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| **Learning Plan** | | | | | | | |
| **Subject** | *Social Studies* | **Week** | *1* | **Duration** | *120mins* | **Form** | *1* |
| **Strand** | *1****:*** *Identity, Significance and Purpose* | **Sub-Strand:** | 1**:** *A geographical and historical sketch of Africa* | | | | |
| **Content Standard** | *Demonstrate understanding of the diverse geographical features and resources of Africa and their impact on early human development* | | | | | | |
| **Learning Outcome(s)** | *Use maps to describe key geographical features of Africa and how they shaped Africa’s ancient societies* | | | | | | |
| **Learning**  **Indicator(s)** | 1. *Describe the major geographic features and ecosystems of Africa, e.g., rivers, deserts, mountains, coastlines and vegetation* 2. *Analyse how geographical features and ecosystems influenced the development of agriculture, trade networks and settlement patterns in early African societies* | | | | | | |
| **Essential Question(s)** | 1. *How did geographical features influence the emergence and growth of ancient societies in Africa?* 2. *What are the main concepts or ideas necessary for aiding an understanding of the relationship between geographical features and the growth of ancient societies in Africa?* 3. *What role did geographical features and ecosystems play in shaping the development of Agriculture, trade networks and settlement patterns in early African societies?* | | | | | | |
| **Pedagogical Strategies** | *Interactive map exploration, Problem-based learning* | | | | | | |
| **Teaching & Learning Resources** | *Internet access, Computer, Phone, Projectors, Video clips, Maps, Stationary* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| *LESSON 1*  *Tasks*   1. *Learners**who are less confident (AP) engage in simple identification exercises to match geographical features with descriptions or label maps and discuss their impact on ancient societies.* 2. *Learners who are secure (P) write**short essays or do presentations focusing on the roles of specific features in ancient societies and their implications.* 3. *Learners who have mastered the content (HP) do**research projects, debates or case studies exploring the interconnectedness of various geographical features and ecosystems in shaping civilisations.* 4. *All learners should be able to identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines and vegetation.*     *Pedagogy*   1. *Interactive map exploration:* 2. *With the aid of maps of Ghana, learners in small groups identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.) and vegetation (savannah, forest, coastal). Provide structured guidance and support during the map exploration activities. Simplify tasks for those who are less confident (AP) and ensure that the activities are achievable and build confidence in learners' ability to recognise and locate key features.* 3. *With the aid of maps of Africa, learners identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines and vegetation.*   *Key Assessment*   1. *Level 1: Learners identify geographical features in Ghana through labelling maps or answering basic questions about these features.* 2. *Level 2: Using maps of Africa, learners identify the location of major geographic features and ecosystems on a broader scale, demonstrating a deeper understanding of their significance and interconnections.*   *LESSON 2*  *Tasks*     1. *Learners who need support (AP) explain the geographical features and their impact on early African societies. Create a simple poster or presentation illustrating one of the ways geographical features influenced early African societies (e.g., focusing on agriculture, trade or settlement).* 2. *Learners who are confident with the content (P) provide more in-depth information, primary sources and case studies to challenge learners to analyse cause-and-effect relationships in respect of the geographical features and their impact on early African societies.* 3. *Learners who need to be stretched (HP) introduce advanced theories, multiple perspectives and encourage independent research on geographical features and their impact on early African societies. Discuss the broader implications of geographical features on societal development. Design a research project that explores how environmental factors influenced the cultural, economic and political aspects of early African societies.*     *Pedagogy*   1. *Problem-based learning:* 2. *In small groups, formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations.* 3. *Use different sources for the different levels of learners (AP, P and HP) to analyse how the highlands and vegetation of Africa offered diverse agro-ecological conditions and allowed the cultivation of a variety of crops e.g., Savanna (Groundnut, millet, etc.), Forest (kola nut, oil palm tree, etc.) and Coastal (coconut, oil palm tree, etc.).* 4. *Learners explore historical sources to explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies, e.g., the Nile River provided a vital transportation route for trade and the Sahara Desert became a vital trade route through the development of the trans-Saharan trade.*     *Assessments*   1. *Level 1: Use a simple matching activity where learners match descriptions of geographical features with their influence on agriculture, trade or settlement patterns*. 2. *Level 2: Write a comparative analysis essay on how different geographical features shaped agriculture, trade networks and settlement patterns in early African societies, emphasising causal relationships.* 3. *Level 3: Develop a research-based presentation or paper analysing the interconnectedness of geographical features, agriculture, trade networks and settlement patterns in shaping early African societies, providing insights on historical developments and societal structures* | | | | | | | |
| **Keywords** | *Geographical features, Ecosystems, Human settlements, Cultural exchanges, Civilisation* | | | | | | |

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| **Lesson 1** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (10 minutes)***   1. *Teacher introduces learners to the lesson by aiding them to identify the location of major geographic features and ecosystems of Africa, e.g., rivers (Nile, Niger, Congo), deserts (Sahara, Namib, Kalahari), mountains (Kilimanjaro, Guinea and Ethiopian Highlands), coastlines and vegetation on a large map of Africa. Highly proficient learners can be tasked to draw the maps and locate the geographic features.* | |
| ***Introductory Activity (15minutes)***   1. *Guide learners to match geographical features with their locations on a map of Africa provided for them. Emphasis should be placed on geographical features that have implications for ancient societies.*   ***Activity 1 (30 minutes)***   1. *Guide learners in groups to discuss the importance of specific geographical features towards the growth of ancient societies*   ***Activity 2 (40 minutes)***   1. *Guide learners in pairs to explore the interconnectedness of various geographical features and ecosystems in shaping civilisations and make available a presentation for class discussion* | ***Introductory Activity (15minutes)***   1. *Match geographical features with their locations on a map of Africa provided for them. Emphasis should be placed on geographical features that have implications for ancient societies.*   ***Activity 1 (30 minutes)***   1. *In groups, discuss the importance of specific geographical features towards the growth of ancient societies*   ***Activity 2 (40 minutes)***   1. *In pairs explore the interconnectedness of various geographical features and ecosystems in shaping civilisations and make available a presentation for class discussion* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| 1. *Level 1: Learners identify geographical features in Ghana through labelling maps or answering basic questions about these features.* 2. *Level 2: Using maps of Africa, learners identify the location of major geographic features and ecosystems on a broader scale, demonstrating a deeper understanding of their significance and interconnections.* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (15 minutes)***  *Find out the extent to which learners understood the lesson by asking the following key questions in a whole class discussion taking into consideration the knowledge hierarchy and engage learners to brainwave ideas on them.*   1. *How did geographical features influence the emergence and growth of ancient societies in Africa?* 2. *What role did geographical features and ecosystems play in shaping early African civilizations?*   *Hint: Encourage the appreciation of the uniqueness of different subgroups in our society co-existing as Ghanaians. (GESI)* | |
| **Reflection & Remarks** | |
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| **Lesson 2** | |
| **Main Lesson drawing on Concepts, Skills and Competencies to reinforce as in the Subject Teacher Manual** | |
| ***Teacher Activity*** | ***Learner Activity*** |
| **Starter *Activity (10 minutes)***   1. *With the aid of a large map of Ghana spread across the classroom, learners take turns to identify geographical features, e.g., rivers (Pra, Ankobra, Volta, etc.), mountains (Akwapim-Togo Range, Gambaga escarpment, etc.) and vegetation (savannah, forest, coastal).* | |
| ***Introductory activity (25 minutes)***   1. *Guide learners in mixed groupings to explore historical sources to explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies. Learners can Ghana as a case study.*   ***Activity 2 (25 minutes)***   1. *In pairs, assist learners to formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations* | ***Introductory activity (25 minutes)***   1. *In mixed groupings explore historical sources to explain how geographic features, such as rivers, coastlines, deserts and mountains served as natural pathways for trade networks to flourish in early African societies.*   ***Activity 2 (25 minutes)***   1. *In pairs, formulate historical questions to analyse how River valleys, like the Nile and Niger, provided fertile soil and reliable water for irrigation to enable the cultivation of crops and to support dense populations* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| 1. *Level 1: Use a simple matching activity where learners match descriptions of geographical features with their influence on agriculture, trade and settlement patterns.* 2. *Level 2: Write a comparative analysis essay on how different geographical features shaped agriculture, trade networks and settlement patterns in early African societies, emphasising causal relationships*. 3. Level 3:*Develop a research-based presentation or paper analysing the interconnectedness of geographical features, agriculture, trade networks and settlement patterns in shaping early African societies, providing insights on historical developments and societal structure* | |
| **Lesson Closure**  ***In completing this part, referto the EssentialQuestions to checkthat learning has taken place.*** | |
| ***Activity (15 minutes)***  *Find out the extent to which learners understood the lesson by asking the following key questions in a whole class discussion taking into consideration the knowledge hierarchy and engage learners to brainwave ideas on them.*   1. *With reference to specific geographical features and zones in Africa, how has agriculture been influenced by the features identified* 2. *What role did geographical features play in cultural exchanges in early African societies*   *Hint: Encourage learners to appreciate the uniqueness of different subgroups in our society co-existing as Ghanaians. (GESI)* | |
| **Reflection & Remarks** | |
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