**GRADE 7 KLB SOCIAL STUDIES SCHEMES OF WORK TERM 1 2023**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Refl |
| 1 | **1** | Social Studies | Career and Entrepreneurial Opportunities in Social Studies | By the end of the lesson, the learner should be able to:   1. State the importance of Social Studies for Personal Development and Service to Humanity. 2. Identify appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies. 3. Make a poster on entrepreneurial opportunities related to Social Studies in our society. 4. Appreciate the careers and Entrepreneurial Opportunities in Social Studies. | Individually, in groups or in pairs, learners are guided to:  - State the importance of Social Studies for Personal Development and Service to Humanity.  - Identify appropriate strategies for addressing gender stereotypes associated with career choices and entrepreneurial opportunities in Social Studies.  -Make a poster on entrepreneurial opportunities related to Social Studies in our society. | What is the importance of Social Studies in personal development and service to humanity? | Pictures  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 1-8*** | Oral questions Oral Report Observation |  |
|  | **2** | Social Studies | Biological Differences Devoid of Stereotypes in Career Choices and Entrepreneurial Opportunities in Social Studies | By the end of the lesson, the learner should be able to:   1. Identify biological differences devoid of stereotypes in career choices and entrepreneurial opportunities in Social Studies. 2. Create posters on respect for one’s gender in pursuit of Social Studies careers and entrepreneurial opportunities 3. Demonstrate respect for one’s gender identity in pursuit of Social Studies careers and entrepreneurial opportunities. | Individually, in groups or in pairs, learners are guided to:  -Identify biological differences devoid of stereotypes in career choices and entrepreneurial opportunities in Social Studies.  -Create posters on respect for one’s gender in pursuit of Social Studies careers and entrepreneurial opportunities.  -Demonstrate respect for one’s gender identity in pursuit of Social Studies careers and entrepreneurial opportunities. | Which careers are related to Social Studies in Kenya and Globally? | Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 8-10*** | Oral questions Oral Report Observation |  |
|  | **3** | Social Studies | Role of Social Studies for Promotion of Social Cohesion | By the end of the lesson, the learner should be able to:   1. Define social cohesion. 2. Identify ways in which Social Studies promotes social cohesion. 3. Discuss the role of Social Studies for Promotion of Social Cohesion. 4. Appreciate the role of Social Studies for Promotion of Social Cohesion. | Individually, in groups or in pairs, learners are guided to:  - Define social cohesion.  -Identify ways in which Social Studies promotes social cohesion.  -Discuss the role of Social Studies for Promotion of Social Cohesion. | What is the role of Social Studies for Promotion of Social Cohesion? | Pictures  Video clips  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 11-12*** | Oral questions Oral Report Observation |  |
| 2 | **1** | Natural and Historical Built Environments in Africa | Maps and Map Work | By the end of the lesson, the learner should be able to:   1. Define the term map. 2. Identify on the position of Africa in relation to other continents in the world. 3. Brainstorm on the shape and size of Africa. 4. Draw or trace the map of Africa. 5. Appreciate the position, shape and size of Africa. | Individually, in groups or in pairs, learners are guided to:  -Define the term map.  -Identify on the position of Africa in relation to other continents in the world.  -Brainstorm on the shape and size of Africa.  -Draw or trace the map of Africa. | How would you describe the shape of Africa? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 14-17*** | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Countries that Make Up the African Continent | By the end of the lesson, the learner should be able to:   1. List down all the countries of Africa. 2. Identify the Island countries that make up Africa. 3. Draw a map showing all the countries that make up the African continent. 4. Appreciate the countries that make up the African continent. | Individually, in groups or in pairs, learners are guided to:  - List down all the countries of Africa.  -Identify the Island countries that make up Africa.  -Draw a map showing all the countries that make up the African continent. | Which countries make up the African continent? | Atlas  Photographs  Pictures  Maps  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 17-18*** | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | Using Latitudes and Longitudes to locate Places and Features on a Map | By the end of the lesson, the learner should be able to:   1. Define the terms Latitudes and Longitudes. 2. Describe the location of different cities in Africa. 3. Demonstrate using Latitudes and Longitudes to locate Places and Features on a Map. 4. Appreciate the use of Latitudes and Longitudes to locate Places and Features on a Map. | Individually, in groups or in pairs, learners are guided to:  - Define the terms Latitudes and Longitudes.  -Describe the location of different cities in Africa.  -Use an atlas map or a wall map with latitudes and longitudes, describe the location of the different features of Africa, such as, Mt. Kilimanjaro, Lake Victoria | How do we locate places and features on a map? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 19-20*** | Oral questions Oral Report Observation |  |
| 3 | **1** | Natural and Historical Built Environments in Africa | Calculating Time of Different Places in the World Using Longitudes | By the end of the lesson, the learner should be able to:   1. Identify the formula of calculating the time of different places in the world using longitudes. 2. Calculating the time of different places in the world using longitudes. 3. Enjoy calculating the time of different places in the world using longitudes. | Individually, in groups or in pairs, learners are guided to:  -Identify the formula of calculating the time of different places in the world using longitudes.  -Calculating the time of different places in the world using longitudes. | How are latitudes and longitudes useful in day-to-day lives? | Atlas  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 20-21*** | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Pictures, Plans and Maps as used in Social Studies | By the end of the lesson, the learner should be able to:   1. Define the term picture, plans and a map. 2. Draw and colour a picture of their classroom. 3. Draw a plan or a map of their classroom. 4. Appreciate the uses of maps. | Individually, in groups or in pairs, learners are guided to:  -Define the term picture, plans and a map.  -Draw and colour a picture of their classroom.  -Draw a plan or a map of their classroom. | What is a plan? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 21-24  Photographs  Pictures  Video clips  Maps  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | Types of Maps Used in Social Studies | By the end of the lesson, the learner should be able to:   1. Identify the types of maps used in Social Studies. 2. State the importance of maps in day-to-day lives. 3. Match the types of map with the description given in the table in learner’s book. 4. Appreciate the importance of maps in day-to-day lives. | Individually, in groups or in pairs, learners are guided to:  -Identify the types of maps used in Social Studies.  -State the importance of maps in day-to-day lives.  -Match the types of map with the description given in the table in learner’s book. | How important are maps in our daily lives? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 24-29  Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
| 4 | **1** | Natural and Historical Built Environments in Africa | The Earth and the Solar System | By the end of the lesson, the learner should be able to:   1. Explain the origin of the earth according the Luhya folklore. 2. Explain the theories on the origin of the earth. 3. Draw the Passing Star theory and the Nebula Cloud theory. 4. Enjoy sharing stories on the origin of the earth from their communities. | Individually, in groups or in pairs, learners are guided to:  - Explain the origin of the earth according the Luhya folklore.  -Explain the theories on the origin of the earth.  -Draw the Passing Star theory and the Nebula Cloud theory.  -Share experiences on the origin of the earth from their communities. | How did the earth come into being? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 30-33  Atlas  Photographs  Pictures  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | The Size of the Earth | By the end of the lesson, the learner should be able to:   1. Describe the shape of the earth at the poles and at the centre. 2. Give examples of objects from the environment that have the same shape like that of the earth. 3. Relate the shape of the egg to the shape of the earth. | Individually, in groups or in pairs, learners are guided to:  -Describe the shape of the earth at the poles and at the centre.  -Give examples of objects from the environment that have the same shape like that of the earth.  -Relate the shape of the egg to the shape of the earth. | What is the circumference of the earth? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 34-36  Atlas  Photographs  Pictures  Maps  Charts  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | The shape of the Earth in the Solar System | By the end of the lesson, the learner should be able to:   1. Take a balloon (circular balloon) that is circular and inflatable. 2. Blow air into the balloon and mark it the North and South poles. 3. Press the top of the balloon (north pole) with one finger lightly. 4. Relate it to the shape of the earth. | Individually, in groups or in pairs, learners are guided to:  -Take a balloon (circular balloon) that is circular and inflatable.  -Blow air into the balloon and mark it the North and South poles.  -Press the top of the balloon (north pole) with one finger lightly.  -Relate it to the shape of the earth. | What shape does it make? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 35-36  Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
| 5 | **1** | Natural and Historical Built Environments in Africa | The position of the Earth in the Solar System | By the end of the lesson, the learner should be able to:   1. Identify the position of the Earth in the Solar System. 2. Draw the solar system and indicate the position of the earth. 3. Model the solar system clearly showing the position of the earth. 4. Have fun and enjoying modelling the solar system. | Individually, in groups or in pairs, learners are guided to:  -Identify the position of the Earth in the Solar System.  -Draw the solar system and indicate the position of the earth.  -Model the solar system clearly showing the position of the earth. | What is the position of the earth in the solar system? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 36-37  Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Effects of Rotation of the Earth on Human Activities | By the end of the lesson, the learner should be able to:   1. Identify the effects of Rotation of the Earth on Human Activities. 2. Discuss how the rotation of the earth influences different activities. 3. Appreciate the effects of Rotation of the Earth on Human Activities. | Individually, in groups or in pairs, learners are guided to:  -Identify the effects of Rotation of the Earth on Human Activities.  -Discuss how the rotation of the earth influences different activities. | What are the effects of Rotation of the Earth on Human Activities? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 37-38  Photographs  Pictures  Maps  Charts  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | Effects of Revolution of the Earth on Human Activities | By the end of the lesson, the learner should be able to:   1. Distinguish between the rotation and revolution of the earth. 2. Identify the effects of Revolution of the Earth on Human Activities. 3. Discuss how differences in length of the day and night influence human activities. 4. Appreciate the effects of Revolution of the Earth on Human Activities. | Individually, in groups or in pairs, learners are guided to:  - Distinguish between the rotation and revolution of the earth.  -Identify the effects of Revolution of the Earth on Human Activities.  -Discuss how differences in length of the day and night influence human activities. | What are the effects of Revolution of the Earth on Human Activities? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 39  Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
| 6 | **1** | Natural and Historical Built Environments in Africa | Internal Structure of the Earth in the Solar System | By the end of the lesson, the learner should be able to:   1. Define the term crust, mantle and core. 2. Explain the internal structure of the Earth in the Solar System. 3. Draw, colour and label the internal structure of the earth showing the core, the mantle and the crust. 4. Enjoy drawing the internal Structure of the Earth in the Solar System. | Individually, in groups or in pairs, learners are guided to:  - Define the term crust, mantle and core.  -Explain the internal structure of the Earth in the Solar System.  -Draw, colour and label the internal structure of the earth showing the core, the mantle and the crust. | Why is it important to understand the solar system? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 40-41  Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Appreciate the Effects of Rotation and Revolution of the Earth on Human Activities | By the end of the lesson, the learner should be able to:   1. Identify the importance of rotation and revolution of the earth influence day-to-day life. 2. Create posters on effects of Rotation and Revolution of the Earth on Human Activities. 3. Appreciate the Effects of Rotation and Revolution of the Earth on Human Activities. | Individually, in groups or in pairs, learners are guided to:  - Identify the importance of rotation and revolution of the earth influence day-to-day life.  -Create posters on effects of Rotation and Revolution of the Earth on Human Activities. | How does the rotation and revolution of the earth influence day-to-day life? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 41-42  Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | Weather; Elements of Weather in the Environment | By the end of the lesson, the learner should be able to:   1. Define the term weather. 2. Identify the elements of weather. 3. Explain the meaning of temperature, rainfall and wind. 4. Draw and colour a thermometer, rain gauge, wind vane and wind sock. 5. Appreciate the elements of weather. | Individually, in groups or in pairs, learners are guided to:  - Define the term weather.  Identify the elements of weather.  -Explain the meaning of temperature, rainfall and wind.  -Draw and colour a thermometer, rain gauge, wind vane and wind sock. | Why are elements of weather important?  What is a rain gauge? | Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 43-45*** | Oral questions Oral Report Observation |  |
| 7 | **1** | Natural and Historical Built Environments in Africa | Analysing and Interpreting Data on Weather Condition in the Environment | By the end of the lesson, the learner should be able to:   1. Define the term data. 2. Analyse and interpret data on rainfall. 3. Analyse and interpret data on temperature. 4. Analysing and Interpreting Data on Weather Condition in the Environment | Individually, in groups or in pairs, learners are guided to:  - Define the term data.  -Analyse and interpret data on rainfall.  -Analyse and interpret data on temperature.  -Analysing and Interpreting Data on Weather Condition in the Environment. | How can we use data on weather to make informed decisions? | Pictures  Video clips  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 46*** | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Factors considered when siting a Weather Station | By the end of the lesson, the learner should be able to:   1. Define a weather station. 2. Identify a suitable place in their school where they can site a weather station. 3. Discuss the factors they will consider when sitting a Weather Station. 4. Appreciate the factors to consider when sitting a Weather Station. | Individually, in groups or in pairs, learners are guided to:  - Define a weather station.  -Identify a suitable place in their school where they can site a weather station.  -Discuss the factors they will consider when sitting a Weather Station. | Which factors do you consider when siting a Weather Station? | KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 47  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | Constructing a rain gauge | By the end of the lesson, the learner should be able to:   1. Outline the procedure of constructing a rain gauge. 2. Construct a rain gauge. 3. Appreciate the importance of a rain gauge. 4. Enjoy constructing a rain gauge. | Individually, in groups or in pairs, learners are guided to:  - Outline the procedure of constructing a rain gauge.  -Construct a rain gauge. | What is the procedure of constructing a rain gauge? | Photographs  Pictures  Video clips  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 48*** | Oral questions Oral Report Observation |  |
| 8 | **1** | Natural and Historical Built Environments in Africa | Constructing a wind vane | By the end of the lesson, the learner should be able to:   1. Outline the procedure of constructing a wind vane. 2. Construct a wind vane. 3. Appreciate the importance of a wind vane. 4. Enjoy constructing a wind vane. | Individually, in groups or in pairs, learners are guided to:  - Outline the procedure of constructing a wind vane.  -Construct a wind vane. | What is the procedure of constructing a wind vane? | Photographs  Pictures  Video clips  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 49*** | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Constructing a wind sock | By the end of the lesson, the learner should be able to:   1. Outline the procedure of constructing a wind sock. 2. Construct a wind sock. 3. Appreciate the importance of a wind sock. 4. Enjoy constructing a wind sock. | Individually, in groups or in pairs, learners are guided to:  - Outline the procedure of constructing a wind sock.  -Construct a wind sock. | What is the procedure of constructing a wind sock? | Photographs  Pictures  Video clips  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 50*** | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | The significance of Weather to Human Environment | By the end of the lesson, the learner should be able to:   1. Identify the significance of Weather to Human Environment. 2. Discuss the importance of weather to human environment. 3. Share experience on how weather conditions impacts them and the community in which they live in. 4. Respond to different weather conditions in the environment. | Individually, in groups or in pairs, learners are guided to:  - Identify the significance of Weather to Human Environment.  -Discuss the importance of weather to human environment.  -Share experience on how weather conditions impacts them and the community in which they live in. | What is the significance of Weather to Human Environment? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 41-42*** | Oral questions Oral Report Observation |  |
| 9 | HALF TERM BREAK | | | | | | | | |
| 10 | **1** | Natural and Historical Built Environments in Africa | Historical Information; Sources of Historical Information in the Society | By the end of the lesson, the learner should be able to:   1. Define Historical Information. 2. Identify the sources of Historical Information in the Society. 3. Draw some of the written and electronic sources of Historical Information in the Society. 4. Appreciate th sources of Historical Information in the Society. | Individually, in groups or in pairs, learners are guided to:  - Define Historical Information.  -Identify the sources of Historical Information in the Society.  -Draw some of the written and electronic sources of Historical Information in the Society. | What are the sources of Historical Information in the Society? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 54-56*** | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | Primary and Secondary Sources of Historical Information | By the end of the lesson, the learner should be able to:   1. Distinguish between primary and secondary sources of historical information. 2. Design a poster on primary and secondary sources of historical information. 3. Appreciate the importance of primary and secondary sources of historical information. | Individually, in groups or in pairs, learners are guided to:  - Distinguish between primary and secondary sources of historical information.  -Design a poster on primary and secondary sources of historical information. | How are primary and secondary sources of historical information acquired? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 56-57*** | Oral questions Oral Report Observation |  |
|  | **3** | Natural and Historical Built Environments in Africa | How Various Sources of Historical Information have been preserved Over the Years | By the end of the lesson, the learner should be able to:   1. Identify ways of preserving sources of historical information. 2. Explain how the sources of historical information can be preserved. 3. Discuss the significance of various sources of Historical Information. 4. Appreciate the importance of various sources of Historical Information. | Individually, in groups or in pairs, learners are guided to:  - Identify ways of preserving sources of historical information.  -Explain how the sources of historical information can be preserved.  -Discuss the significance of various sources of Historical Information. | What are the ways of preserving sources of historical information? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 58-60*** | Oral questions Oral Report Observation |  |
| 11 | **1** | Natural and Historical Built Environments in Africa | Sources of Historical Information in Understanding Past Human Accounts | By the end of the lesson, the learner should be able to:   1. Explain how sources of historical information help us to understand past human accounts. 2. Prepare journals on sources of historical information. 3. Appreciate the sources of Historical Information in Understanding Past Human Accounts | Individually, in groups or in pairs, learners are guided to:  - Explain how sources of historical information help us to understand past human accounts.  -Prepare journals on sources of historical information. | How significant are sources of historical information in understanding past human accounts? | Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 60-61*** | Oral questions Oral Report Observation |  |
|  | **2** | Natural and Historical Built Environments in Africa | The Use of Various Sources of Historical Information in the Study of the Past | By the end of the lesson, the learner should be able to:   1. Identify the uses of various sources of historical information in the study of the past. 2. Use various sources of historical information in their school, compile a document about the history of their school. 3. Appreciate the use of various sources of historical information in the study of the past. | Individually, in groups or in pairs, learners are guided to:  - Identify the uses of various sources of historical information in the study of the past.  -Use various sources of historical information in their school, compile a document about the history of their school. | How does the past shape the present and the future? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 61-62*** | Oral questions Oral Report Observation |  |
|  | **3** | People and Population | Human Origin; Traditional Stories of Human Origin from Selected African Communities | By the end of the lesson, the learner should be able to:   1. Define the term origin. 2. Describe any five traditional stories of human origin from African communities. 3. Compare the traditional stories about the origin of humankind by looking at the similarities and differences. 4. Enjoy reading and listening to traditional stories about the origin of humankind. | Individually, in groups or in pairs, learners are guided to:  - Define the term origin.  -Describe any five traditional stories of human origin from African communities.  -Compare the traditional stories about the origin of humankind by looking at the similarities and differences. | What are traditional stories?  Who was the creator of humankind according to the *Zulu* traditional story human origin? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 64-66*** | Oral questions Oral Report Observation |  |
| 12 | **1** | People and Population | Religious Stories about the Origin of Humankind | By the end of the lesson, the learner should be able to:   1. Explain the religious Stories about the Origin of Humankind. 2. Compare the religious stories about the origin of humankind by looking at their similarities and differences. 3. Enjoy reading and listening to religious stories about the origin of humankind. | Individually, in groups or in pairs, learners are guided to:  - Explain the religious Stories about the Origin of Humankind.  -Compare the religious stories about the origin of humankind by looking at their similarities and differences. | What does Hinduism say about the origin of humankind? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 66-67*** | Oral questions Oral Report Observation |  |
|  | **2** | People and Population | Factors Proving that Africa is the Cradle of Humankind | By the end of the lesson, the learner should be able to:   1. Define the term cradle. 2. Explain why Africa is regarded as th cradle of humankind. 3. Discuss the factors that have been given by archaeologists and paleontologists to support the view that Africa is the cradle of humankind. 4. Appreciate the factors proving that Africa is the cradle of Humankind. | Individually, in groups or in pairs, learners are guided to:  -Define the term cradle.  -Explain why Africa is regarded as th cradle of humankind.  -Discuss the factors that have been given by archaeologists and paleontologists to support the view that Africa is the cradle of humankind. | What is a cradle?  Which are the factors that prove that Africa is the cradle of humankind? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 68-69*** | Oral questions Oral Report Observation |  |
|  | **3** | People and Population | Recording Traditional Stories about the Origin of Humankind in Society | By the end of the lesson, the learner should be able to:   1. Explain how they can record traditional stories about the origin of humankind in their society. 2. Discuss the strengths and weaknesses of each of the ways they have explained in recording the traditional stories about the origin of humankind in their society. 3. Appreciate the various stories of human origin for self-identity. | Individually, in groups or in pairs, learners are guided to:  - Explain how they can record traditional stories about the origin of humankind in their society.  -Discuss the strengths and weaknesses of each of the ways they have explained in recording the traditional stories about the origin of humankind in their society. | How many ways are there to record traditional stories about the origin of humankind in society? | Atlas  Photographs  Pictures  Video clips  Maps  Charts  Realia  Computing devices  ***KLB: Top Scholar; Social Studies Learner’s Book Grade 7 pg. 69-72*** | Oral questions Oral Report Observation |  |
| 13 | **ASSESSMENT** | | | | | | | | |