> </ul>
10	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Tourism</li> <li>• Kazembe Kingdom Decline</li> <li>• Election management</li> <li>• Electoral malpractice</li> </ul>	<ul style="list-style-type: none"> <li>- State the advantages and disadvantages of tourism</li> <li>- Explain the importance of conserving tourism resources.</li> <li>- Describe the decline of the Lunda Kingdom of Mwata Kazembe</li> <li>- Describe the role of electoral commission of Zambia</li> <li>- Identify electoral practice</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Question and answer</li> <li>- Teacher Exposition</li> <li>- Group work</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- Chart</li> <li>- Teacher's exposition</li> <li>- Drama</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Achievers Junior secondary social studies</li> <li>- Progress in social studies learners book 8</li> </ul>
11	REVISION	<ul style="list-style-type: none"> <li>• Work covered</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> </ul>		
12-13	REVISION AND TESTS END OF TERM	<ul style="list-style-type: none"> <li>• Work covered</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> </ul>	Test papers	Work covered

**MINISTRY OF GENERAL EDUCATION**  
**CENTRAL PROVINCE SOCIAL STUDIES GRADE 8 COMMON SCHEMES**

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

<b>WEEK</b>	<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>OBJECTIVES</b>	<b>METHODS/AIDS TEST/PRACTICAL</b>	<b>REFERENCE</b>
1	REVISION  PRE-COLONIAL SOCIETIES  GOVERNANCE	<ul style="list-style-type: none"> <li>• Revision</li>   <li>• <b><u>Bemba</u></b></li> <li>• Origin</li>   <li>• Central Governance</li> <li>• Organs of Government</li> </ul>	<ul style="list-style-type: none"> <li>- To make a recap of the work which was covered in the previous term</li> <li>- Answer questions based on the previous lesson</li>   <li>- Describe the origin the Bemba kingdom</li> <li>- State the main functions of central government</li> <li>- State the organs of governments and their functions.</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer.</li> <li>- Discussion</li>   <li>- Teacher exposition</li>   <li>- Discussion</li> <li>- Map study</li>   <li>- Teachers exposition</li> <li>- Discussion</li> <li>- Chart</li> </ul>	<ul style="list-style-type: none"> <li>- End of term one test question papers</li>   <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 8</li> <li>- Achievers junior secondary social studies</li> </ul>
2	MAN AND THE ENVIRONMENT  PRECOLONIAL SOCIETIES IN ZAMBIA	<ul style="list-style-type: none"> <li>• Forest and their products</li>   <li>• <b><u>Bemba</u></b></li> <li>• Expansion</li> <li>• Decline</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the type of vegetation found in Zambia</li>   <li>- Describe the expansion of the Bemba Kingdom.</li> <li>- Describe the decline of the Bemba kingdom</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher Exposition</li> <li>- Map study</li> <li>- Picture study</li> <li>- Discussion</li>   <li>- Discussion group</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li>   <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> </ul>

	GOVERNANCE	<ul style="list-style-type: none"> <li>Local government</li> <li>Functions of local government</li> </ul>	<ul style="list-style-type: none"> <li>Explain the history of local government in Zambia.</li> <li>State the functions of local government</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Question and answer</li> <li>Field trips</li> </ul>	<ul style="list-style-type: none"> <li>Progress in social studies learners book 8</li> <li>Achievers junior secondary social studies</li> </ul>
3	<p>MAN AND THE ENVIRONMENT</p> <p>PRECOLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>Forest and their products</li> </ul> <p><b><u>Kalonga</u></b></p> <ul style="list-style-type: none"> <li>Origin</li> <li>Expansion</li> </ul> <ul style="list-style-type: none"> <li>House of chiefs</li> </ul>	<ul style="list-style-type: none"> <li>Identify types of tree species</li> <li>Discuss the origin and expansion of the Chewe kingdom of Kalonga</li> <li>Identify roles of traditional rulers</li> <li>State the composition of the house of chiefs.</li> <li>Explain the role of the house of chiefs</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Exposition</li> <li>Discussion</li> <li>Document study</li> <li>Teacher exposition</li> <li>Map study</li> <li>Discussion</li> <li>Question and answers</li> <li>Field trips</li> <li>Charts</li> </ul>	<ul style="list-style-type: none"> <li>Progress in social studies grade 8</li> <li>Social studies grade 8 Marvel publishers</li> <li>Haantobolo</li> <li>Chilimunda</li> <li>Achievers</li> <li>Progress in social studies learners book 8</li> <li>Achievers junior secondary social studies</li> </ul>
4	<p>MAN AND THE ENVIRONMENT</p> <p>PRECOLONIAL SOCIETIES IN ZAMBIA</p>	<ul style="list-style-type: none"> <li>Forest and their products</li> </ul> <p><b><u>Kalonga</u></b></p> <ul style="list-style-type: none"> <li>Decline</li> </ul>	<ul style="list-style-type: none"> <li>Identify forest products and their uses</li> <li>Explain the importance of</li> <li>Discuss reasons that led to the decline of Kalonga's kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Exposition</li> <li>Discovery</li> <li>Discussion</li> <li>Group work</li> <li>Document study</li> <li>Teacher exposition</li> </ul>	<ul style="list-style-type: none"> <li>Progress in social studies grade 8</li> <li>Social studies grade 8 Marvel publishers</li> <li>Haantobolo</li> <li>Chilimunda</li> </ul>



	GOVERNANCE	<p><b><u>Undi's Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Expansion</li> <li>• Expansion</li> </ul> <ul style="list-style-type: none"> <li>• Fundamental human rights</li> <li>• Universal declaration of human rights (UNDHR)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the origin and expansion of the kingdom of Undi.</li> <li>- Describe fundamental human rights</li> <li>- Explain the importance of universal declaration of human rights (UDHR)</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Discussion</li> <li>- Question and answers</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers</li> <li>- Progress in social studies learners book 8</li> <li>- Achievers junior secondary social studies</li> </ul>
5	<p>MAN AND THE ENVIRONMENT</p> <p>PRECOLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Weather and climate of Zambia</li> </ul> <p><b><u>Undi's Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• Decline</li> </ul> <ul style="list-style-type: none"> <li>• Types of human rights</li> <li>• Background to United Nations convention on the rights of child (UNCRC)</li> </ul>	<ul style="list-style-type: none"> <li>- Describe weather and climate</li> <li>- State the elements of weather and their measurements.</li> <li>- Describe the decline of the kingdom of Undi.</li> <li>- Identify factors that lead to human right violation.</li> <li>- Discuss obstacles to reporting human rights violations.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Picture study</li> <li>- Group work</li> <li>- Document study</li> <li>- Teacher exposition</li> <li>- Teacher exposition</li> <li>- Question and answer</li> <li>- Chart</li> <li>- case study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 8</li> <li>- Achievers junior secondary social studies</li> </ul>

6	<p>MID TERM TESTS</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Work covered</li> </ul> <p><b><u>Undi's Kingdom</u></b></p> <ul style="list-style-type: none"> <li>• Decline</li> <li>• Factors that lead to human rights violations</li> <li>• Obstacles to reporting human rights violations</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> <li>- Describe the origin and movement of the Ngoni people of Zwangendaba</li> <li>- Identify factors that lead to human rights violation.</li> <li>- Discuss obstacles to reporting human rights violations.</li> </ul>	<ul style="list-style-type: none"> <li>- Group work</li> <li>- Document</li> <li>- Teacher exposition</li> <li>- Teachers exposition</li> <li>- Question and answer</li> <li>- Chart</li> <li>- case study</li> </ul>	<ul style="list-style-type: none"> <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 8</li> <li>- Achievers junior secondary social studies</li> </ul>
7	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Weather and climate of Zambia</li> </ul> <p><b><u>The Lozi</u></b></p> <ul style="list-style-type: none"> <li>• Origin</li> <li>• Institutions and organizations that promote human rights in Zambia.</li> </ul>	<ul style="list-style-type: none"> <li>- State the elements of weather and their measurement</li> <li>- Discuss the origin of the Lozi people</li> <li>- Identify institutions and organization that promote human rights in Zambia.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Picture study</li> <li>- Discussion</li> <li>- Group work</li> <li>- Document study</li> <li>- Map study</li> <li>- Teacher exposition</li> <li>- Teacher exposition</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- Chart</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 9</li> <li>- Achievers junior secondary social studies</li> </ul>

8	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Weather and climate of Zambia</li> <li>• Expansion</li> <li>• Corruption</li> </ul>	<ul style="list-style-type: none"> <li>- Explain factors influencing weather</li> <li>- Describe reasons that led to the expansion of the Lozi people.</li> <li>- Define corruption</li> <li>- Explain the causes of corruption</li> <li>- Effects of corruption</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Picture study</li> <li>- Discussion</li> <li>- Group work</li> <li>- Document</li> <li>- Teacher exposition</li> <li>- Text book study</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- brochures</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 9</li> <li>- Achievers junior secondary social studies</li> </ul>
9	<p>MAN AND THE ENVIRONMENT</p> <p>PRE-COLONIAL SOCIETIES IN ZAMBIA</p> <p>GOVERNANCE</p>	<ul style="list-style-type: none"> <li>• Weather and climate of Zambia</li> <li>• Expansion</li> <li>• Corruption</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the climate of Zambia.</li> <li>- Describe reasons that led to the expansion of the Lozi people.</li> <li>- Describe the role of the community in fighting corruption.</li> <li>- Identify institutions and organizations that spearhead the fight against corruption in</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Discussion</li> <li>- Map study</li> <li>- Group work</li> <li>- Document study</li> <li>- Teacher exposition</li> <li>- Document study</li> <li>- Video show</li> <li>- Brochures</li> <li>- Charts</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 9</li> <li>- Achievers junior secondary social studies</li> </ul>

			Zambia.		
10	MAN AND THE ENVIRONMENT  PRE-COLONIAL SOCIETIES IN ZAMBIA  GOVERNANCE	<ul style="list-style-type: none"> <li>• Weather and climate of Zambia</li> <li>• Decline</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>- Analyse effects of climate on human activities</li> <li>- Analyse the impact of human activities on climate.</li> <li>- Describe reasons for the decline of the Lozi kingdom.</li> <li>- Define conflicts resolution</li> <li>- Identify the levels of conflict.</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Discovery</li> <li>- Field trip</li> <li>- Group work</li> <li>- Document study</li> <li>- Teacher exposition</li> <li>- Video showing e.g. sarafina, roots.</li> <li>- Document study</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 8</li> <li>- Social studies grade 8 Marvel publishers</li> <li>- Haantobolo</li> <li>- Chilimunda</li> <li>- Achievers</li> <li>- Progress in social studies learners book 9</li> </ul>
11	REVISION	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> </ul>		
12-13	REVISION AND TESTS	<ul style="list-style-type: none"> <li>• Work covered</li> </ul>			

**MINISTRY OF GENERAL EDUCATION  
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**GRADE NINE (9) TERM ONE (1)**

<b>WEEK</b>	<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>OBJECTIVES</b>	<b>METHODS/AIDS TEST/PRACTICAL</b>	<b>REFERENCE</b>
1	REVISION	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- To make a recap of the work which was covered in grade 8</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> </ul>	<ul style="list-style-type: none"> <li>- End of year test paper</li> </ul>
	FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• Development of slavery and slave trade</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the motives behind 'slavery' and slave trade up to the sixteen century</li> </ul>	<ul style="list-style-type: none"> <li>- Pictures study</li> <li>- Map study</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Haantobolo Junior secondary history</li> <li>- KK Dasgypta Southern Africa since 1800</li> <li>- Social studies achievers junior secondary</li> <li>- End of term</li> </ul>
	REVISION	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- To make relevant corrections</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> </ul>	
2	DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Mining industry</li> </ul>	<ul style="list-style-type: none"> <li>- State the major minerals mined in Zambia</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Question and answer</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> </ul>
	FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• Effects of slave trade</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the effects of slave trade on the African societies</li> </ul>	<ul style="list-style-type: none"> <li>- Document study</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers junior secondary</li> <li>- Chilimunda success</li> </ul>

	GOVERNANCE	<ul style="list-style-type: none"> <li>• Conflict resolutions</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the causes of conflict</li> <li>- Discuss effects of conflict</li> <li>- identify solutions to conflicts</li> </ul>	<ul style="list-style-type: none"> <li>- teachers exposition</li> <li>- Document study</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- Picture study</li> </ul>	<ul style="list-style-type: none"> <li>- in junior history part II.</li> <li>- Progress in social studies learners book 9</li> </ul>
3	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Mining industry</li> <li>• Trade routes</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>- Describe methods of mining</li> <li>- Discuss the main slave trade routes in Africa.</li> <li>- Explain the concept of money</li> <li>- Describe the characteristics of money.</li> </ul>	<ul style="list-style-type: none"> <li>- Picture study</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Question and answer</li> <li>- Picture study</li> <li>- Discussion</li> <li>- Map Study</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- Teachers' exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> <li>- Achievers junior secondary</li> <li>- Achievers junior secondary social studies</li> <li>- Progress in social studies learners book 9</li> </ul>
4	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• Mining industry</li> <li>• Organisation of triangular slave trade</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss the contributions of mining to socio-economic development.</li> <li>- Describe the triangular slave trade</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- teacher Exposition</li> <li>- Picture study</li> <li>- Map study</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> <li>- Achievers junior secondary social studies 9</li> <li>- Chilimunda I success in junior history part II.</li> </ul>

	ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>- Outline the functions of money</li> <li>- Explain the law of supply and demand.</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Chart study</li> <li>- Teachers' exposition</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 9</li> </ul>
5	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Mining industry</li> <li>• Abolition of slavery and slave trade</li> <li>• Money</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss impact of mining on the environment</li> <li>- Identify people who were instrumental in the abolition of slavery and slave trade</li> <li>- Describe money laundering activities</li> <li>- Explain measures to control money laundering.</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- teacher Exposition</li> <li>- Debate</li> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Research.</li> <li>- Discussion</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Chart study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> <li>- K.K Dasgupta southern Africa since 1800</li> <li>- Chilimunda I success in junior history.</li> <li>- Achievers junior secondary social studies grade 9</li> <li>- Progress in social studies learners book 9</li> <li>- Achievers junior secondary social studies</li> </ul>
6	MID TERM TESTS  FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• Work covered</li> <li>• Effects of slave trade in Africa</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> <li>- Discuss the positive and negative of slave trade in Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> <li>- Teacher exposition</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Work covered</li> <li>- Chilimunda I. success in junior history part II.</li> <li>- K.K Dasgupta Southern Africa since 1800.</li> </ul>

	ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>- Identify features of a budget.</li> <li>- Explain the different types of income and expenditure.</li> </ul>	<ul style="list-style-type: none"> <li>- Chart</li> <li>- Discussion</li> <li>- Teachers' exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers junior secondary social studies.</li> </ul>
7	DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Power and energy generating industries</li> </ul>	<ul style="list-style-type: none"> <li>- Describe renewable and non-renewable sources of power and energy</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> </ul>
	FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• Arrival of Europeans aims of imperialism and scramble for Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the aims of the European imperialism and the scramble for Africa.</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers junior secondary history social studies 9</li> <li>- Chilimunda I success in junior history part II</li> </ul>
	ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>- Identify features of a budget</li> <li>- Explain the different types of income and expenditure</li> </ul>	<ul style="list-style-type: none"> <li>- Chart study</li> <li>- Discussion</li> <li>- Teachers' exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 9</li> <li>- Achievers junior secondary social studies</li> </ul>
8	DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Power and energy generating industries</li> </ul>	<ul style="list-style-type: none"> <li>- Describe renewable and non-renewable sources of power and energy</li> </ul>	<ul style="list-style-type: none"> <li>- Discovery</li> <li>- Question and answer</li> <li>- Teachers exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> </ul>
	FOREIGN ON ZAMBIA	<ul style="list-style-type: none"> <li>• Why Africa was not explored before 1700</li> <li>• Why Africa was explored after</li> </ul>	<ul style="list-style-type: none"> <li>- State reasons for the Europeans not exploring Africa before 1700.</li> <li>- Explaining the reasons for Europeans exploration of</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers exposition</li> <li>- Class discussion</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Chilimunda I success in junior history part II</li> <li>- Haamtobolo G.N Junior secondary history</li> </ul>



	ECONOMIC DEVELOPMENT	1750	Africa after 1750	<ul style="list-style-type: none"> <li>- Role play</li> <li>- Group discussion</li> <li>- Teachers' exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 9</li> </ul>
9	DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Power and energy generating industries</li> </ul>	<ul style="list-style-type: none"> <li>- Describe renewable and non-renewable sources of power and energy</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> </ul>
	FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• Actual explorations of Africa in central Africa David Livingstone</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the exploration of Africa by David Livingstone</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Picture study</li> <li>- Teachers exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers junior secondary history social studies 9</li> <li>- Chilimunda I success in junior history part II</li> </ul>
	ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Budget</li> </ul>	<ul style="list-style-type: none"> <li>- Explain the importance of a budget</li> <li>- Identify the challenges associated with Budget implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' exposition</li> <li>- Case study</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies learners book 9</li> <li>- Achievers junior secondary social studies</li> </ul>
10	DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Power and energy generating industries</li> </ul>	<ul style="list-style-type: none"> <li>- Identify institutions dealing in power and energy</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in social studies grade 9</li> <li>- Achievers grade 9</li> </ul>
	FOREIGN INFLUENCE ON ZAMBIA	<ul style="list-style-type: none"> <li>• De-Lacerda</li> <li>• Monteiro and Gamito</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the explorations of the European explorers like De-lacerda, Monterio and</li> </ul>	<ul style="list-style-type: none"> <li>- Map study</li> <li>- Teachers' exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Chilimunda I success in junior history part II</li> <li>- Haamtobolo G.N</li> </ul>

	ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Pedro Baptista</li> <li>• Henry Morton Stanley</li> <li>• Budget</li> </ul>	<p>Gamito and Pedro Baptista</p> <ul style="list-style-type: none"> <li>- Identify the challenges associated with budget implementation.</li> </ul>	<ul style="list-style-type: none"> <li>- Case study</li> <li>- Teachers' exposition</li> <li>- Class discussion</li> </ul>	<p>Junior secondary history</p> <ul style="list-style-type: none"> <li>- Progress in social studies learners book 9</li> </ul>
11	<p>REVISION</p> <p>FOREIGN INFLUENCE ON ZAMBIA</p> <p>REVISION</p>	<ul style="list-style-type: none"> <li>• Work covered</li> <li>• Results of David Livingstone's Journeys / Explorations</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> <li>- State the effects of David Livingstone's exploration in Africa.</li> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exploration</li> <li>- Class discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Chilimunda I success in junior history part II</li> </ul>
12-13	<p>REVISION &amp; TESTS</p> <p>REVISION END OF TERM 1 TEST</p>	<ul style="list-style-type: none"> <li>• Revision / Testing</li> </ul>	<ul style="list-style-type: none"> <li>- Preparing the learner for their grade nine final examinations</li> </ul>		<ul style="list-style-type: none"> <li>- All revisions and testing materials</li> </ul>

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

<b>WEEK</b>	<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>OBJECTIVES</b>	<b>METHODS/AIDS TEST/PRACTICAL</b>	<b>REFERENCE</b>
1	REVISION  REVISION  REVISION	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Revision</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- To make a recap of the work which was covered in the previous terms</li> <li>- Make relevant corrections</li> <li>- To make relevant corrections</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- End of term one questions paper</li> <li>- End of year test paper</li> <li>- End of term</li> </ul>
2	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA  ECONOMIC	<ul style="list-style-type: none"> <li>• Manufacturing and food processing industry</li> <li>• West African explorers</li> <li>• Mungo Park</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>- Describe factors influencing the location of industries.</li> <li>- Describe the explorations of Mungo Park in West Africa</li> <li>- Describe local and international trade</li> </ul>	<ul style="list-style-type: none"> <li>- Discovery</li> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discussion</li> <li>- Map study</li> <li>- Teacher exposition</li> <li>- Group discussion</li> <li>- Teacher exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Grade 9</li> <li>- KK Dasgupta Southern African since 1800</li> <li>- Achievers Junior Social Studies</li> <li>- MK Publishers Social Studies</li> <li>- Progress Social</li> </ul>

	DEVELOPMENT		- Explain the chain of distribution	- Question and answer	Studies 9 - Achievers Junior Social Studies
3	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Manufacturing and food processing industry</li> <li>• Dixon Denham</li> <li>• Clapperton</li> <li>• Henry Baith</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>- State types of manufacturing industries</li> <li>- Describe the exploration of the West African Explorers</li> <li>- Describe what is involved in local trade</li> <li>- Discuss the advantages of local trade</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Discussion</li> <li>- Map study</li> <li>- Teacher exposition</li> <li>- Group discussion</li> <li>- Question and answer</li> <li>- Discussion</li> <li>- Field trip</li> </ul>	<ul style="list-style-type: none"> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Grade 9</li> <li>- MK Publisher Social Studies</li> <li>- KK Dasgupta Southern African since 1800</li> <li>- Achievers Junior Social Studies</li> <li>- MK Publishers Social Studies</li> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Grade 9</li> <li>- MK Publisher Social Studies</li> </ul>
4	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA	<ul style="list-style-type: none"> <li>• Manufacturing and food processing industry</li> <li>• East African explorers</li> <li>• John Speke</li> </ul>	<ul style="list-style-type: none"> <li>- Identify types of food processing industries</li> <li>- Describe and discuss the explorations of East African Explorers</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Group discussion</li> <li>- Map Study</li> <li>- Document study</li> <li>- Teacher exposition</li> </ul>	<ul style="list-style-type: none"> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Grade 9</li> <li>- MK Publisher Social Studies</li> <li>- Achievers Junior Social Studies</li> <li>- MK Publishers</li> </ul>

	ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Samuel Barker</li> <li>• Joseph Thomson</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>- Describe international trade</li> <li>- Discuss advantages and disadvantages of international trade</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Question and answer</li> <li>- Group discussion</li> </ul>	Social Studies <ul style="list-style-type: none"> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Grade 9</li> </ul>
5	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  ECONOMIC DEVELOPMENT	<ul style="list-style-type: none"> <li>• Manufacturing and food processing industry</li> <li>• Results of European imperialism and scramble for Africa</li> <li>• Trade</li> </ul>	<ul style="list-style-type: none"> <li>- Explain challenges faced by the manufacturing and processing industries.</li> <li>- State and explain the results of European Imperialism and Scramble for Africa</li> <li>- Identify the challenges associated with local and international trade</li> <li>- Identify crimes associated with trade</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Teacher exposition</li> <li>- Discovery</li> <li>- Teacher exposition</li> <li>- Question and answer</li> <li>- Question and answer</li> <li>- Case study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress Social Studies Grade 9</li> <li>- Achievers J.S.S</li> <li>- MK Publisher Social Studies</li> <li>- Progress Social Studies Grade 9</li> <li>- Achievers J.S.S</li> <li>- MK Publisher Social Studies</li> <li>- Achievers J.S.S</li> <li>- Progress Social Studies Grade 9</li> </ul>
6	MID TERM TESTS	<ul style="list-style-type: none"> <li>• Work covered</li> </ul>	<ul style="list-style-type: none"> <li>- To recall, analyze, synthesize, apply and evaluate what they have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>- Individual work</li> </ul>	<ul style="list-style-type: none"> <li>- Work covered</li> </ul>
7	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Maps and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the location of a place or point on a map</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Discussion</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 9</li> <li>- Social studies Grade 8 Marvel Publishers</li> </ul>

	FOREIGN INFLUENCE ON ZAMBIA/AFRICA	<ul style="list-style-type: none"> <li>• Primary resistance</li> <li>• Secondary resistance</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the African primary resistance to colonialism</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook study</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- KK Dasgupta Southern African since 1800</li> <li>- Achievers Junior Social Studies</li> <li>- MK Publishers Social Studies</li> </ul>
	REGIONAL AND INTERNATIONAL ORGANISATIONS	<ul style="list-style-type: none"> <li>• Regional organisations</li> </ul>	<ul style="list-style-type: none"> <li>- Identify regional organisation to which Zambia is a member i.e. SADC</li> <li>- Outline structure of SADC</li> <li>- Explain functions of SADC</li> <li>- Discuss benefits of Zambia's membership to SADC</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Teacher exposition</li> <li>- Chart study</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers J.S.S</li> <li>- Progress Social Studies Grade 9</li> </ul>
8	BASIC MAP READING TECHNIQUES	<ul style="list-style-type: none"> <li>• Maps and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>- Identify directions of places on a map.</li> </ul>	<ul style="list-style-type: none"> <li>- Brain storming</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 9</li> <li>- Social studies Grade 8 Marvel Publishers</li> </ul>
	FOREIGN INFLUENCE ON ZAMBIA/AFRICA	<ul style="list-style-type: none"> <li>• Struggle for independence in Zambia/ Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>- Describe the struggle for independence in Zambia (Northern Rhodesia) and Zimbabwe (Southern Rhodesia)</li> </ul>	<ul style="list-style-type: none"> <li>- Textbook study</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- KK Dasgupta Southern African since 1800</li> <li>- Achievers Junior Social Studies</li> <li>- MK Publishers Social Studies</li> </ul>
	REGIONAL AND INTERNATIONAL	<ul style="list-style-type: none"> <li>• Regional organisation</li> </ul>	<ul style="list-style-type: none"> <li>- Identify regional organisations to which</li> </ul>	<ul style="list-style-type: none"> <li>- Map</li> <li>- Chart showing</li> </ul>	<ul style="list-style-type: none"> <li>- Achievers J.S.S</li> <li>- Progress Social</li> </ul>

	ORGANISATIONS		Zambia is a member i.e. COMESA - Outline structure of COMESA	structure of COMESA - Question and answer	Studies Grade 9
9	BASIC MAP READING TECHNIQUES  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS	<ul style="list-style-type: none"> <li>• Maps and diagrams</li> <li>• Struggle for independence in Malawi</li> <li>• Regional organisations</li> </ul>	<ul style="list-style-type: none"> <li>- Measure distances on a map</li> <li>- Describe the struggle for independence in Malawi (Nyasaland)</li> <li>- Identify regional organisation to which Zambia is a member of i.e. NEPAD</li> <li>- Outline structure of NEPAD</li> <li>- Discuss benefits of Zambia's membership of NEPAD</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher exposition</li> <li>- Group work</li> <li>- Document study</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Chart study</li> <li>- Teacher exposition</li> <li>- Book study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 9</li> <li>- Social studies Grade 8 Marvel Publishers</li> <li>- KK Dasgupta Southern African since 1800</li> <li>- Achievers Junior Social Studies</li> <li>- MK Publishers Social Studies</li> <li>- Achievers J.S.S</li> <li>- Progress Social Studies Grade 9</li> </ul>
10	REVISION  REVISION  REGIONAL AND INTERNATIONAL ORGANISATIONS	<p>Work covered</p> <ul style="list-style-type: none"> <li>• Regional organisations</li> </ul>	<ul style="list-style-type: none"> <li>- Revise work done in the term</li> <li>- Identify regional organisation to which Zambia is a member of i.e. African Union</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Document study</li> <li>- Question and answer</li> <li>- Map</li> </ul>	<ul style="list-style-type: none"> <li>- All revision materials in preparation for the mock examinations</li> <li>- Achievers J.S.S</li> <li>- Progress Social Studies Grade 9</li> </ul>

			<ul style="list-style-type: none"> <li>- Discuss the functions and structure of African Union</li> <li>- Discuss the benefits of Zambia's membership of African Union</li> </ul>	- Discussion	
11	REVISION  REVISION	Work covered / Mock Examination	- Revise work done in the term	- Question and answer	- All revision materials in preparation for the mock examinations
12-13	MOCK EXAMINATION	WRITING OF GRADE 9 MOCK EXAMINATION			



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

<b>WEEK</b>	<b>TOPIC</b>	<b>SUB-TOPIC</b>	<b>OBJECTIVES</b>	<b>METHODS/AIDS TEST/PRACTICAL</b>	<b>REFERENCE</b>
1	REVISION  REVISION  REVISION	<ul style="list-style-type: none"> <li>• Revision</li> <li>• Revision</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- To make a recap of the work which was covered in the previous terms</li> <li>- Make relevant corrections</li> <li>- To make relevant corrections</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teachers exposition</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- End of term two / mock questions paper</li> <li>- End of term two / mock questions paper</li> <li>- End of term two / mock questions paper</li> </ul>
2	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA	<ul style="list-style-type: none"> <li>• Social development: population</li> <li>• Central African Federation</li> <li>• Reasons for the formation of federation</li> </ul>	<ul style="list-style-type: none"> <li>- Explain population concepts</li> <li>- Describe the population distribution of Zambia</li> <li>- Describe the Central African federation of 1953-1963</li> <li>- State reasons for the formation of the federation</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Discussion</li> <li>- Teacher exposition</li> <li>- Document study</li> <li>- Discussion</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 9</li> <li>- Junior Secondary Social Studies Grade 8</li> <li>- Haantobolo Junior History</li> <li>- Social Studies 8 MK Publishers</li> <li>- Chilimunda</li> </ul>

	REGIONAL AND INTERNATIONAL ORGANISATIONS	<ul style="list-style-type: none"> <li>• International organisations</li> </ul>	<ul style="list-style-type: none"> <li>- Identify international organisations i.e. Commonwealth</li> <li>- Discuss the functions and objectives of the commonwealth</li> <li>- Describe membership and structure of commonwealth</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Junior Secondary Social Studies</li> </ul>
3	DEVELOPMENT IN ZAMBIA  FOREIGN INFLUENCE ON ZAMBIA/AFRICA  REGIONAL AND INTERNATIONAL ORGANISATIONS	<ul style="list-style-type: none"> <li>• Social development: population</li> <li>• Successes and failures of the federation</li> <li>• International organisations</li> </ul>	<ul style="list-style-type: none"> <li>- State factors leading to population growth in Zambia</li> <li>- Explain population migration in Zambia</li> <li>- Discuss reasons for and against the central African federation</li> <li>- Identify international organisations i.e. United Nations</li> <li>- Discuss the functions and structure of the United Nations</li> <li>- Outline specialized agencies of the United Nations</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Question and answer</li> <li>- Discovery</li> <li>- Discussion</li> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Class discussion</li> <li>- Document study</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 9</li> <li>- Junior Secondary Social Studies Grade 8</li> <li>- Social Studies 8 MK Publishers</li> <li>- Haantobolo Junior History</li> <li>- Progress Social Studies Grade 9</li> <li>- Achievers Junior Secondary Social Studies</li> </ul>
4	DEVELOPMENT IN ZAMBIA	<ul style="list-style-type: none"> <li>• Social development: population</li> </ul>	<ul style="list-style-type: none"> <li>- State the impact of HIV and AIDS on the population</li> </ul>	<ul style="list-style-type: none"> <li>- Class discussion</li> <li>- Question and answer</li> <li>- Teacher exposition</li> <li>- Discovery</li> </ul>	<ul style="list-style-type: none"> <li>- Progress in Social Studies Grade 9</li> <li>- Junior Secondary Social Studies Grade 8</li> </ul>

	REVISION	<ul style="list-style-type: none"> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>- Discuss questions so as to prepare learners for the end of year examinations</li> </ul>	<ul style="list-style-type: none"> <li>- Question and answer</li> </ul>	<ul style="list-style-type: none"> <li>- All revision materials</li> </ul>
5-13	REVISION, COACHING AND FINAL EXAMINATIONS				