

# SOCIAL STUDIES SCHEMES OF WORK GRADE 7

**NAME OF THE TEACHER:** \_\_\_\_\_

**SCHOOL:** \_\_\_\_\_ **TERM: II YEAR:** \_\_\_\_\_

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
1	1	COMMUNITY SERVICE LEARNING	Meaning of key terms in CLS – Implementation	By the end of the lesson, the learner should be able to: a. explain the meaning of key terms in community service learning (CSL) and CSL projects, b. explain steps of a CSL project/activity, c. Appreciate the importance of steps in CSL	Learner is guided to: ● discuss the steps involved in carrying out a CSL project: iv) implementing the solution/filling the gap	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	2		Meaning of key terms in CLS – report writing	By the end of the lesson, the learner should be able to: a. explain the meaning of key terms in community service learning (CSL) and CSL projects, b. explain steps of a CSL project/activity, c. Appreciate the importance of steps in CSL	Learner is guided to: ● discuss the steps involved in carrying out a CSL project: v) reflecting and reporting on the project/activity done	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	3		Meaning of key terms in CLS – report writing	By the end of the lesson, the learner should be able to: a. explain the meaning of key terms in community service learning (CSL) and CSL projects, b. explain steps of a CSL project/activity, c. Appreciate the importance of steps in CSL	Learner is guided to: ● discuss the steps involved in carrying out a CSL project: v) reflecting and reporting on the project/activity done	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	

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	4		Accomplishing a CSL project – identifying a problem	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CSL	Learner is guided to: ● identify and brainstorm on problems/gaps in their context/community.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
2	1		Accomplishing a CSL project – identifying a problem	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CSL	Learner is guided to: ● identify and brainstorm on problems/gaps in their context/community.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	2		Accomplishing a CSL project – verifying and adopting the problem	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CSL	Learner is guided to: ● discuss, verify and adopt one problem for the class/groups project.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	3		Accomplishing a CSL project – verifying and adopting the problem	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CSL	Learner is guided to: ● discuss, verify and adopt one problem for the class/groups project.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	

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	4		Accomplishing a CSL project – implanting solutions	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CSL	Learner is guided to: ● propose and plan on way(s) of solving the problem. ● Implement the solution of the problem in the community.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
3	1		Accomplishing a CSL project – implanting solutions	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CSL	Learner is guided to: ● propose and plan on way(s) of solving the problem. ● Implement the solution of the problem in the community.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	2		Accomplishing a CSL project – writing a report	By the end of the lesson, the learner should be able to: a. accomplish a CSL project by following steps. b. explain the importance of CSL in the community. c. Appreciate the importance of steps in CS	Learner is guided to: ● Write and report on the accomplished project. ● discuss CSL benefits for self and the community.	How can community service learning contribute to community development?	Vetted digital resources, videos, drawn charts <i>Thriving Life Skills Edu G7 T.G. Pg.31 - 40</i> <i>Thriving Life Skills Edu G7 P.B. Pg.34-43</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	3	NATURAL AND HISTORIC BUILT ENVIRONMENTS IN AFRICA	Historical Information – sources of historical information	By the end of the lesson, the learner should be able to: a. identify various sources of historical information in the society, b. Observe pictures of sources of historical information c. appreciate the significance of various sources of historical information in providing evidence of past human accounts.	Learner is guided to: ● use appropriate print, media or digital resources to identify sources of historical information in the society and share in class,	How significant are sources of historical information in understanding past human accounts?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.43-49</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	

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	4		Difference between primary and secondary sources	By the end of the lesson, the learner should be able to: a. distinguish between primary and secondary sources of historical information, b. design posters on primary and secondary of historical information. c. appreciate the significance of various sources of historical information in providing evidence of past human accounts.	Learner is guided to: ● design posters on primary and secondary sources of historical information in the society and display in class,	How significant are sources of historical information in understanding past human accounts?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.43-49</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
4	1		Preservation of historical information	By the end of the lesson, the learner should be able to: a. explore how various sources of historical information have been preserved over the years, b. preserve historical information. c. appreciate the significance of various sources of historical information in providing evidence of past human accounts.	Learner is guided to: ● discuss ways of preserving sources of historical information. ● debate on the significance of various sources of historical information in providing evidence of past human accounts.	How significant are sources of historical information in understanding past human accounts?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.43-49</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	2		Historical Development of Agriculture- areas where agriculture was practiced	By the end of the lesson, the learner should be able to: a. locate areas where early agriculture was practiced in selected geographical regions in Africa, b. explore crops grown and animals kept in selected regions during early agriculture, c. value the importance of domestication of plant and animals in Africa.	Learners are guided to: ● use appropriate digital devices and other sources to draw the map of Africa and show areas where early agriculture was practiced in selected geographical regions. (Rift Valley of Eastern Africa, Egypt and Nubia), ● carry out research in groups on animals kept and types of crops which were grown during early agriculture in Egypt, Nubia and in Rift valley of the Eastern African region and report the findings to the class,	1. Why did people start practicing agriculture in Africa? 2. How did Agriculture begin in Africa?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.102-105</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	

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	3		Methods of irrigation	By the end of the lesson, the learner should be able to: a. explore crops grown and animals kept in selected regions during early agriculture, b. illustrate methods of irrigation used in ancient Egypt, c. value the importance of domestication of plant and animals in Africa.	Learners are guided to: ● view video clips or photographs on methods of irrigation used in ancient Egypt, ● draw diagrams showing methods of irrigation which were used in ancient Egypt.	1. Why did people start practicing agriculture in Africa? 2. How did Agriculture begin in Africa?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.106-107</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	4		Contribution of Nile Valley to the Nile world	By the end of the lesson, the learner should be able to: a. list the methods of irrigation used in ancient Egypt, b. assess the contribution of the Nile valley agriculture to world civilization, c. value the importance of domestication of plant and animals in Africa.	Learners are guided to: ● discuss the contribution of the Nile valley agriculture to world civilization, ● collect/download pictures and photographs on different animals kept, crops grown in subsistence farming and methods of irrigation used during early agriculture in Egypt.	1. Why did people start practicing agriculture in Africa? 2. How did Agriculture begin in Africa?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.108-110</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
5	1		Possible careers	By the end of the lesson, the learner should be able to: a. assess the contribution of the Nile valley agriculture to world civilization, b. Explore possible careers in Agriculture, c. value the importance of domestication of plant and animals in Africa.	Learners are guided to: ● discuss different careers associated with agro farming and animal husbandry.	1. Why did people start practicing agriculture in Africa? 2. How did Agriculture begin in Africa?	● Digital resources. ● Flip charts/manila papers. ● Maps. ● Approved text books. <i>Smart Minds SST G7 P.B. Pg.108-110</i>	a) Oral questions. b) Written tests. c) Portfolio d) Project.	
	2	Maps and map work	Maps and map work – Position of Africa	By the end of the lesson, the learner should be able to: a. describe the position of Africa, b. Draw a map of Africa and indicate the countries that make up Africa. c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● brainstorm the position of Africa and share in class, ● buzz the countries that make up Africa and display in class, ● draw an outline map of Africa Creatively and indicate the countries that make up Africa and display in class.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.9-11 Smart Minds SST G7 P.B. Pg.9-13	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

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	3		Shape of Africa	By the end of the lesson, the learner should be able to: a. describe the shape of Africa, b. Draw a map of Africa and indicate the countries that make up Africa. c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● brainstorm the shape of Africa and share in class, ● buzz the countries that make up Africa and display in class, ● draw an outline map of Africa Creatively and indicate the countries that make up Africa and display in class.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.9-11 Smart Minds SST G7 P.B. Pg.9-13	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	4		Size of Africa	By the end of the lesson, the learner should be able to: a. describe the size the of Africa, b. Draw a map of Africa and indicate the countries that make up Africa c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● brainstorm the size of Africa and share in class, ● buzz the countries that make up Africa and display in class, ● draw an outline map of Africa Creatively and indicate the countries that make up Africa and display in class.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.9-11 Smart Minds SST G7 P.B. Pg.9-13	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
6	1		Using longitudes and latitudes to locate places and features on a map	By the end of the lesson, the learner should be able to: a. Differentiate between latitudes and longitudes. b. locate places on a map using latitudes and longitudes, c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● use relevant print, media or digital devices to establish the position and location of places and features on a map.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.12-14 Smart Minds SST G7 P.B. Pg.13-16	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Using longitudes and latitudes to locate places and features on a map	By the end of the lesson, the learner should be able to: a. Describe how latitudes and longitudes can be used to locate features on a map. b. locate features on a map using latitudes and longitudes, c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● use relevant print, media or digital devices to establish the position and location of places and features on a map.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.12-14 Smart Minds SST G7 P.B. Pg.13-16	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

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	3		Calculating the time of different places in the world using longitudes	By the end of the lesson, the learner should be able to: a. Differentiate between a picture, plan and a map b. develop critical thinking skills while calculating the time of different places in the world, c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● calculate time of different places using longitudes.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.14-16 Smart Minds SST G7 P.B. Pg.16-21	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	4		Calculating the time of different places in the world using longitudes	By the end of the lesson, the learner should be able to: a. Differentiate between a picture, plan and a map b. develop critical thinking skills while calculating the time of different places in the world, c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● calculate time of different places using longitudes.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.14-16 Smart Minds SST G7 P.B. Pg.16-21	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
7	1		Calculating the time of different places in the world using longitudes	By the end of the lesson, the learner should be able to: a. Describe how latitudes and longitudes are used to calculate time. b. calculate the time of different places in the world, c. Appreciate the need to identify with the key unique features of his/her continent.	Learner is guided to: ● calculate time of different places using longitudes.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.14-16 Smart Minds SST G7 P.B. Pg.16-21	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Types of maps used in social studies (topographical maps)	By the end of the lesson, the learner should be able to: a. Describe topographical maps. b. Explore on topographical maps. c. appreciate the three types of maps in social Studies.	Learner is guided to: ● research on the three types of maps used in Social Studies and make summary notes ( <i>Topographical maps</i> ). ● discuss the three types of maps in social Studies.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.16-17 Smart Minds SST G7 P.B. Pg.21-25	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

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	3		Types of maps used in social studies (sketch and atlas maps)	By the end of the lesson, the learner should be able to: a. Describe sketch and atlas maps. b. Examine the importance of maps in daily life. c. appreciate the three types of maps in social Studies.	Learner is guided to: ● research on the three types of maps used in Social Studies and make summary notes ( <i>Sketch maps and Atlas Maps</i> ), ● discuss the three types of maps in social Studies.	1. How are maps used? 2. Why is time different in various locations?	Realia. Maps/Globe. Smart Minds SST G7 T.G. Pg.16-17 Smart Minds SST G7 P.B. Pg.21-25	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	4	Earth and the Solar System	Origin, size, shape and position of the earth in the solar system	By the end of the lesson, the learner should be able to: a. describe the origin of the earth using the Passing star theory and nebula cloud theory, b. explore the size, shape and position of the earth in the solar system, c. appreciate the existence of the African continent.	Learner is guided to: ● share stories on the origin of the earth from their communities, ● use relevant print or digital resources to find out about the theories explaining the origin of the earth ( <i>the passing star theory and the nebula cloud theory</i> ), ● brainstorm the size, shape and position of the earth in the solar system, ● draw the solar system and indicate the position of the earth as the home of humankind.	Why is it important to understand the solar system?	Maps or globe. Photographs, pictures and paintings. Smart Minds SST G7 T.G. Pg.17-20 Smart Minds SST G7 P.B. Pg.25-28	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
8	1		Effects of rotation of the earth on human activities	By the end of the lesson, the learner should be able to: a. describe the rotation of the earth b. examine the effects of rotation of the earth on human activities, c. appreciate the effects of rotation and revolution of the earth on human activities.	Learner is guided to: ● carry out library research on effects of rotation of the earth on human activities,	Why is it important to understand the solar system?	Maps or globe. Photographs, pictures and paintings. Smart Minds SST G7 T.G. Pg.21-22 Smart Minds SST G7 P.B. Pg.28-31	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Effects of revolution of the earth on human activities	By the end of the lesson, the learner should be able to: a. describe the revolution of the earth b. examine the effects of revolution of the earth on human activities, c. appreciate the effects of rotation and revolution of the earth on human activities.	Learner is guided to: ● carry out library research on effects of revolution of the earth on human activities, ● develop communication messages on the effects of rotation and revolution of the earth on human activities.	Why is it important to understand the solar system?	Maps or globe. Photographs, pictures and paintings. Smart Minds SST G7 T.G. Pg.21-22 Smart Minds SST G7 P.B. Pg.28-31	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

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	3		Internal structure of the earth	By the end of the lesson, the learner should be able to: a. describe the structure of the earth, b. illustrate the internal structure of the earth in the solar system, c. develop curiosity in understanding the internal structure of the earth.	Learner is guided to: ● draw the internal structure of the earth and display in class ( <i>core, mantle and crust</i> ),	Why is it important to understand the solar system?	Maps or globe. Photographs, pictures and paintings. Smart Minds SST G7 T.G. Pg.21-22 Smart Minds SST G7 P.B. Pg.28-31	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	4		Internal structure of the earth	By the end of the lesson, the learner should be able to: a. describe the structure of the earth, b. illustrate the internal structure of the earth in the solar system, c. develop curiosity in understanding the internal structure of the earth.	Learner is guided to: ● draw the internal structure of the earth and display in class ( <i>core, mantle and crust</i> ),	Why is it important to understand the solar system?	Maps or globe. Photographs, pictures and paintings. Smart Minds SST G7 T.G. Pg.21-22 Smart Minds SST G7 P.B. Pg.28-31	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
9	<b>HALF TERM</b>								
10	1	<b>Weather</b>	<b>Elements of weather</b>	By the end of the lesson, the learner should be able to: a. describe the elements of weather in the environment, b. calculate weather conditions in the environment. c. respond appropriately to different weather conditions in the environment.	Learner is guided to: ● use relevant print or digital resources to research the elements of weather in the environment and write a report, ● record and calculate weather conditions in the local environment ( <i>temperature, rainfall</i> ),	Why are elements of weather in the environment important?	Maps, Photographs, pictures and paintings Smart Minds SST G7 T.G. Pg.23-25 Smart Minds SST G7 P.B. Pg.31-34	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Factors considered when sitting a weather station	By the end of the lesson, the learner should be able to: a. explain factors considered before sitting a weather station. b. site a weather station in the school compound, c. respond appropriately to different weather conditions in the environment.	Learner is guided to: ● use relevant print or digital resources to research the elements of weather in the environment and write a report,	What are the factors considered before sitting a weather station?	Maps, Photographs, pictures and paintings Smart Minds SST G7 T.G. Pg.25-26 Smart Minds SST G7 P.B. Pg.35-36	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	3		Constructing selected instruments	By the end of the lesson, the learner should be able to: a. name the weather instruments. b. construct selected instruments for measuring elements of weather, c. respond appropriately to different weather conditions in the environment.	Learner is guided to: ● discuss the factors considered when constructing and siting a weather station in the school compound,	How can we construct weather instruments	Maps, Photographs, pictures and paintings Smart Minds SST G7 T.G. Pg.26 Smart Minds SST G7 P.B. Pg.36-41	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

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	4		Significance of weather on human environment	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. discuss possible careers related to climate.</li> <li>b. examine the significance of weather to human environment</li> <li>c. respond appropriately to different weather conditions in the environment.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● brainstorm on the significance of weather to the human environment and how to appropriately change to varied weather conditions.</li> <li>● Invite a resource person from a meteorological station to discuss possible careers related to climate.</li> </ul>	How can we predict change in weather conditions?	Maps, Photographs, pictures and paintings Smart Minds SST G7 T.G. Pg.26-27 Smart Minds SST G7 P.B. Pg.41-42	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
11	1	<b>Field work</b>	Types of field work - excursion	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Define the term field excursion.</li> <li>b. examine excursion as a type of field work,</li> <li>c. value effective communication skills as they carry out field work in investigating phenomena.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● Brainstorm on the types of field work in social studies.</li> </ul>	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.64-66 Smart Minds SST G7 P.B. Pg.94-94	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Types of field work – field work	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. describe the term field work.</li> <li>b. examine field work as a type of field work,</li> <li>c. value effective communication skills as they carry out field work in investigating phenomena.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● Brainstorm on the types of field work in social studies.</li> </ul>	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.64-66 Smart Minds SST G7 P.B. Pg.94-94	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	3		Types of field work – field study	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. Define the term field study.</li> <li>b. examine field study as a type of field work,</li> <li>c. value effective communication skills as they carry out field work in investigating phenomena.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● Brainstorm on the types of field work in social studies.</li> </ul>	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.64-66 Smart Minds SST G7 P.B. Pg.94-94	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Methods of data collection and recording	By the end of the lesson, the learner should be able to: a. List the methods of data collection. b. examine methods of data collection and recording in field work, c. value effective communication skills as they carry out field work in investigating phenomena.	Learner is guided to: ● use digital devices to research on methods of data collection and presentation in field work and present in class,	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.66 Smart Minds SST G7 P.B. Pg.95-96	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
12	1		Methods of data collection and recording	By the end of the lesson, the learner should be able to: a. state the reasons why we collect data. b. examine methods of data collection and recording in field work, c. value effective communication skills as they carry out field work in investigating phenomena.	Learner is guided to: ● use digital devices to research on methods of data collection and presentation in field work and present in class,	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.66 Smart Minds SST G7 P.B. Pg.95-96	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Methods of data analysis and presentation	By the end of the lesson, the learner should be able to: a. list the methods of data analysis and presentation. b. examine methods of data analysis and presentation in field work, c. value effective communication skills as they carry out field work in investigating phenomena.	Learner is guided to: ● use digital devices to research on methods of data analysis and presentation in field work and present in class,	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.66-67 Smart Minds SST G7 P.B. Pg.96-97	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	3		Methods of data analysis and presentation	By the end of the lesson, the learner should be able to: a. explain the reasons why we analyze data. b. examine methods of data analysis and presentation in field work, c. value effective communication skills as they carry out field work in investigating phenomena.	Learner is guided to: ● use digital devices to research on methods of data analysis and presentation in field work and present in class,	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.66-67 Smart Minds SST G7 P.B. Pg.96-97	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	

Wk	LSN	strand	Sub-strand	Lesson Learning Outcomes	Learning Experiences	Key Inquiry Question(s)	Learning Resources	Assessment Methods	Refl
	4		Challenges and solutions in carrying out field work challenges	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. list the possible solutions to challenges during field work</li> <li>b. explore challenges and solutions in carrying out field work,</li> <li>c. value effective communication skills as they carry out field work in investigating phenomena.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● discuss challenges likely to be countered during field work and possible solutions,</li> </ul>	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.67-68 Smart Minds SST G7 P.B. Pg.99-100	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
13	1		Procedure in carrying out field work research	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. describe the procedure of carrying out field work</li> <li>b. develop self-esteem as they apply procedures of carrying out field work,</li> <li>c. value effective communication skills as they carry out field work in investigating phenomena.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● use digital or resources to research procedures of carrying out field work in research,</li> </ul>	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.68-69 Smart Minds SST G7 P.B. Pg.100-101	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	2		Procedure in carrying out field work research	By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> <li>a. List the procedure of carrying out field work</li> <li>b. carry out field research to investigate a phenomenon in the immediate environment.</li> <li>c. value effective communication skills as they carry out field work in investigating phenomena.</li> </ul>	Learner is guided to: <ul style="list-style-type: none"> <li>● research and note down a list of actions they would take to improve their self-esteem,</li> <li>● carry out fieldwork to investigate phenomena in the immediate environment.</li> </ul>	1. Why is field work important in social studies? 2. How should we conduct field work?	Digital resources. Flip charts/Manilla Papers Smart Minds SST G7 T.G. Pg.68-69 Smart Minds SST G7 P.B. Pg.100-101	Oral Questions. Teacher made tests. Observation. Anecdotal Records.	
	3-4	<b>REVISION EXERCISE</b>							
14	<b>END TERM TWO ASSESSMENT/CLOSING</b>								