SUPER MIND SOCIAL STUDIES ACTIVITIES.

GRADE FIVE SCHEMES OF WORK TERM 1

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| School | | | | | Teacher’s Name | | | Term | | Year | |  | |
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| Wk | **Lsn** | **Strand/The me** | **Sub strand** | **Specific learning outcomes** | | **Key inquiry Questions** | **Learning experiences** | | **Learning Resources** | | **Assessment methods** | | **R**  **ef l** |
| 1 | 1 | NATURAL AND BUILT ENVIRONM ENTS | Natural environment: Elements of a map- **Key elements of a map** | By the end of the lesson, the learner should be able to;   1. identify the key elements of a map 2. Describe the different elements of a map 3. appreciate use of maps in daily life | | How do we use maps in our daily lives? | Learners are guided to: Identify elements of a map in groups, using a sketch map/wall map/atlas/age appropriate map. (title, frame, key/legend, scale, compass) | | Maps, Atlas Super minds SST Grade 5 *Learners Bk. Pg. 1-3*  *Super minds SST Grade 5 TG*  *Pg. 32* | | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work | |  |
|  | 2 |  | Natural environment: Elements of a map- **Key elements of a map** | By the end of the lesson, the learner should be able to;   1. identify the key elements of a map using digital devices 2. Draw a sketch map and indicate the elements 3. appreciate use of maps in   daily life | | How do we use maps in our daily lives? | Identify elements of a map using digital resources  Draw a sketch map and indicate the elements | | Maps, Atlas Super minds SST Grade 5 *Learners Bk. Pg. 1-3*  *Super minds SST Grade 5 TG*  *Pg. 32* | | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work | |  |
|  | 3 |  | Natural environment: **Reading And interpreting maps** | By the end of the lesson, the learner should be able to;   1. Practice reading and interpreting a map using the key elements 2. Name the different elements of map and also play digital games on elements of a map 3. appreciate use of maps in daily life | | How do we use maps in our daily lives? | Practice reading and interpreting a map using the elements  Play computer games in groups, on the elements of a map(digital maps/atlas/wall maps) Practice, in groups, using different types of maps to identify the  elements | | Maps, Atlas Super minds SST Grade 5 *Learners Bk. Pg. 3-6*  *Super minds SST Grade 5 TG Pg. 33-34* | | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work | |  |
| 2 | 1 |  | Location Position and | By the end of the lesson,  the learner should be able to; | | How would you give the location | Learners are guided to: | | Map of Kenya, Atlas, Laptop | | a) Oral Questions | |  |

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|  |  |  | size of Kenya – **position of Kenya in relation to her neighbours** | 1. locate the position of Kenya in relation to her neighbours 2. draw a map of Kenya and indicate her neighbours 3. Desire to promote good relations between Kenya and her neighbours | and position of Kenya? | Use an atlas/appropriate media in  groups, to identify the position of Kenya in relation to her neighbours  Draw a map of Kenya and indicate her neighbours | Super minds SST Grade 5 *Learners Bk. Pg. 7-9*  *Super minds SST Grade 5 TG*  *Pg. 36-37* | 1. Teacher made tests 2. Observation 3. Project Work |  |
|  | 2 |  | Location Position and size of Kenya- **position of Kenya in relation to her neighbours** | By the end of the lesson,  the learner should be able to;   1. locate the position of Kenya in relation to her neighbours 2. draw a map of Kenya and indicate her neighbours 3. Desire to promote good relations between Kenya and her neighbours | How would you give the location and position of Kenya? | Learners are guided to: Use an atlas/appropriate media in  groups, to identify the position of Kenya in relation to her neighbours  Draw a map of Kenya and indicate her neighbours | Map of Kenya, Atlas, Laptop Super minds SST Grade 5 *Learners Bk. Pg. 7-9*  *Super minds*  *SST Grade 5 TG Pg. 36-37* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 3 |  | Ways in which | By the end of the lesson,  the learner should be able to;   1. describe the position of Kenya in relation to her neighbours 2. state the neighbours of Kenya 3. desire to promote good relations between Kenya and her neighbours | How would you | Use appropriate media in pairs, to play games on locating places on a map. Find out the size of Kenya using digital resources and share in class  Draw a map of Kenya and indicate the size in square Kilometers.  Write an essay on Kenya  and her neighbours | Map of Kenya, | a) Oral |  |
|  | Kenya maintain | give the location | Atlas, Laptop | Questions |
|  | Good relations | and position of | Super minds | b) Teacher |
|  | with her  neighbours | Kenya? | SST Grade 5  *Learners Bk. Pg. 9-10* | made tests   1. Observation 2. Project |
|  |  |  |  | Work |
|  |  |  | *Super minds*  *SST Grade 5 TG Pg. 37* |  |
| 3 | 1 |  | The size of | By the end of the lesson,  the learner should be able to;   1. describe the position of Kenya in relation to her neighbours 2. state the size of Kenya in square kilometers 3. desire to promote good relations between Kenya and her neighbours | How would you | Use appropriate media in pairs, to play games on locating places on a map. Find out the size of Kenya using digital resources and share in class  Draw a map of Kenya and indicate the size in square Kilometers.  Write an essay on Kenya  and her neighbours | Map of Kenya, | a) Oral |  |
|  |  | Kenya | give the location | Atlas, Laptop | Questions |
|  |  |  | and position of | Super minds | b) Teacher |
|  |  |  | Kenya? | SST Grade 5 | made tests |
|  |  |  |  | *Learners Bk. Pg.*  *11* | 1. Observation 2. Project |
|  |  |  |  |  | Work |
|  |  |  |  | *Super minds*  *SST Grade 5 TG Pg. 38* |  |
|  | 2 |  | Main features | By the end of the lesson,  the learner should be able to;  a. identify the main physical features in Kenya | Where are the | Learners are guided to: | Map of Kenya, | a) Oral |  |
|  | in Kenya | main physical | Explore the immediate | Atlas, Laptop | Questions |
|  |  | features found in | environment to identify | Super minds | b) Teacher |
|  |  | our country? | the physical features | SST Grade 5 | made tests |



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|  |  |  |  | 1. name the physical features in the immediate environment 2. appreciate the physical features found in Kenya |  | Brainstorm in groups ,and identify physical features found in Kenya(relief and drainage) | *Learners Bk. Pg. 12-13*  *Super minds SST Grade 5 TG*  *Pg. 40-41* | 1. Observation 2. Project Work |  |
|  | 3 |  | Main features in Kenya | By the end of the lesson,  the learner should be able to;   1. locate the main physical features in Kenya on a map 2. Draw a map of Kenya and locate the main physical features 3. appreciate the physical features found in Kenya | Where are the main physical features found in our country? | Locate the main physical features in Kenya using a sketch map/ atlas  Draw a map of Kenya and locate the main physical features  Collect and display maps/pictures showing the main physical features  in Kenya | Map of Kenya, Atlas, Laptop Super minds SST Grade 5 *Learners Bk. Pg. 12-13*  *Super minds*  *SST Grade 5 TG Pg. 40-41* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
| 4 | 1 |  | Main relief features in Kenya | By the end of the lesson,  the learner should be able to;   1. locate the main relief features in Kenya on a map 2. Draw a map of Kenya and locate the main relief features 3. appreciate the relief features found in Kenya | Where are the main physical features found in our country? | Locate the main physical features in Kenya using a sketch map/ atlas  Draw a map of Kenya and locate the main physical features  Collect and display maps/pictures showing the main physical features  in Kenya | Map of Kenya, Atlas, Laptop Super minds SST Grade 5 *Learners Bk. Pg. 14-16*  *Super minds SST Grade 5 TG Pg. 41-42* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 2 |  | Weather and Climate in Kenya- ***Weather*** | By the end of the lesson,  the learner should be able to;   1. distinguish between weather and climate 2. Define the term climate 3. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Learners are guided to: Make oral phrases that give description of weather  Find out the meaning of climate using appropriate media  Brainstorm in pairs the difference between weather and climate and  share with peers | Atlas, Maps, Weather chart, Flashcards, modelling clay SST Grade 5 *Learners Bk. Pg. 17*  *Super minds*  *SST Grade 5 TG Pg. 46* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 3 |  | Weather and Climate in Kenya | By the end of the lesson,  the learner should be able to;   1. distinguish between weather and climate 2. Define the term climate 3. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Learners are guided to: Make oral phrases that give description of weather  Find out the meaning of  climate using appropriate media | Atlas, Maps, Weather chart, Flashcards, modelling clay SST Grade 5  *Learners Bk. Pg. 17* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |



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|  |  |  |  |  |  | Brainstorm in pairs the difference between weather and climate and  share with peers | *Super minds SST Grade 5 TG*  *Pg. 46* |  |  |
| 5 | 1 |  | Identifying the Elements of weather in the environment | By the end of the lesson,  the learner should be able to;   1. identify elements of weather in the environment 2. Discuss the various elements of weather 3. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Think, pair and share on elements of Weather (rainfall ,wind, temperature, cloud cover) Find out from relevant sources the elements of weather and write down key points  Locate in pairs , the main climatic  regions in Kenya using appropriate  media/ a map of Kenya | Atlas, Maps, Weather chart, Flashcards, modelling clay SST Grade 5 *Learners Bk. Pg. 18-19*  *Super minds SST Grade 5 TG Pg. 46* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 2 |  | Identifying the Elements of weather in the environment | By the end of the lesson,  the learner should be able to;   1. identify elements of weather in the environment 2. Discuss the various elements of weather 3. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Think, pair and share on elements of Weather (rainfall ,wind, temperature, cloud cover) Find out from relevant sources the elements of weather and write down key points  Locate in pairs , the main climatic  regions in Kenya using appropriate  media/ a map of Kenya | Atlas, Maps, Weather chart, Flashcards, modelling clay SST Grade 5 *Learners Bk. Pg. 18-19*  *Super minds SST Grade 5 TG Pg. 47* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 3 |  | Locating the climatic regions in Kenya | By the end of the lesson,  the learner should be able to;   1. Identify the climatic regions in Kenya 2. Locate the climatic regions in Kenya 3. appreciate the different climatic regions in Kenya | What weather conditions do we experience in our environment? | Discuss in groups the characteristics of the main climatic regions in Kenya Play age appropriate games on the main climatic regions in Kenya using appropriate media Model in groups a map of Kenya showing the main climatic regions  and display in class | Atlas, Maps, Weather chart, Flashcards, modelling clay SST Grade 5 *Learners Bk. Pg. 20-21*  *Super minds*  *SST Grade 5 TG Pg. 48* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
| 6 | 1 |  | Characteristics of climatic | By the end of the lesson,  the learner should be able to; | What weather conditions do we | Discuss in groups the  characteristics of the main climatic regions in Kenya | Atlas, Maps, Weather chart, | a) Oral Questions |  |



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|  |  |  | regions in Kenya | 1. describe characteristics of the main climatic regions in Kenya 2. model the map Kenya showing the main climatic regions and display in class 3. appreciate the different climatic regions in Kenya | experience in our environment? | Play age appropriate games on the main climatic regions in Kenya using appropriate media Model in groups a map of Kenya showing the main climatic regions  and display in class | Flashcards, modelling clay SST Grade 5 *Learners Bk. Pg. 22-24*  *Super minds*  *SST Grade 5 TG Pg. 48-49* | 1. Teacher made tests 2. Observation 3. Project Work |  |
|  | 2 |  | Historic built En | By the end of the lesson,  the learner should be able to;   1. identify the main historic built environments in Kenya 2. locate the main historic built environments in Kenya on a map 3. care for the historic built environments | How could we care for the historic built environments in our country? | Learners are guided to: Think individually and share in pairs on the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings)  Use a map of Kenya, in groups, to locate some of the historic built environments. | Maps, atlas, Museums, resource persons, posters  SST Grade 5 *Learners Bk. Pg. 25-27*  *Super minds*  *SST Grade 5 TG Pg. 52* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 3 |  | Locating the main Historical Built environments in Kenya | By the end of the lesson,  the learner should be able to;   1. identify the main historic built environments in Kenya 2. locate the main historic built environments in Kenya on a map 3. care for the historic built environments | How could we care for the historic built environments in our country? | Learners are guided to: Think individually and share in pairs on the main historic built environments in Kenya (Museums, monuments, Cultural centres and historical buildings)  Use a map of Kenya, in groups, to locate some of the historic built environments. | Maps, atlas, Museums, resource persons, posters  SST Grade 5 *Learners Bk. Pg. 28-29*  *Super minds*  *SST Grade 5 TG Pg. 52-53* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
| 7 | 1 |  | Importance of historic built environments | By the end of the lesson,  the learner should be able to;   1. explain the importance of caring for historic built environments 2. make posters on the importance of caring for historic built environments | How could we care for the historic built environments in our country? | Develop communication messages on the importance of caring for historic built environments in Kenya  Visit a nearby historic built environment and write a report after the visit/visit a museum to learn about the  past and write a report | Maps, atlas, Museums, resource persons, posters  SST Grade 5 *Learners Bk. Pg. 29-30* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |



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|  |  |  |  | c. participate in caring for historic built environments within the locality |  | Participate in caring for historic built environments within the locality. | *Super minds SST Grade 5 TG Pg. 53* |  |  |
|  | 2 |  | Caring for Historic built environments in our country | By the end of the lesson,  the learner should be able to;   1. explain the importance of caring for historic built environments 2. make posters on the importance of caring for historic built environments 3. participate in caring for historic built environments within the locality | How could we care for the historic built environments in our country? | Develop communication messages on the importance of caring for historic built environments in Kenya  Visit a nearby historic built environment and write a report after the visit/visit a museum to learn about the past and write a report  Participate in caring for  historic built environments within the locality. | Maps, atlas, Museums, resource persons, posters  SST Grade 5 *Learners Bk. Pg. 30-33*  *Super minds SST Grade 5 TG Pg. 53* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work |  |
|  | 3 | PEOPLE AND POPULATIO N | Identifying Language Groups In Kenya | By the end of the lesson, the learner should be able to;   1. identify the main language groups in Kenya 2. Name the various language groups in Kenya 3. Develop communication messages on the benefits of interdependence of language groups in Kenya | How do different language groups interact? | Learners are guided to:   * Work in groups to brainstorm on language groups in Kenya * Identify the language groups in Kenya using digital resources/appropriate media *(Nilotic, Cushitic, Bantu, Asians and Europeans)*and share their findings in   class | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 34-36*  *Super minds SST Grade 5 TG Pg. 57-58* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |
| 8 | 1 |  | Origin of various Language | By the end of the lesson, the learner should be able to;   1. identify the main language groups in Kenya 2. discuss the origin of various language groups 3. Develop communication messages on the benefits of interdependence of language groups in Kenya | How do different language groups interact? | Learners are guided to:   * Work in groups to brainstorm on language groups in Kenya * Identify the language groups in Kenya using digital resources/appropriate media *(Nilotic, Cushitic, Bantu, Asians*   *and Europeans)*and | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 36*  *Super minds SST Grade 5 TG Pg. 58* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |



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|  |  |  |  |  |  | share their findings in  class |  |  |  |
|  | 2 |  | Origin of various Language | By the end of the lesson, the learner should be able to;   1. identify the main language groups in Kenya 2. discuss the origin of various language groups 3. Develop communication messages on the benefits of interdependence of language groups in Kenya | How do different language groups interact? | Learners are guided to:   * Work in groups to brainstorm on language groups in Kenya * Identify the language groups in Kenya using digital resources/appropriate media *(Nilotic, Cushitic, Bantu, Asians and Europeans)*and   share their findings in class | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 36*  *Super minds SST Grade 5 TG Pg. 58* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |
|  | 3 |  | Interdependen ce of Language Groups In Kenya | By the end of the lesson, the learner should be able to;   1. explain how different language groups depend on each other in Kenya 2. role play interdependence of language groups in Kenya 3. desire to live peacefully with others | How do different language groups interact? | * Find out African stories on origin of various language groups in Kenya and report back to   the class   * Share experiences on how people depend on each other in the community. * Discuss in groups how language groups in Kenya depend on each other and write down the main points | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 37-38*  *Super minds SST Grade 5 TG Pg. 58-59* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |
| 9 | 1 |  | Benefits of interdependen ce of Language groups in Kenya | By the end of the lesson, the learner should be able to;   1. Develop communication messages on the benefits of interdependence of language groups in   Kenya   1. explain the benefits of interdependence of language groups in Kenya | How do different language groups interact? | * Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 38-40*  *Super minds SST Grade 5 TG Pg. 59* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |



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|  |  |  |  | c. desire to live  peacefully with others |  |  |  |  |  |
|  | 2 |  | Importance on interdependen ce of language groups in Kenya | By the end of the lesson, the learner should be able to;   1. Develop communication messages on the benefits of interdependence of language groups in   Kenya   1. explain the benefits of interdependence of language groups in Kenya   desire to live peacefully with others | How do different language groups interact? | * Develop in groups, communication messages on the benefits of interdependence of language groups in Kenya and post them in strategic places in school | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 37-38*  *Super minds SST Grade 5 TG Pg. 58-59* | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |
|  | 3 |  | Population Distribution in Kenya: Areas of high and low population | By the end of the lesson, the learner should be able to;   1. describe population distribution in Kenya 2. locate areas of high and low population density in Kenya 3. appreciate population distribution in Kenya | How is the settlement of people across Kenya? | Learners are guided to:   * Brainstorm in groups, areas of high and low population density in Kenya * Identify areas of high and low population density in Kenya using   appropriate media | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 40-43*  *Super minds SST Grade 5 TG Pg. 62-64* | 1. Oral Questions 2. Teacher made tests Observation |  |
| 10 | 1 |  | Population Distribution in Kenya: Areas of high and low population | By the end of the lesson, the learner should be able to;   1. describe population distribution in Kenya 2. locate areas of high and low population density in Kenya 3. appreciate population distribution in Kenya | How is the settlement of people across Kenya? | * Shade in pairs, areas of low and high   population density using a sketch map of  Kenya   * Summarize in groups, population distribution in Kenya and share in class. | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 40-43*  *Super minds SST Grade 5 TG Pg. 62-64* | 1. Oral Questions 2. Teacher made tests Observation |  |
|  | 2 |  | Population Distribution in Kenya: Areas of high and low population | By the end of the lesson, the learner should be able to;   1. describe population distribution in Kenya 2. locate areas of high and low population density in Kenya | How is the settlement of people across Kenya? | * Draw a map of Kenya and show areas of   high and low population density and display in class   * Play computer games on population   distribution in Kenya. | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 40-43*  *Super minds*  *SST Grade 5 TG Pg. 62-64* | 1. Oral Questions 2. Teacher made tests Observation |  |



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|  |  |  |  | c. appreciate population  distribution in Kenya |  |  |  |  |  |
|  | 3 |  | Culture and Social Organizations: **methods of instruction used in African traditional education** | By the end of the lesson, the learner should be able to;   1. identify methods of instruction used in African traditional education 2. define the term traditional African education 3. apply African traditional education in promoting values | How does African traditional education  promote values in our community? | Learners are guided to: Brainstorm in groups, the meaning of  African traditional education  Discuss in pairs, methods of instruction used in African traditional education such as narratives, stories, songs, riddles and proverbs  [.](http://www/) | Resource persons, tablet, photographs SST Grade 5 *Learners Bk. Pg. 45-47*  *Super minds SST Grade 5 TG Pg. 66-68*  l | 1. Oral Questions 2. Teacher made tests 3. Observation 4. Project Work 5. Anecdotal Records 6. Checklist 7. Portfolio. |  |

