

WEEKS AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES	TEACHING, LEARNING AND ASSESSMENT METHODOLOGIES
1 6th Jan, 2020 To 10th Jan, 2020	The learners must be able to: <ul style="list-style-type: none"> Identify physical features in their district Explain the importance of the physical features in their district 	CORE ELEMENT INTER-DEPENDENCE BETWEEN MALAWI AND THE WORLD UNIT 5: MAJOR PHYSICAL FEATURES IN A DISTRICT <ul style="list-style-type: none"> Identifying physical features in a district Discussing the distribution of physical features in a district Discussing the importance of physical features in a district Drawing a map of a district Modelling a map of a district 	Group work Pair work Peer assessment Demonstration Illustrations Drawing Modelling Brainstorming
2 13th Jan, 2020 To 17th Jan, 2020	The learners must be able to: <ul style="list-style-type: none"> Identify the early kingdoms of Malawi 	CORE ELEMENT INTERRELATIONSHIP BETWEEN INDIVIDUAL, FAMILY AND SOCIETY UNIT 6: EARLY KINGDOMS OF MALAWI <ul style="list-style-type: none"> brainstorming on the early kingdoms of Malawi Researching on the early kingdoms of Malawi Drawing a map of Malawi Locating the early kingdoms on the map of Malawi assessment 	Explanation Discussion Group work Brainstorming Pair work
3 20th Jan, 2020	The learners must be able to: <ul style="list-style-type: none"> describe the political structures of the early kingdoms 	CORE ELEMENT INTERRELATIONSHIP BETWEEN INDIVIDUAL, FAMILY AND SOCIETY UNIT 6: EARLY KINGDOMS OF MALAWI	Discussion Explanation Question and answer Group work Demonstration

To		<ul style="list-style-type: none"> • Brainstorming the political structures of the early kingdoms • Discussing the political structures of the early kingdoms • Brainstorming the similarities and differences in the political structures • Discussing the similarities and differences in the political structures • assessment 	
24th Jan, 2020			
4	The learners must be able to: <ul style="list-style-type: none"> • explain factors that led to the growth and decline of the early kingdoms of Malawi 	CORE ELEMENT INTERRELATIONSHIP BETWEEN INDIVIDUAL, FAMILY AND SOCIETY UNIT 6: EARLY KINGDOMS OF MALAWI <ul style="list-style-type: none"> • Discussing the factors that lead to the growth of the early kingdoms • Discussing the organizational structure of the kingdoms • Researching into the rise and fall of the kingdoms of Malawi • Discussing research on the rise and fall of the early kingdoms of Malawi • Assessment 	Brainstorming Discussion Pair work Group work Individual work Question and answer
27th Jan, 2020			
To			
31st Jan, 2020			
5	The learners must be able to: <ul style="list-style-type: none"> • Explain the contributions of the early kingdoms of Malawi 	CORE ELEMENT INTERRELATIONSHIP BETWEEN INDIVIDUAL, FAMILY AND SOCIETY UNIT 6: EARLY KINGDOMS OF MALAWI <ul style="list-style-type: none"> • Brainstorming how people in their villages earn their living • Discussing how people in their villages earn their living • Brainstorming the contributions made by the early kingdoms of Malawi • Discussing the contributions made by the early kingdoms of Malawi • Assessment 	Discussion Q and A Demonstration Group work Individual work Pair work
3rd Feb, 2020			
To			

7th Feb, 2020			
<i>6</i> 10th Feb, 2020 To	The learners must be able to: <ul style="list-style-type: none">• Identify types of soil• Describe the importance of soil	CORE ELEMENT ENVIRONMENTAL PROTECTION UNIT 7: SOIL <ul style="list-style-type: none">• collecting samples of different types of soil• identifying types of soil• naming the products from the soil• identifying different uses of soil in the environment• discussing the importance of soil• moulding different items using soil	Q and A Discussion Group work Individual work Pair work Field visits Teacher assessment observation
14th Feb, 2020			
<i>7</i> 17th Feb, 2020 To	The learners must be able to: <ul style="list-style-type: none">• explain ways through which soil can be destroyed• Describe different ways of conserving the soil	CORE ELEMENT ENVIRONMENTAL PROTECTION UNIT 7: SOIL <ul style="list-style-type: none">• Discussing ways in which soil can be destroyed• Visiting some eroded areas around the school• Discussing ways of conserving the soil• Planting trees and grass around the school• assessment	Discussion Brainstorming Explanation Q and A Pair work Individual work Group work
21st Feb, 2020			
<i>8</i> 24th Feb, 2020	The learners must be able to: <ul style="list-style-type: none">• describe the administrative structures at the district level	CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 8: DISTRICT ADMINISTRATIVE STRUCTURE	Brainstorming Discussion Q and A Modelling

		<ul style="list-style-type: none"> • Identifying administrative structures at the district level • Discussing different administrative structures at district level • Drawing or tracing administrative structures at district level • Modelling administrative structures at district level • assessment 	Explanation Task analysis
To	28th Feb, 2020		
9	2nd Mar, 2020	<p>The learners must be able to:</p> <ul style="list-style-type: none"> • Explain the importance of administrative structures <p>CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 8: DISTRICT ADMINISTRATIVE STRUCTURE</p> <ul style="list-style-type: none"> • Brainstorming functions of each component of administrative structures at district level • Discussing functions of each component of administrative structures at district level • Brainstorming the importance of administrative structures at district level • Describing the importance of administrative structures at district level • Assessment 	Brainstorming Discussion Q and A Modelling Explanation Task analysis
To	6th Mar, 2020		
10	9th Mar, 2020	<p>The learners must be able to:</p> <ul style="list-style-type: none"> • Describe the relationship among administrative structures <p>CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 8: DISTRICT ADMINISTRATIVE STRUCTURE</p> <ul style="list-style-type: none"> • Brainstorming the activities that show dependence among administrative structures at district level • Discussing the activities that show dependence among administrative structures at district level • Brainstorming the importance of interdependence among 	Brainstorming Discussion Q and A Modelling Explanation Task analysis

13th Mar, 2020		<ul style="list-style-type: none"> • administrative structures at district level • Discussing the importance of interdependence among administrative structures at district level • Role playing interdependence among administrative structures at district level 	
11 16th Mar, 2020	The learners must be able to: <ul style="list-style-type: none"> • Identify family roles and responsibilities regardless of sex • Examine the effects of gender inequality in the family, community and society 	CORE ELEMENT SOCIAL DEVELOPMENT UNIT 9: GENDER <ul style="list-style-type: none"> • Identifying family roles and responsibilities • Discussing family roles and responsibilities • Brainstorming gender inequality in the home and school • Discussing the effects of gender inequality in the home and school • Analysing case studies on gender imbalance 	Oral and written questions Peer assessment Teacher observation Role playing Future's wheels Group work Question and answer Explanation Discussion clarification
To 20th Mar, 2020			
12 23rd Mar, 2020	The learners must be able to: <ul style="list-style-type: none"> • Revise • Sit for terminal examinations 	<ul style="list-style-type: none"> • Revising • Sitting for terminal examinations 	
To 27th Mar, 2020			
13 30th Mar, 2020	The learners must be able to: <ul style="list-style-type: none"> • Sit for terminal examinations • Receive past papers • Close the second term 	<ul style="list-style-type: none"> • Sitting for terminal examinations • Receiving past papers • Closing the second term 	
To 3rd Apr, 2020			