

REPUBLIC OF KENYA
MINISTRY OF EDUCATION

COMPETENCY-BASED CURRICULUM (CBC)

GRADE 7 SOCIAL STUDIES
TERM 2 LESSON PLANS

2026 (Rationalised CBC)

— PREVIEW —

This is a 2-lesson preview. The full pack contains 36 lesson plans.

Buy the full pack at cbcedukenya.com — KES 300

TEACHER'S NAME	_____
SCHOOL	_____
GRADE	7
TERM	Term 2
YEAR	2026

REFERENCE MATERIALS

1. Social Studies Grade 7 Curriculum Design (KICD)
2. Approved Social Studies Grade 7 Learner's Book
3. Approved Teacher's Guide
4. MTP Social Studies Grade 7

CBC Edu Kenya · cbcedukenya.com

Aligned with KICD Curriculum Designs · Editable Word Document

Not an official MoE/KICD publication

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SECTION A: DETAILED LESSON PLANS

The following lesson plans provide a detailed guide for selected lessons across Term 2. All plans follow the rationalised CBC format aligned with the KICD curriculum design for GRADE 7 SOCIAL STUDIES.

LESSON PLAN — WEEK 1, LESSON 1

Strand: **CITIZENSHIP** | Sub-Strand: **Constitution**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 1
STRAND	CITIZENSHIP
SUB-STRAND	Constitution
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify role b) Key rights c) Build civic awareness
KEY INQUIRY QUESTION(S)	Why does Kenya need constitution?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Patriotism, Integrity, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion; Governance
LEARNING RESOURCES	Charts

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Constitution by writing the key inquiry question on the board: "Why does Kenya need constitution?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify role. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Discuss. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify role". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Share. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "Why does Kenya need constitution?" and answer it now using the example you just

	completed. Connect explicitly to the SLO: "Key rights". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Constitution together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2 minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Constitution independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build civic awareness".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Constitution? (2) How would you answer "Why does Kenya need constitution?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Constitution in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

LESSON PLAN — WEEK 1, LESSON 2

Strand: **CITIZENSHIP** | Sub-Strand: **Bill of Rights**

SCHOOL	_____
LEARNING AREA	Social Studies
GRADE	7
TERM	2
WEEK / LESSON	Week 1 Lesson 2
STRAND	CITIZENSHIP
SUB-STRAND	Bill of Rights
SPECIFIC LEARNING OUTCOMES	By the end of the lesson, the learner should be able to: a) Identify rights b) Apply daily c) Build values
KEY INQUIRY QUESTION(S)	What are rights?
CORE COMPETENCY	Citizenship; Communication; Critical Thinking
VALUES	Patriotism, Integrity, Responsibility
PERTINENT & CONTEMPORARY ISSUES (PCI)	Life Skills; Citizenship; Social Cohesion; Governance
LEARNING RESOURCES	Charts

ORGANISATION OF LEARNING

INTRODUCTION	(5 min) Greet the learners warmly and settle them. Briefly recap the previous lesson by asking one or two learners to share something they remember. Introduce today's focus on Bill of Rights by writing the key inquiry question on the board: "What are rights?". Allow two to three learners to give quick answers — accept all responses without correcting yet. Tell learners that by the end of the lesson they will be able to identify rights. Display the resources for the lesson (Charts) so learners know what to expect.
STEP 1	(7 min) Whole-class minds-on activity. Read. Hold up the relevant resource or write the key term on the board. Ask learners what they already know about it. Note 3-4 learner ideas on the board — these become anchors for the lesson. Link learners' ideas to the SLO: "Identify rights". Manage the class actively — walk to the back of the room, call on learners by name, and keep the pace brisk so no one drifts.
STEP 2	(8 min) Direct teach with a worked example. Pair pledge. Demonstrate one full example on the board, thinking aloud as you go: name the step, do the step, check the step. Pause halfway and ask the class to predict the next step before you reveal it — this is your formative check. Re-state the inquiry question "What are rights?" and answer it now using the example you just completed. Connect explicitly to the SLO: "Apply daily". Invite one or two volunteers to come up and try the next example with you guiding — give immediate corrective feedback.
STEP 3	(8 min) Guided practice in pairs or small groups. practise Bill of Rights together in pairs. Distribute the practice task and put learners in pairs of mixed ability. Set a clear time limit (5 minutes for the task, 2

	minutes for sharing). Walk around the room and listen in — pick up two pairs whose work is going well and one pair that is stuck. Differentiate as you go: for fast finishers, add a stretch question (e.g. "now try a harder example"); for learners who are stuck, scaffold by working through the first step together. Keep a low murmur in the room — silence usually means confusion, loud chatter usually means off-task.
STEP 4	(7 min) Independent application and formative assessment. apply Bill of Rights independently in a short task. Set a short individual task that mirrors the worked example but with different numbers, names, or context. While learners work, circulate and tick exercise books for two things only: did the learner attempt the task, and did they get the core idea right. This gives you a quick read on the class. After 5 minutes, call time and ask three learners to share their answers — choose one strong, one developing, and one who needs support. Affirm progress on the SLO: "Build values".
CONCLUSION	(5 min) Recap and exit ticket. Ask the whole class three quick questions to verify learning: (1) What is one new word or idea you learned today about Bill of Rights? (2) How would you answer "What are rights?" in one sentence? (3) Where could you use this learning outside the classroom? Take answers from different learners — including the quieter ones. Close by reminding learners of the values for the lesson and previewing the next lesson briefly. Affirm specific learners by name for effort, accuracy, or helpfulness during the lesson.
EXTENDED ACTIVITIES	Set a short, concrete task for home: ask learners to find one example of Bill of Rights in their environment (in the home, market, neighbourhood, or community) and bring evidence to the next lesson — a sketch, a written description, or a photograph if available. Fast finishers in class can begin this task immediately as enrichment. Encourage learners to discuss the lesson with a parent, sibling, or guardian — this strengthens learning at home and invites family involvement, which is a core CBC principle.
REFLECTION ON THE LESSON	_____

— END OF PREVIEW —

You have viewed 2 of 36 fully-detailed lesson plans. The complete pack covers every week of Term 2 (36 lessons) plus the full Scheme of Work.

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SECTION B: SCHEME OF WORK — GRADE 7 SOCIAL STUDIES TERM 2

School: _____ Teacher: _____ Year: 2026

WK	LSN	STRAND	SUB-STRAND	SPECIFIC LEARNING OUTCOMES	KEY INQUIRY QUESTION(S)	LEARNING EXPERIENCES	LEARNING RESOURCES	ASSESSMENT METHODS
1	1	Citizenship	Constitution	a) Identify role b) Key rights c) Build civic awareness	Why does Kenya need constitution?	Discuss; share	Charts	Oral, peer
1	2	Citizenship	Bill of Rights	a) Identify rights b) Apply daily c) Build values	What are rights?	Read; pair pledge	Charts	Oral, peer
1	3	Citizenship	Civic Duties	a) Identify duties b) Practise c) Build values	What duties?	List; share	Charts	Oral, peer
2	1	Government	Three Arms	a) Executive/Legislature/Judiciary b) Roles c) Apply	What does Parliament do?	Discuss	Charts	Oral, written
2	2	Government	Devolution	a) County government b) Services c) Apply	What does governor do?	Discuss	Articles	Oral, peer
2	3	Government	Elections	a) Process b) Importance c) Apply	Why vote?	Discuss	Articles	Oral, peer
3	1	Geography	Map Skills	a) Read maps b) Use scale c) Apply	How calculate distance?	Show map	Maps	Practical, peer
3	2	Geography	Africa Physical	a) Mountains/lakes/rivers b) Locate c) Apply	What features?	Map	Africa map	Observation, written
3	3	Geography	Africa Climate	a) Climate zones b) Vegetation c) Apply	Why diverse climate?	Discuss	Maps	Oral, written
4	1	Geography	Population	a) Patterns b) Growth c) Apply	Where do people live?	Discuss	Stats	Oral, peer
4	2	Geography	Economic Activities	a) Farming/mining/tourism b) Locate c) Apply	What activities?	Map; share	Maps	Oral, written
4	3	Geography	Transport	a) Modes b) Networks c) Apply	How move?	Discuss	Maps	Oral, peer
5	1	History	Pre-Colonial Africa	a) Communities b) Way of life c) Build heritage	How ancestors lived?	Discuss	Charts	Oral, peer
5	2	History	Colonialism	a) European powers b) Key events c) Build awareness	What was colonialism?	Discuss	Articles	Oral, written
5	3	History	Independence Movements	a) Independence b) Leaders c) Build inspiration	Who led?	List	Pictures	Oral, peer
6	1	History	Kenya History	a) Pre-colonial b) Colonial c) Independence	How Kenya free?	Discuss	Articles	Oral, peer
6	2	History	National	a) Identify heroes b) Contributions c) Build	Who are heroes?	List	Pictures	Oral, peer

			Heroes	inspiration				
6	3	History	Major Events	a) Madaraka/Jamhuri/Mashujaa b) Significance c) Apply	Why celebrate?	Discuss	Charts	Oral, peer
7	1	Economic Activities	Agriculture	a) Kenyan farming b) Crops c) Apply	What grows where?	Discuss	Maps	Oral, peer
7	2	Economic Activities	Industry	a) Industries b) Products c) Apply	What is made?	Discuss	Pictures	Oral, written
7	3	Economic Activities	Trade	a) Internal/external b) Exports/imports c) Apply	What trade?	List	Stats	Oral, written
8	1	Economic Activities	Tourism	a) Attractions b) Importance c) Apply	Why visit Kenya?	Discuss	Pictures	Oral, peer
8	2	Economic Activities	Mining	a) Minerals b) Locations c) Apply	What minerals?	Map	Map	Written, oral
8	3	Economic Activities	Fishing	a) Fishing b) Communities c) Apply	Where fish?	Map	Map	Oral, written
9	1	Social Issues	Population	a) Kenya's b) Growth c) Build awareness	How many?	Discuss	Stats	Oral, peer
9	2	Social Issues	Urbanisation	a) Rural vs urban b) Migration c) Apply	Why move to cities?	Discuss	Articles	Oral, peer
9	3	Social Issues	Diversity	a) Tribes/cultures b) Celebrate c) Build unity	Why diversity strength?	Discuss	Pictures	Oral, peer
10	1	East Africa	EAC	a) Members b) Cooperation c) Build awareness	Who are neighbours?	Map	Map	Observation, written
10	2	East Africa	Cultural Exchange	a) Shared culture b) Celebrate c) Build unity	What share?	Discuss	Pictures	Oral, peer
10	3	East Africa	Trade	a) EAC trade b) Benefits c) Apply	How trade?	Discuss	Stats	Oral, peer
11	1	Africa	African Union	a) AU b) Purpose c) Build awareness	What is AU?	Discuss	Articles	Oral, peer
11	2	Africa	African Heritage	a) Heritage b) Celebrate c) Build pride	What heritage?	Discuss	Pictures	Oral, peer
11	3	Africa	Current Affairs	a) Events b) Discuss respectfully c) Build civic awareness	What happens?	Discuss	Newspapers	Oral, peer
12	1	All Strands	Term 2 Revision	a) Recap b) Show progress c) Build readiness	What did we learn?	Pair quiz	Materials	Oral, peer
12	2	All Strands	Term 2 Revision	a) Apply b) Show skills c) Self-assess	How use this?	Practical tasks	Materials	Observation, oral

12	3	All Strands	Term 2 Assessment	a) Demonstrate b) Reflect c) Build readiness	Am I ready?	Assessment	Assessment paper	Written, self-assessment
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