

## LESSON PLAN FOR SOCIAL SCIENCES

<b>TEACHER'S NAME</b>	Nwabisa Kutwana	<b>SCHOOL</b>	Marconi Beam Primary school
<b>STUDENT NUMBER</b>	225216329	<b>TIME ALLOCATION</b>	35 minutes
<b>DATE</b>	15 April 2024	<b>CAPS SKILLS ADDRESSED</b>	Learners should be able to use and draw maps.
<b>GRADE</b>	5		Work with data and statis in the form of graphs, tables, and diagrams
<b>LESSON TOPIC</b>	World map and compass directions		Process and interpret data
<b>CAPS REFERENCE</b>	CAPS pg30.		Apply social skills

LESSON OUTCOMES / OBJECTIVES	BY THE END OF THE LESSON THE LEARNERS WILL BE ABLE TO:
	1. Understand cardinal directions and be able to use a compass to navigate
	2. Learners should be able to locate the direction of the country on a map.
	3. Learners will know where south and north pole are suited
	4.
	5.

<b>LTSM USE:</b>	1.World map / Globe
	2. Compass Direction
	3.Ruler and a pencil
	4.Blank map for practise.

<b>BARRIERS TO LEARNING</b>	The best way to help my learners is to give them a blank map and a world map that they can work.
(What you will do to assist learners)	Help the learners navigate the different countries and coordinates and everything.
	Advise the learners to use different colours to make it easy for them to remember the important things.
	Try using different language to communicate to the learners that do not understand English or ask one of the learners to explain.

**INTRODUCTION** (How you will introduce the lesson and get the learners' attention)

Activity / Teaching strategy	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
World map in class	The teacher will bring in the round world map ball and ask the learners to identify the countries that they know and where is it situated?	Two or four learners will get a chance to say the countries they know and point on the ball where that country is.	Ball map of the world	None	5 minutes

**BODY** (How you will develop the lesson through various phases)

Activity / Teaching strategy	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
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Phase 1  Activate prior Knowledge.	The teacher will first introduce the topic of the lesson and what they need to cover. The teacher will ask the learners to identify the north pole and the South pole on the map that the learners are given and draw a line using a colour pencil to show the Greenwich meridian line. The teacher will process on showing the learners the different compass points on the map.	The learners will then draw the lines using colour pencils, then when the learners are done, one learner will show using his or her own paper and show the class what they did. The learners need to say where is north, south, east, and west on the map.	Worksheets of the map and a blank worksheet to fill in the compass points.	None	10 minutes
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Phase 2  Think, pair, share	The Teacher will give the learners an activity where they must answer the questions based on what they did and work in pairs. Coordinates will be introduced to the learners and how to find them.	The learners will answer the questions and then share with the 2 pair next to them or they will share the answers with the class.	Pencils, Textbooks Worksheets	classwork	10 minutes
Phase 3  Individual task	The teacher will hand out blank pages to the learners so that can create their own world maps with coordinates and directions with labels.	Each learner gets a blank page where they will design their own world map at home or in class as a class activity.	Blank page Colour pens or pencils	homework	5 minutes

**CONCLUSION** (How you will end the lesson)

Activity / Teaching strategy	Teacher's action	Learners' action	Resources required	Assessment tool, if any	Time to be spent
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Summarise the important things.	Go over the important things that the learners need to remember, the teacher will process by asking the learners if they remember where the Greenwich meridian and the north pole is.	The learners will answer by showing on the board where is it and draw the 4 compass points.	Everything that was used	None	5 minutes
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**REFLECTION** (What worked and what didn't and why – what you will do differently next time)

From the way I saw how the lesson went, the learners just need more time to get the directions correctly. Next time maybe if we could get more time and more resources so make things easy for the learners to understand. Coordinates need me as the teacher to have a bigger poster or a be able to use YouTube videos to show the learners how to find the coordinates of the different countries. Using pair work did not work well as I expected which then next time, I will not group the learners instead each learner will work on their own. Most of the things that I did work, and I will incorporate more technology in the next lesson.

## **Question 2**

In this essay we will be discuss the various skills that learners should learn in Geography and what is it exactly that they need to know about the environment they live in, studying the Earths physical features, climate, and resources. These skills require learners to have some sort of link between the people, places, and environments so that they can understand or be able to read of maps or data.

### **Are curious about the world they live in.**

Learners should be able to ask questions related to the co-ordinates, maps, or compass directions so that they will be able to do the work without being assisted by the teacher. Learners should be able to identify issues that are affecting them weather it is in the society they leave in or where they go and what is the importance of that surrounding. Learners discussing the work and having interest in work they are being taught will help them a lot in getting to know the kind of world they live in and, they will have more interest in the environment they live in.

### **Have a sound knowledge of places and natural forces at work on earth.**

Learners should be able to us the extract given to them to make links between the people and places and be able to answer the questions related to the extract given. They should be able to answer and say yes there is a relationship between the two or no there's no there's relationship between the two.

### **Understand the interaction between society and the natural environment.**

The learners must understand how the interact between natural environment and society work together and how they contribute to each as well as the affect they both have on both. Learners should be able to understand the diversity of the society they live in and should be able to acknowledge the different cultures and religions, acknowledging them with respect.

### **Think independently and support their ideas with sound knowledge.**

To effectively convey their ideas and knowledge through reports, oral presentations, and discussions, students should be able to master communication skills. It is crucial to provide evidence for your geographic concepts so that others can see

where you are coming from. This will give them the ability to solve problems and come up with answers for actual geographic problems that arise in the real world. Students are urged to consider their beliefs critically, consider a variety of opposing views, and be free to learn for themselves.

**Care about their planet and the well-being of all who live on it.**

This goal primarily focuses on the welfare of the earth and its inhabitants. Students will gain knowledge about sustainable living practices and how to support human health and a livable planet. Students will have the opportunity to investigate how their garbage impacts the environment and ways to lessen it. Study up on renewable resources as well as their significance to the environment and to people. Students will receive instruction on how to advance environmental justice, equality, and fairness.

**Understand and work with a range of sources.**

Learners should be able to use the maps, graphs, diagrams, work with data that has been given to them to answer the questions based on those aspects. Identify or use photographs as another source that they can work with instead of having one source to work with. Working with data and maps is mostly what is used to locate different things or get the information that is needed.

**Observe and engage with phenomena in their own environment.**

Students get the chance to carry out fieldwork, which includes going to nearby locations and participating in practical observations. To gathering data, students can conduct surveys and interviews. Using a variety of instruments and techniques, students are expected to analyze the data they have gathered.

**Find out about places, people, events, and issues using different sources.**

Through the utilization of online resources, learners will acquire experience in information collection and management. Students will learn how to evaluate various locations, problems, and events in-depth using case studies, as well as the significance of the issues that arose. Furthermore, students will be able to cultivate a better understanding of topics such as historical events, cultural diversity, and economic development by developing a mindset that goes beyond what is in front of them. Students can use primary, secondary, field trips, and guest lectures as well as other sources to learn about events, locations, people, and issues.

**Communicate ideas and information.**

Learners should be able to communicate their ideas that they have gathered from their sources effectively and clear for the reader or the listener to be able to understand what is being communicated to them. These I ideas should be able to relate to what the learners got from the sources and be able to make connections and provide reasonable explanations of those events. Also, if possible, learners will be given a chance to draw maps, bat graphs, flow charts to make it easy for the idea to be understandable.

**Make informed decisions and take appropriate action.**

My learners should be able to work together as group for various assignments or tasks that will be given to them to work as well as be able to work alone as some learners are good at working alone some are good at working in a group or pairs.

At the end learners will have a mindset of a geographical person and a tourist's person if ever the learner is interested in adventure, researching about things and the world as whole, learners will have the capacity to think independently, also creating awareness for the learners to take notes of the places they go to and the importance or significance of that place.