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| **Learning Plan** | | | | | | | |
| **Subject** | *Social Studies* | **Week** | *2* | **Duration** | *60mins* | **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)** | *Analyse how climate change influenced the movements and adaptations of early African populations, such as the transition from nomadic hunter-gatherer lifestyles to settled agricultural communities* | | | | | | |
| **Essential Question(s)** | 1. *How did environmental factors impact settlement patterns in ancient Africa?* 2. *How did climate change influence the movement and adaptation of early African societies?* 3. *What are the concepts necessary for aiding the understanding of movement and adaptation of early African population?* | | | | | | |
| **Pedagogical Strategies** | *Interactive map exploration, Problem-based learning* | | | | | | |
| **Teaching & Learning Resources** | *Internet access, Computer, Phone, Projectors, Video clips, Maps, Stationary* | | | | | | |
| **Key Notes on Differentiation** | | | | | | | |
| *Tasks*   1. *Create an explanation of how unpredictable rainfall, desertification, fertile lands, river systems and highland areas influenced early African societies. Learners who are not confident in the content (AP) should provide simplified explanations or descriptions and teachers should use simpler language and examples to support them.* 2. *For those who are secure in their understanding (P), learners should explore deeper into the specific impacts of climatic conditions on resource distribution, lifestyle choices and settlement patterns in Africa. They should also be encouraged to explore additional details such as the significance of the Iron Age and the Nile, Niger, Congo and Zambezi Rivers in shaping early African civilisations.* 3. *For those that need to be challenged (HP), learners should analyse the complexities of how climatic conditions influenced societal development in Africa, considering cultural exchanges, trade routes and technological advancements. The teacher should encourage critical thinking by exploring the interconnectedness of different environmental factors and their implications on ancient African societies.*   *Pedagogical Exemplars*   1. *Experiential learning:* 2. *In small groups, learners research how climatic conditions that influenced the distribution of resources, adoption of different lifestyles and patterns of settlement in Africa, e.g., unpredictable rainfall and unavailability of fertile lands caused movement of people. Teacher to circulate to ensure that those learners who are less confident are supported in the discussions.* 3. *In a jigsaw activity, learners discuss different factors that influenced the transition from hunter-gatherer lifestyles to settled agricultural communities, e.g., technological advancements, discovery of fire, population growth and climate change. Engage proficient learners in in-depth research tasks to explore the shaded impacts of climatic conditions on lifestyle changes and settlement pattern. Challenge learners with complex research projects to analyse the multifaceted impact of climatic conditions on early African societies.*   *Key Assessment (DoK)*   1. *Level 1: How do diverse agro-ecological conditions in Africa facilitate crop cultivation? Provide examples to illustrate this.* 2. *Level 2: What factors influenced the transition from hunter-gatherer lifestyles to settled agricultural communities in Africa and how did these factors shape early societies?* 3. *Level 3: In what ways can Africa's geographical features be harnessed for development? Provide examples of how specific features have been utilised effectively.* 4. *Level 4: What strategies can be proposed for sustainable development based on Africa's geographical features, considering factors such as climate, terrain and natural resources?* | | | | | | | |
| **Keywords** | *Adaptation, Desertification, Pastoralism, Nomadic* | | | | | | |

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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 (5 minutes)***  *Teacher asks learners to draw the map of Africa and locate the geographic features.* | |
| ***Introductory Activity (10minutes)***  *i. Guide learners in mixed groupings to explore environmental factors to explain how environmental factors impacted the movement of early African societies.*  ***Activity 1 (20 minutes)***  *ii. Guide learners in small groupings to research into how climatic conditions that influenced the distribution of resources, adoption of different lifestyles and patterns of settlement in Africa.*  ***Activity 2 (20 minutes)***  *iii. In a jigsaw activity, assist learners to discuss different factors that influenced the transition from hunter-gatherer lifestyles to settled agricultural communities.* | ***Introductory Activity***  *i. In mixed groupings explore environmental factors to explain how environmental factors impacted in the movement of early African societies.*  ***Activity 1***  *ii. In small groups, research how climatic conditions that influenced the distribution of resources, adoption of different lifestyles and patterns of settlement in Africa.*  ***Activity 2***  *iii. In a jigsaw discuss different factors that influenced the transition from hunter-gatherer lifestyles to settled agricultural communities.* |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| 1. ***Level 2****: What factors influenced the transition from hunter-gatherer lifestyles to settled agricultural communities in Africa and how did these factors shape early societies?* 2. ***Level 3****: In what ways can Africa's geographical features be harnessed for development? Provide examples of how specific features have been utilised effectively.* | |
| **Lesson Closure**  ***In completing this part, refer to the Essential Questions to check that learning has taken place.*** | |
| ***Activity (5 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 environmental factors impact settlement patterns in ancient Africa? 2. How did climate change influence the movement and adaptation of early African societies? | |
| **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)*** | |
| ***Introductory activity (25 minutes)***  ***Activity 1 (25 minutes)***  ***Activity 2 (25 minutes)***  ***Activity 3 (25 minutes)*** | ***Introductory activity (25 minutes)***  ***Activity 1(30 minutes)***  ***Activity 2 (25 minutes)***  ***Activity 3 (25 minutes)*** |
| **Assessment DoK aligned to the Curriculum and Subject Teacher Manual** | |
| ***Level 3*** | |
| **Lesson Closure**  ***In completing this part, referto the EssentialQuestions to checkthat learning has taken place.*** | |
| ***Activity (15 minutes)*** | |
| **Reflection & Remarks** | |
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