

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	1	Community Service Learning Project	Identifying a problem or gap in the community	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify ways to determine the gaps or needs in the community. b) Identify one problem they intend to solve for the group Project. c) Develop a title for the project. d) Have a desire to learn more about community service learning project. 	<p>In groups or in pairs, learners are guided to identify ways to determine the gaps or needs in the community.</p> <p>In groups or in pairs, learners are guided to identify one problem they intend to solve for the group Project</p> <p>In groups or in pairs, learners are guided to develop a title for the project</p>	How does one determine some gaps and needs in their community?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 81-82</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	2	Community Service Learning Project	Planning to implement the solution to the identified problem.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the importance of making adequate preparations before starting a project. b) Write down the plan required to implement a solution. c) Create a checklist on the plan they have developed. d) Appreciate the importance of making adequate preparation before starting a project. 	<p>In groups or in pairs, learners are guided to state the importance of making adequate preparations before starting a project</p> <p>In groups or in pairs, learners are guided to write down the plan required to implement a solution</p> <p>In groups or in pairs, learners are guided to create a checklist on the plan they have developed</p>	Why is it necessary to make adequate preparations before starting a project?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 82</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	

	3	Community Service Learning Project	Implementing the plan for solving the identified problem.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Discuss how to implement a plan of action. b) Draw a poster that contain guidelines on how to implement an action plan. c) Suggest ways they can engage the community in the project. d) Appreciate ways of solving an identified project. 	<p>In groups or in pairs, learners are guided to discuss how to implement a plan of action</p> <p>In groups or in pairs, learners are guided to draw a poster that contain guidelines on how to implement an action plan</p> <p>In groups or in pairs, learners are guided to suggest ways they can engage the community in the project.</p>	What should we do to complete a project successfully ?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 82-83</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	4	Community Service Learning Project	Report of the concluded project.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the effects of the project to the community. b) Discuss challenges one can face during the project. c) Examine ways one can deal with the challenges. d) Enjoy the project 	<p>In groups or in pairs, learners are guided to identify the effects of the project to the community</p> <p>In groups or in pairs, learners are guided to discuss challenges one can face during the project</p> <p>In groups or in pairs, learners are guided to examine ways one can deal with the challenges.</p>	What are the effects of the project to the community?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 83-86</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
2	1	Natural and Historic Built Environm	Map reading and interpretation .	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Explain the meaning of marginal information. b) Identify the elements of 	<p>Individually, learners are guided to explain the meaning of marginal information.</p> <p>Individually, learners are guided to identify the elements</p>	What is a map?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 87-89</p>	Oral questions Oral Report Observation	

		ent.		<p>a map.</p> <p>c) Draw the map on learner's book 8 page 89</p> <p>d) Appreciate the elements of a map.</p>	<p>of a map.</p> <p>Individually, learners are guided to draw the map on learner's book 8 page 89</p>		<p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
	2	Natural and Historic Built Environm ent	Map reading and interpretation .	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the elements of marginal information.</p> <p>b) Study the interlocking cards and match them.</p> <p>c) Draw the map on learner's book 8 page 92</p> <p>d) Appreciate the elements of marginal information.</p>	<p>Individually, learners are guided to identify the elements of marginal information.</p> <p>Individually, learners are guided to study the interlocking cards and match them.</p> <p>Individually, learners are guided to draw the map on learner's book 8 page 92</p>	<p>What are the elements of marginal information ?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 90-93</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	3	Natural and Historic Built Environm ent	Types and uses of scales on maps	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of scale in maps.</p> <p>b) State the types of scales used on maps.</p> <p>c) Study the scales on page 94 and match each scale to its name.</p> <p>d) Appreciate the types of scales on maps.</p>	<p>Individually, learners are guided to explain the meaning of scale in maps.</p> <p>Individually, learners are guided to state the types of scales used on maps.</p> <p>Individually, learners are guided to study the scales on page 94 and match each scale to its name.</p>	<p>What is a scale?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 93-95</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	4	Natural and Historic	Converting a statement scale to a	<p>By the end of the lesson, the learner should be able to:</p>	<p>In pairs or individually, learners are guided to outline the procedure of converting</p>	<p>How do you statement scale to a</p>	<p>MTP; Social Studies Learner's Book</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

		Built Environment	representative fraction scale.	a) Outline the procedure of converting statement scale to a representative fraction scale. b) Convert a statement scale to a representative fraction scale. c) Appreciate the importance of direct statement scales. d) Have fun and enjoy the calculations.	statement scale to a representative fraction scale. In pairs or individually, learners are guided to convert a statement scale to a representative fraction scale.	representative fraction scale?	Grade 8 pg. 95-96 Pictures Charts Realia Computing devices		
3	1	Natural and Historic Built Environment	Converting linear scale into representative fraction	By the end of the lesson, the learner should be able to: a) Outline the procedure of converting linear scale into representative fraction. b) Convert linear scale into representative fraction. c) Enjoy the calculations.	In pairs or individually, learners are guided to outline the procedure of converting linear scale into representative fraction. In pairs or individually, learners are guided to convert linear scale into representative fraction.	How many centimeters equals one kilometer?	MTP; Social Studies Learner's Book Grade 8 pg. 96 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Natural and Historic Built Environment	Convert representative fraction scale (RF) into linear scale.	By the end of the lesson, the learner should be able to: a) Outline the procedure of converting representative fraction scale into linear scale b) Convert representative fraction scale into linear scale. c) Enjoy the calculations.	In pairs or individually, learners are guided to outline the procedure of converting representative fraction scale into linear scale In pairs or individually, learners are guided to convert representative fraction scale into linear scale.	How do you convert linear scale into representative fraction scale?	MTP; Social Studies Learner's Book Grade 8 pg. 98-99 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	

	3	Natural and Historic Built Environment	Determining distances and areas of places on a map using scales; Measuring distances on a topographical map	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Outline the procedure of measuring distance along a straight line on a topographical map using a sheet of paper. b) Measure the distance along a straight line on a topographical map using a sheet of paper. c) Have fun and enjoy measuring distances. 	In pairs or individually, learners are guided to outline the procedure of measuring distance along a straight line on a topographical map using a sheet of paper. In pairs or individually, learners are guided to measure the distance along a straight line on a topographical map using a sheet of paper.	What is a topographic al map?	MTP; Social Studies Learner's Book Grade 8 pg. 99-100 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	4	Natural and Historic Built Environment	Determining distances and areas of places on a map using scales	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Outline the procedure to measure distances a long a straight line on a map using a pair of dividers. b) Measure the distance a long a straight line on a map using a pair of dividers. c) Have fun and enjoy using a pair of dividers. 	In pairs or individually, learners are guided to outline the procedure to measure distances a long a straight line on a map using a pair of dividers. In pairs or individually, learners are guided to measure the distance a long a straight line on a map using a pair of dividers.	How do you use a pair of dividers?	MTP; Social Studies Learner's Book Grade 8 pg. 101-102 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
4	1	Natural and Historic Built Environment	Measuring along a curved line.	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Outline the procedure of measuring distances between different places on the map using 	In pairs or individually, learners are guided to outline the procedure of measuring distances between different places on the map using a string on a topographical map.	Why do we use a string to measure a curved line?	MTP; Social Studies Learner's Book Grade 8 pg. 102-103 Pictures	Oral questions Oral Report Observation	

				<p>a string on a topographical map.</p> <p>b) Measure the distance between different places on the map using a string on a topographical map.</p> <p>c) Appreciate the importance of topographical map.</p>	In pairs or individually, learners are guided to measure the distance between different places on the map using a string on a topographical map.		Charts Realia Computing devices		
	2	Natural and Historic Built Environm ent	Measuring along a curved line.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the procedure to measure distances between different places on a map along curved line on a topographical map using a pair of dividers.</p> <p>b) Measure the distance between different places on a map along a curved line on a topographical map using a pair of dividers.</p> <p>c) Appreciate the use of a pair of dividers.</p>	<p>In pairs or individually, learners are guided to outline the procedure to measure distances between different places on a map along curved line on a topographical map using a pair of dividers.</p> <p>In pairs or individually, learners are guided to measure the distance between different places on a map along a curved line on a topographical map using a pair of dividers.</p>	What is a curved line?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 104-105</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	3	Natural and Historic Built Environm ent	Measuring along a curved line.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Outline the procedure to measure distances along a curved line using a paper edge.</p> <p>b) Measure the distance</p>	<p>In pairs or individually, learners are guided to outline the procedure to measure distances along a curved line using a paper edge.</p> <p>In pairs or individually,</p>	How do you measure a curved line using a paper edge?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 105-106</p> <p>Pictures Charts</p>	Oral questions Oral Report Observation	

				<p>along a curved line using a paper edge.</p> <p>c) Appreciate the use of a paper edge.</p>	<p>learners are guided to measure the distance along a curved line using a paper edge</p>		<p>Realia Computing devices</p>		
	4	Natural and Historic Built Environm ent	Calculating areas on a map using scales.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formulae used to calculate the areas of rectangles, squares, triangle and circle.</p> <p>b) Draw features with regular shapes.</p> <p>c) Calculate the areas of rectangles, squares, triangles and circles.</p> <p>d) Have fun and enjoy the work out.</p>	<p>In groups, in pairs or individually, learners are guided to identify the formulae used to calculate the areas of rectangles, squares, triangle and circle.</p> <p>In groups, in pairs or individually, learners are guided to draw features with regular shapes.</p> <p>In groups, in pairs or individually, learners are guided to calculate the areas of rectangles, squares, triangles and circles.</p>	<p>Which formulae can you use to calculate the areas of rectangles, squares, triangles and circle?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 106-107</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
5	1	Natural and Historic Built Environm ent	Calculating areas of irregular shapes.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula of calculating the area of irregular shaped by use of rectangles and triangles method.</p> <p>b) Calculate the area of irregular shapes by use of rectangles and triangles method.</p> <p>c) Have fun and enjoy working out.</p>	<p>In groups, in pairs or individually, learners are guided to identify the formula of calculating the area of irregular shaped by use of rectangles and triangles method.</p> <p>In groups, in pairs or individually, learners are guided to calculate the area of irregular shapes by use of rectangles and triangles</p>	<p>Which features on maps have irregular shapes?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 108-109</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	

					method.				
	2	Natural and Historic Built Environm ent	Use of strips.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Explain the method use of strips. b) Outline the procedure of calculating an area using the method of strips. c) Calculate the area of each rectangular strip. d) Appreciate the use of strip method. 	<p>In groups, in pairs or individually, learners are guided to explain the method use of strips</p> <p>In groups, in pairs or individually, learners are guided to outline the procedure of calculating an area using the method of strips.</p> <p>In groups, in pairs or individually, learners are guided to calculate the area of each rectangular strip</p>	How do you calculate an area of a rectangular strip?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 109-110</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Natural and Historic Built Environm ent	Use of grid squares.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Draw a grid square. b) Outline the procedure of calculating space using the grid square method. c) Calculate the area of an irregular shape using the grid square method. d) Have fun and enjoy the grid square method. 	<p>In groups, in pairs or individually, learners are guided to draw a grid square</p> <p>In groups, in pairs or individually, learners are guided to outline the procedure of calculating space using the grid square method</p> <p>In groups, in pairs or individually, learners are guided to calculate the area of an irregular shape using the grid square method.</p>	What is a grid square?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 110-112</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	4	Natural and Historic	Methods of representing relief on	By the end of the lesson, the learner should be able to:	In groups, in pairs or individually, learners are guided to explain the meaning	What are relief features?	MTP; Social Studies Learner's Book	Oral questions Oral Report Observation	

		Built Environm ent	topographical maps.	a) Explain the meaning of "Relief" on maps. b) Identify some relief features represented using different methods. c) Draw some relief features found on maps. d) Appreciate the use of relief features.	of "Relief" on maps. In groups, in pairs or individually, learners are guided to identify some relief features represented using different methods. In groups, in pairs or individually, learners are guided to draw some relief features found on maps.		Grade 8 pg. 112-114 Pictures Charts Realia Computing devices		
6	1	Natural and Historic Built Environm ent	Drainage features.	By the end of the lesson, the learner should be able to: a) Identify how vegetation is represented on a topographical map. b) Draw some of the drainage features. c) Examine how drainage features are represented on a topographical map. d) Appreciate the use of drainage features.	In groups, in pairs or individually, learners are guided to identify how vegetation is represented on a topographical map. In groups, in pairs or individually, learners are guided to draw some of the drainage features. In groups, in pairs or individually, learners are guided to examine how drainage features are represented on a topographical map.	What are some of the drainage features?	MTP; Social Studies Learner's Book Grade 8 pg. 114-116 Pictures Charts Realia Computing devices	Oral questions Oral Report Observation	
	2	Natural and Historic Built Environm ent	Interpreting physical features on a map.	By the end of the lesson, the learner should be able to: a) Explain the meaning of contours. b) Fill in the blank spaces	In groups, in pairs or individually, learners are guided to explain the meaning of contours. In groups, in pairs or individually, learners are	What are contours?	MTP; Social Studies Learner's Book Grade 8 pg. 116-118	Oral questions Oral Report Observation	

				<p>with the correct words.</p> <p>c) Interpret physical features on a map.</p> <p>d) Appreciate the use of physical features on a map.</p>	<p>guided to fill in the blank spaces with the correct words.</p> <p>In groups, in pairs or individually, learners are guided to interpret physical features on a map.</p>		<p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
	3	Natural and Historic Built Environment	Interpreting physical features on a map.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify forms of lines use on relief on topographical maps.</p> <p>b) Examine the economic activities carried out in an area on a map.</p> <p>c) Appreciate the importance of economic activities.</p>	<p>In groups, in pairs or individually, learners are guided to identify forms of lines use on relief on topographical maps.</p> <p>In groups, in pairs or individually, learners are guided to examine the economic activities carried out in an area on a map.</p>	What are economic activities?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 119-120</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
	4	Natural and Historic Built Environment	Weather and Climate: Factors influencing weather and climate in Africa.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of weather.</p> <p>b) Identify the factors that influence weather and Climate.</p> <p>c) Demonstrate how the factors influence weather and climate.</p> <p>d) Have a desire to learn more about weather and climate.</p>	<p>In groups, in pairs or individually, learners are guided to explain the meaning of weather.</p> <p>In groups, in pairs or individually, learners are guided to Identify the factors that influence weather and Climate</p> <p>In groups, in pairs or individually, learners are guided to demonstrate how the factors influence weather and climate.</p>	What is weather?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 121-122</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

7	1	Natural and Historic Built Environment	Distribution and characteristics of climatic regions in Africa.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the main climatic regions in Africa. b) Draw the map of Africa. c) Identify the countries where each climatic region covers. d) Appreciate the importance of climatic regions. 	<p>In groups, in pairs or individually, learners are guided to identify the main climatic regions in Africa.</p> <p>In groups, in pairs or individually, learners are guided to draw the map of Africa.</p> <p>In groups, in pairs or individually, learners are guided to identify the countries where each climatic region covers.</p>	What is climate?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 123-124</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	2	Natural and Historic Built Environment	Equatorial Climate	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Explain the meaning of equatorial. b) Identify characteristics of equatorial climate. c) Search in atlases for information about where equatorial climate is experienced in Africa. d) Appreciate the importance of equatorial climate. 	<p>In groups, in pairs or individually, learners are guided to explain the meaning of equatorial.</p> <p>In groups, in pairs or individually, learners are guided to identify characteristics of equatorial climate</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where equatorial climate is experienced in Africa.</p>	<p>What is equatorial climate?</p> <p>What are the characteristics of equatorial climate?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 124</p> <p>Pictures Charts Realia Computing devices</p>	Oral questions Oral Report Observation	
	3	Natural and Historic Built	Tropical climate.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the 	In groups, in pairs or individually, learners are guided to identify the characteristics of modified	What are the characteristics of modified	MTP; Social Studies Learner's Book Grade 8 pg.	Oral questions Oral Report Observation	

		Environm ent		<p>characteristics of modified tropical climate.</p> <p>b) List the countries whose coastal areas experienced the described climate.</p> <p>c) Search in atlases for information about where tropical climate is experienced in Africa.</p> <p>d) Appreciate the importance of tropical climate.</p>	<p>tropical climate.</p> <p>In groups, in pairs or individually, learners are guided to list the countries whose coastal areas experienced the described climate.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where tropical climate is experienced in Africa.</p>	tropical climate?	<p>125-126</p> <p>Pictures Charts Realia Computing devices</p>		
	4	Natural and Historic Built Environm ent	Desert climate.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of desert climate.</p> <p>b) List down the areas where climate region is experienced.</p> <p>c) Search in atlases for information about where desert climate is experienced in Africa.</p> <p>d) Appreciate the use of maps.</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of desert climate.</p> <p>In groups, in pairs or individually, learners are guided to list down the areas where climate region is experienced.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where desert climate is experienced in Africa.</p>	What are the characteristics of semi-arid climate?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 126-129</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
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9	1	Natural and Historic Built Environment	Mediterranean climate.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify the characteristics of Mediterranean climate. b) Search for pictures of Mediterranean climate on the Internet, atlases and relevant textbooks and articles. c) Appreciate the use of maps. 	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of Mediterranean climate.</p> <p>In groups, in pairs or individually, learners are guided to search for pictures of Mediterranean climate on the Internet, atlases and relevant textbooks and articles.</p>	What are the characteristics of Mediterranean climate?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 129-131</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	2	Natural and Historic Built Environment	Causes and effects of climate change in the environment.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the effects of climate change in the environment. b) Identify the causes of climate change in the environment. c) Categorise the factors as human factors or natural factors. d) Have a desire to learn more about climate change. 	<p>In groups, in pairs or individually, learners are guided to state the effects of climate change in the environment.</p> <p>In groups, in pairs or individually, learners are guided to identify the causes of climate change in the environment.</p> <p>In groups, in pairs or individually, learners are guided to categorise the factors as human factors or natural factors.</p>	<p>What are the effects of climate change in the environment?</p> <p>What are the causes of climate change in the environment?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 131-136</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Natural and Historic Built Environment	Possible solutions to the effects of climate change in the environment.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify possible solutions to the effects of climate change in the 	<p>In groups, in pairs or individually, learners are guided to identify possible solutions to the effects of climate change in the environment.</p>	What are possible solutions to the effects of climate change in	<p>MTP; Social Studies Learner's Book Grade 8 pg. 136-139</p>	<p>Oral questions Oral Report Observation</p>	

				<p>environment.</p> <p>b) State the importance of taking care of the environment.</p> <p>c) Demonstrate how technology can be used to save the world from climate change.</p> <p>d) Appreciate the importance of the environment.</p>	<p>In groups, in pairs or individually, learners are guided to state the importance of taking care of the environment.</p> <p>In groups, in pairs or individually, learners are guided to demonstrate how technology can be used to save the world from climate change.</p>	<p>the environment ?</p> <p>What care should you give to trees and natural vegetation?</p>	<p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
	4	Natural and Historic Built Environm ent	Vegetation in Africa: Factors influencing vegetation distribution in Africa.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify factors influencing vegetation distribution in Africa.</p> <p>b) Name activities that oriole engage in that influence vegetation.</p> <p>c) Classify vegetation as either shrub, tree, herb or vine.</p> <p>d) Appreciate the importance of vegetation.</p>	<p>In groups, in pairs or individually, learners are guided to identify factors influencing vegetation distribution in Africa.</p> <p>In groups, in pairs or individually, learners are guided to name activities that oriole engage in that influence vegetation.</p> <p>In groups, in pairs or individually, learners are guided to classify vegetation as either shrub, tree, herb or vine.</p>	<p>What activities do people engage in that influence vegetation?</p> <p>Which natural factors influence vegetation?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 141-144</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
10	1	Natural and Historic Built Environm ent	Characteristic s of major vegetation regions in Africa: Tropical rainforest	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of modified tropical rainforest.</p> <p>b) List the countries where</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of modified tropical rainforest.</p> <p>In groups, in pairs or individually, learners are guided to list the countries</p>	<p>What are the characteristi cs of tropical rainforest?</p> <p>Why is the floor of the tropical</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 144-146</p> <p>Pictures</p> <p>Charts</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

				<p>tropical rainforest is experienced.</p> <p>c) Search in atlases for information about where tropical rainforest is experienced in Africa.</p> <p>d) Appreciate the importance of tropical rainforest.</p>	<p>where tropical rainforest is experienced.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where tropical rainforest is experienced in Africa.</p>	<p>rainforest so dark and only few plants grow there?</p>	<p>Realia Computing devices</p>		
	2	Natural and Historic Built Environment	Savanna vegetation (Tropical Grassland)	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of savanna vegetation.</p> <p>b) Explain the different ways in which plants in the savanna vegetation have adopted to harsh climatic conditions.</p> <p>c) Search in atlases for information about where savanna vegetation is experienced in Africa.</p> <p>d) Appreciate the importance of savanna vegetation.</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of savanna vegetation.</p> <p>In groups, in pairs or individually, learners are guided to explain the different ways in which plants in the savanna vegetation have adopted to harsh climatic conditions.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where savanna vegetation is experienced in Africa.</p>	<p>What are the characteristics of savanna vegetation?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 146-147</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Natural and Historic Built Environment	Desert vegetation.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of desert vegetation.</p> <p>b) Name the animals</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of desert vegetation.</p> <p>In groups, in pairs or</p>	<p>What type of animals are found in desert vegetation?</p> <p>How are the</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 147-148</p> <p>Pictures</p>	<p>Oral questions Oral Report Observation</p>	

				<p>found in desert vegetation.</p> <p>c) Search in atlases for information about where desert vegetation is experienced in Africa.</p> <p>d) Appreciate the use of atlases.</p>	<p>individually, learners are guided to name the animals found in desert vegetation.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where desert vegetation is experienced in Africa.</p>	<p>plants adopted to the vegetation zone?</p>	<p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
	4	Natural and Historic Built Environment	Semi desert vegetation.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of semi desert vegetation.</p> <p>b) Identify the main plants found in semi desert vegetation.</p> <p>c) Search in atlases for information about where semi desert vegetation is experienced in Africa.</p> <p>d) Appreciate the importance of semi desert vegetation.</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of semi desert vegetation.</p> <p>In groups, in pairs or individually, learners are guided to identify the main plants found in semi desert vegetation</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where semi desert vegetation is experienced in Africa.</p>	<p>What are the characteristics of semi desert vegetation?</p> <p>Which are the main plants in the vegetation?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 148-149</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
11	1	Natural and Historic Built Environment	Mediterranean vegetation.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of Mediterranean vegetation.</p> <p>b) Highlight different</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of Mediterranean vegetation.</p> <p>In groups, in pairs or individually, learners are</p>	<p>What are the characteristics of Mediterranean vegetation?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 149-150</p> <p>Pictures</p> <p>Charts</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

				<p>plant species found in Mediterranean vegetation.</p> <p>c) Search in atlases for information about where Mediterranean vegetation is experienced in Africa.</p> <p>d) Appreciate the importance of Mediterranean vegetation.</p>	<p>guided to highlight different plant species found in Mediterranean vegetation.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where Mediterranean vegetation is experienced in Africa.</p>		Realia Computing devices		
	2	Natural and Historic Built Environm ent	Mangrove vegetation.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of mangrove vegetation.</p> <p>b) Name the main plants in mangrove vegetation.</p> <p>c) Search in atlases for information about where mangrove vegetation is experienced in Africa.</p> <p>d) Appreciate the importance of mangrove vegetation.</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of mangrove vegetation</p> <p>In groups, in pairs or individually, learners are guided to name the main plants in mangrove vegetation.</p> <p>In groups, in pairs or individually, learners are guided to search in atlases for information about where mangrove vegetation is experienced in Africa.</p>	<p>Which are the main plants in mangrove vegetation?</p> <p>What are the adaptations of mangrove trees to their environment ?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 150</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
	3	Natural and Historic Built Environm ent	Mountain vegetation.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the characteristics of mountain vegetation.</p> <p>b) Explain the changes in</p>	<p>In groups, in pairs or individually, learners are guided to identify the characteristics of mountain vegetation</p> <p>In groups, in pairs or</p>	<p>Why are there changes in vegetation on a mountain?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 151-152</p> <p>Pictures</p>	<p>Oral questions Oral Report Observation</p>	

				<p>vegetation on a mountain.</p> <p>c) Draw the diagram on learner's book 8 page 151</p> <p>d) Appreciate the importance of vegetation.</p>	<p>individually, learners are guided to explain the changes in vegetation on a mountain</p> <p>In groups, in pairs or individually, learners are guided to draw the diagram on learner's book 8 page 151</p>	<p>Why do you think there is no vegetation in the mountain zone labelled Bare rocks?</p>	<p>Charts</p> <p>Realia</p> <p>Computing devices</p>		
	4	Natural and Historic Built Environm ent	Locating major vegetation regions of Africa.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Draw an outline of the map of Africa.</p> <p>b) Trace the locations occupied by various vegetation.</p> <p>c) Indicate the vegetation regions in Africa using different colours.</p> <p>d) Appreciate the use of an atlas.</p>	<p>In groups, in pairs or individually, learners are guided to draw an outline of the map of Africa.</p> <p>In groups, in pairs or individually, learners are guided to trace the locations occupied by various vegetation</p> <p>In groups, in pairs or individually, learners are guided to indicate the vegetation regions in Africa using different colours</p>	<p>What have you learnt about vegetation?</p>	<p>MTP; Social Studies</p> <p>Learner's Book Grade 8 pg. 152-154</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	
12	1	Natural and Historic Built Environm ent	Methods of conserving vegetation in the community.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify methods of conserving vegetation in the community.</p> <p>b) Give reasons why people conserve vegetation in the community.</p> <p>c) Recite the poem on learner's book 8 page</p>	<p>In groups, in pairs or individually, learners are guided to identify methods of conserving vegetation in the community</p> <p>In groups, in pairs or individually, learners are guided to give reasons why people conserve vegetation in the community</p>	<p>What is the importance of vegetation?</p> <p>Which methods do you use to conserve vegetation?</p>	<p>MTP; Social Studies</p> <p>Learner's Book Grade 8 pg. 154-157</p> <p>Pictures</p> <p>Charts</p> <p>Realia</p> <p>Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>	

				<p>157</p> <p>d) Appreciate the improvements of conserving vegetation.</p>	<p>In groups, in pairs or individually, learners are guided to recite the poem on learner's book 8 page 157</p>					
	2	Natural and Historic Built Environm ent	Historical sites and Monuments in Africa: Locations of historical sites and monuments.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of monuments.</p> <p>b) Identify various historical sites and monuments.</p> <p>c) Draw the map of Africa and identify the historical sites found on the map.</p> <p>d) Appreciate the use of historical sites.</p>	<p>In groups, in pairs or individually, learners are guided to explain the meaning of monuments.</p> <p>In groups, in pairs or individually, learners are guided to identify various historical sites and monuments.</p> <p>In groups, in pairs or individually, learners are guided to draw the map of Africa and identify the historical sites found on the map.</p>	What is a monument?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 159-160</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>		
	3	Natural and Historic Built Environm ent	Importance of historical sites and monuments for preservation of cultural heritage.	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the importance of historical sites and monuments for preservation of cultural heritage.</p> <p>b) Create flash cards containing the importance of historical sites and monuments</p> <p>c) Draw the diagrams on learner's book 8 page 161</p> <p>d) Appreciate the</p>	<p>In groups, in pairs or individually, learners are guided to create posters on ways of conserving the historical sites.</p> <p>In groups, in pairs or individually, learners are guided to create flash cards containing the importance of historical sites and monuments.</p> <p>In groups, in pairs or individually, learners are guided to draw the diagrams on learner's book 8 page 161</p>	What is the importance of historical sites and monuments for preservation of culture?	<p>MTP; Social Studies Learner's Book Grade 8 pg. 160-163</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p>		

				importance of historical sites and monuments for preservation of cultural heritage.					
	4	Natural and Historic Built Environm ent	Ways of conserving historical sites and monuments in Africa.	<p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify ways of conserving historical sites and monuments in Africa. b) List activities that can be done to preserve historical sites and monuments. c) Create posters on ways of conserving the historical sites. d) Appreciate the ways of conserving historical sites and monuments in Africa. 	<p>In groups, in pairs or individually, learners are guided to identify ways of conserving historical sites and monuments in Africa</p> <p>In groups, in pairs or individually, learners are guided to list activities that can be done to preserve historical sites and monuments</p> <p>In groups, in pairs or individually, learners are guided to create posters on ways of conserving the historical sites</p>	<p>What are the challenges threatening the existence of Fort Jesus?</p> <p>What are some activities that can be done to preserve historical sites and monuments?</p>	<p>MTP; Social Studies Learner's Book Grade 8 pg. 164-165</p> <p>Pictures Charts Realia Computing devices</p>	<p>Oral questions Oral Report Observation</p>	
13				REVISION					
14				ASSESSMENT					