

WEEKS AND DATES	SUCCESS CRITERIA	PLANNED ACTIVITIES
<p><b>1</b></p> <p>16th Sept, 2019</p> <p>To</p> <p>20th Sept, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Identify countries that share borders with Malawi</li> <li>Locate Malawi using the cardinal points</li> </ul>	<p>CORE ELEMENT INTERDEPENDENCE BETWEEN MALAWI AND THE WORLD UNIT 1: THE LOCATION OF MALAWI</p> <ul style="list-style-type: none"> <li>Locating Malawi on the map of Africa</li> <li>Identifying countries that share borders with Malawi</li> <li>Identifying countries that share borders with Malawi using cardinal points</li> <li>Drawing the map of Malawi in relation to neighbouring countries</li> </ul>
<p><b>2</b></p> <p>23rd Sept, 2019</p> <p>To</p> <p>27th Sept, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Identify the major physical features of Malawi</li> <li>Describe the major physical features of Malawi</li> <li>Explain the importance of physical features in Malawi</li> </ul>	<p>CORE ELEMENT INTERDEPENDENCE BETWEEN MALAWI AND THE WORLD UNIT 2: THE MAJOR PHYSICAL FEATURES OF MALAWI</p> <ul style="list-style-type: none"> <li>Identifying major physical features of Malawi</li> <li>Locating the major physical features on the map of Malawi</li> <li>Discussing the types of physical features of Malawi</li> <li>Modelling a map of Malawi showing physical features</li> <li>Brainstorming the importance of physical features in Malawi</li> <li>Discussing the importance of physical features in Malawi</li> </ul>
<p><b>3</b></p> <p>30th Sept, 2019</p> <p>To</p> <p>4th Oct, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Examine the population figures of Malawi</li> <li>Compare population figures for the three regions of Malawi</li> </ul>	<p>CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 3: THE POPULATION OF MALAWI</p> <ul style="list-style-type: none"> <li>Identifying districts with high and low population in each of the three regions</li> <li>Calculating the population of Malawi using given population figures of the districts</li> <li>Drawing or tracing regional population bar graph</li> <li>Comparing population figures across the regions</li> </ul>
<p><b>4</b></p> <p>7th Oct, 2019</p> <p>To</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Identify areas of high and low population density in Malawi</li> <li>Describe the effects of high and low population density in Malawi</li> <li>Describe factors that affect population distribution</li> </ul>	<p>CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 3: THE POPULATION DENSITY OF MALAWI</p> <ul style="list-style-type: none"> <li>Locating areas of high and low population density on the map of Malawi</li> <li>Comparing areas of high and low population density in Malawi</li> </ul>

11th Oct, 2019		<ul style="list-style-type: none"> <li>Brainstorming factors that affect population distribution</li> <li>Discussing effects of high and low population density in Malawi</li> <li>Brainstorming factors that affect population distribution</li> <li>Discussing possible effects of population density on resources</li> </ul>
<p>5</p> <p>14th Oct, 2019</p> <p>To</p> <p>18th Oct, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Describe causes population change in Malawi</li> <li>Explain the effects of population change in Malawi</li> <li>Suggest solutions to the effects of population change in Malawi</li> </ul>	<p>CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 5: POPULATION CHANGE IN MALAWI</p> <ul style="list-style-type: none"> <li>Discussing factors that influence population distribution in Malawi</li> <li>Brainstorming causes of population change in Malawi</li> <li>Discussing causes of population change in Malawi</li> <li>Suggesting solution to effects of population change in Malawi</li> <li>Discussing effects of population change</li> <li>Drawing a tree showing causes and effects of population change</li> <li>Brainstorming solutions to the effects of population change</li> <li>Discussing solutions to the effects of population change</li> </ul>
<p>6</p> <p>21st Oct, 2019</p> <p>To</p> <p>25th Oct, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Identify institutions that make up the local government</li> <li>Explain the importance of social services which are provided by local government</li> </ul>	<p>CORE ELEMENT PEOPLE AND ENVIRONMENT UNIT 6: LOCAL GOVERNMENT</p> <ul style="list-style-type: none"> <li>Identifying institutions that make up local government</li> <li>Discussing functions of institutions of local government</li> <li>Discussing services which are provided by the local government in relation to population of community and district</li> <li>Discussing importance of social services which are provided by local government</li> </ul>
<p>7</p> <p>28th Oct, 2019</p> <p>To</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>Explain factors that led to the growth of the Ngoni Kingdom</li> <li>Explain factors that led to the decline of the Ngoni Kingdom</li> <li>Describe the contributions made by the Ngoni Kingdom</li> </ul>	<p>CORE ELEMENT INTERRELATIONSHIP BETWEEN INDIVIDUAL, FAMILY AND SOCIETY UNIT 7: EARLY AFRICAN KINGDOMS (NGONI)</p> <ul style="list-style-type: none"> <li>Researching on the early kingdom of Ngoni</li> <li>Discussing the research findings on the early kingdoms of Ngoni</li> <li>Drawing a map and locating the Ngoni Kingdom</li> <li>Discussing factors that led to the growth of the Ngoni Kingdom</li> </ul>

1st Oct, 2019		<ul style="list-style-type: none"> <li>Discussing factors that led to the decline of the Ngoni Kingdom</li> <li>Discussing the contributions made by the Ngoni Kingdom</li> </ul>
8 4th Oct, 2019  To  8th Nov, 2019	The learners must be able to: <ul style="list-style-type: none"> <li>Explain factors that led to the growth of the Mwenemutapa Kingdom</li> <li>Explain factors that led to the decline of the Mwenemutapa Kingdom</li> <li>Describe the contributions made by the Mwenemutapa Kingdom</li> </ul>	CORE ELEMENT INTERRELATIONSHIP BETWEEN INDIVIDUAL, FAMILY AND SOCIETY UNIT 8: EARLY AFRICAN KINGDOMS (MWENEMUTAPA) <ul style="list-style-type: none"> <li>Researching on the early kingdoms of Mwenemutapa</li> <li>Discussing the research findings on the early kingdoms of Mwenemutapa</li> <li>Discussing factors that led to the growth of the Mwenemutapa Kingdom</li> <li>Discussing factors that led to the decline of the Mwenemutapa Kingdom</li> <li>Discussing the contributions made by the Mwenemutapa Kingdom</li> </ul>
9 11th Nov, 2019  To  15th Nov, 2019	The learners must be able to: <ul style="list-style-type: none"> <li>Explain the meaning of 'HIV' and 'AIDS'</li> <li>Describe causes of HIV and AIDS</li> <li>Explain ways in which HIV and AIDS is transmitted</li> </ul>	CORE ELEMENT SOCIAL DEVELOPMENT UNIT 9: HIV AND AIDS <ul style="list-style-type: none"> <li>Brainstorming the meaning of 'HIV' and 'AIDS'</li> <li>Discussing the meaning of 'HIV' and 'AIDS'</li> <li>Discussing causes of HIV and AIDS</li> <li>Discussing ways in which HIV and AIDS is transmitted</li> <li>Talking about misconceptions about HIV and AIDS</li> <li>Discussing risky behaviours associated with HIV and AIDS transmission</li> </ul>
10 18th Nov, 2019  To  22nd Nov, 2019	The learners must be able to: <ul style="list-style-type: none"> <li>Explain why the Ark of the Covenant was made</li> <li>Discuss the importance of keeping the Bible in the secure place</li> </ul>	CORE ELEMENT SOCIAL DEVELOPMENT UNIT 9: HIV AND AIDS <ul style="list-style-type: none"> <li>Role playing some misconceptions about HIV and AIDS</li> <li>Brainstorming signs and symptoms of HIV and AIDS</li> <li>Discussing signs and symptoms of HIV and AIDS</li> <li>Discussing ways of preventing HIV and AIDS</li> <li>Designing placards/posters of HIV and AIDS messages</li> </ul>
11 25th Nov, 2019	The learners must be able to: <ul style="list-style-type: none"> <li>Revise</li> </ul>	CORE ELEMENT SOCIAL DEVELOPMENT UNIT 9: HIV AND AIDS <ul style="list-style-type: none"> <li>Singing songs that depict HIV and AIDS</li> <li>Carrying out advocacy campaigns</li> </ul>

<p>To</p> <p>29th Nov, 2019</p>		<ul style="list-style-type: none"> <li>• Role playing pre-testing, guidance and counselling on HIV and AIDS</li> <li>• Role playing post guidance, testing and counselling on HIV and AIDS</li> <li>• Analysing a case study on positive living with HIV and AIDS</li> </ul>
<p>12</p> <p>2nd Nov, 2019</p> <p>To</p> <p>6th Nov, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Revise</li> </ul>	<ul style="list-style-type: none"> <li>• Revising</li> </ul>
<p>13</p> <p>9th Dec, 2019</p> <p>To</p> <p>13th Dec, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Revise</li> <li>• Sit for terminal examinations</li> </ul>	<ul style="list-style-type: none"> <li>• Revising</li> <li>• Sitting for terminal examinations</li> </ul>
<p>14</p> <p>16th Dec, 2019</p> <p>To</p> <p>20th Dec, 2019</p>	<p>The learners must be able to:</p> <ul style="list-style-type: none"> <li>• Sit for terminal examinations</li> <li>• Receive past papers</li> <li>• Close the term</li> </ul>	<ul style="list-style-type: none"> <li>• Sitting for terminal examinations</li> <li>• Receiving past papers</li> <li>• Closing the first term</li> </ul>