Grade 5 Social Studies

Term 1 - 30 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

30 complete, ready-to-teach Grade 5 Social Studies lesson plans for Term 1, covering elements of a map - title - frame - scale - compass - key, location, position and size of Kenya, main physical features in Kenya: relief and drainage, weather and climate, the built environments: museums, monuments, cultural centres and historical buildings, language groups in Kenya: nilotes, bantu and cushites and population distribution in Kenya.

TOPICS IN THIS PACK

Topic	Name	Lessons
1.1	Elements of a Map - Title - Frame - Scale - Compass - Key	4
1.2	Location, Position and Size of Kenya	4
1.3	Main physical features in Kenya: Relief and Drainage	5
1.4	Weather and Climate	4
1.5	The Built Environments: Museums, Monuments, Cultural Centres and Historical Buildings	4
2.1	Language Groups in Kenya: Nilotes, Bantu and Cushites	5
2.2	Population distribution in Kenya	4

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

CONTENTS

No.	Lesson	Topic	Page
1	Title and frame of a map	1.1 Elements of a Map - Title - Frame - Scale - Compass - Key	4
2	Scale	1.1 Elements of a Map - Title - Frame - Scale - Compass - Key	7
3	Compass direction and key	1.1 Elements of a Map - Title - Frame - Scale - Compass - Key	10
4	Sketching a map with all five elements	1.1 Elements of a Map - Title - Frame - Scale - Compass - Key	13
5	Kenya in East Africa	1.2 Location, Position and Size of Kenya	16
6	Kenya's neighbouring countries	1.2 Location, Position and Size of Kenya	19
7	The size of Kenya	1.2 Location, Position and Size of Kenya	22
8	Valuing good relations with our neighbours	1.2 Location, Position and Size of Kenya	25
9	Relief features of Kenya	1.3 Main physical features in Kenya: Relief and Drainage	28
10	Locating relief features on a map	1.3 Main physical features in Kenya: Relief and Drainage	31
11	Drainage - major rivers	1.3 Main physical features in Kenya: Relief and Drainage	34
12	Lakes of Kenya	1.3 Main physical features in Kenya: Relief and Drainage	37
13	Valuing Kenya's physical features	1.3 Main physical features in Kenya: Relief and Drainage	40
14	Elements of weather	1.4 Weather and Climate	43
15	Main climatic regions of Kenya	1.4 Weather and Climate	46
16	Characteristics of each climatic region	1.4 Weather and Climate	49
17	Planning around weather and climate	1.4 Weather and Climate	52
18	Museums and monuments in Kenya	1.5 The Built Environments: Museums, Monuments, Cultural Centres and Historical Buildings	55
19	Cultural centres and historical buildings	1.5 The Built Environments: Museums, Monuments, Cultural Centres and Historical Buildings	58
20	Strategies to conserve historic built environments	1.5 The Built Environments: Museums, Monuments, Cultural Centres and Historical Buildings	61

21	Appreciating our heritage	1.5 The Built Environments: Museums, Monuments, Cultural Centres and Historical Buildings	64
22	The three main language groups	2.1 Language Groups in Kenya: Nilotes, Bantu and Cushites	67
23	Bantu communities of Kenya	2.1 Language Groups in Kenya: Nilotes, Bantu and Cushites	70
24	Nilotic and Cushitic communities of Kenya	2.1 Language Groups in Kenya: Nilotes, Bantu and Cushites	73
25	Benefits of interdependence between language groups	2.1 Language Groups in Kenya: Nilotes, Bantu and Cushites	76
26	Showing and appreciating interdependence	2.1 Language Groups in Kenya: Nilotes, Bantu and Cushites	79
27	What population distribution means	2.2 Population distribution in Kenya	82
28	Areas of high population density	2.2 Population distribution in Kenya	85
29	Areas of low population density	2.2 Population distribution in Kenya	88
30	Effects and impact of population distribution	2.2 Population distribution in Kenya	91

ELIMU254

Title and frame of a map

Strand 1.0 Natural and Historic Built Environments > Sub-strand 1.1 Elements of a Map - Title - Frame - Scale - Compass - Key | Lesson 1 of 4 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what the title of a map tells the reader; b) explain the purpose of a map's frame

KEY INQUIRY QUESTION(S)

- How do we use maps in our daily lives?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.
PCI	**Disaster risk reduction**	Developed through the activities in this lesson.

LEARNING RESOURCES

A printed map of Kenya or the local area | Manila paper and rulers | Coloured pencils | A drawn example of a simple sketch map with all five elements labelled

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

title | frame | scale | compass | key | legend | sketch map

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "If you picked up a map with no title, how would you know what it shows?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a printed map of Kenya or the local area, manila paper and rulers, coloured pencils. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give an example of a map title."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Two of the five map elements

The title tells the reader what the map shows and often where, for example "Map of Kenya Showing Major Towns".

The frame is the border drawn around the whole map, showing exactly which area is included and keeping the map neat and easy to read.

Without a title, a reader cannot be sure if a map shows rainfall, roads, or population - the title removes that confusion immediately.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does the title of a map tell you?	**What the map shows and often where**
2	What is the frame of a map?	**The border drawn around the map showing the area included**
3	Why is a title important on a map?	**Without it, a reader cannot tell what the map shows**
4	Give an example of a map title.	**Any reasonable title, for example "Map of Kenya Showing Major Towns"**

WATCH OUT FOR

Learners think the frame is just decoration. Explain it also marks the exact edge of the area shown.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain what the title of a map tells the reader confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain what the title of a map tells the reader accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain what the title of a map tells the reader, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain what the title of a map tells the reader without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Show two real maps with different titles and ask what each one is likely to show.
Learners ready for more	Write a suitable title for a map of your school compound. (Answer: Any reasonable title naming the school and what it shows)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "title and frame of a map" and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

Scale

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain what scale means on a map; b) use a simple scale to estimate a real distance

KEY INQUIRY QUESTION(S)

- How do we use maps in our daily lives?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Digital literacy**	Learners use a phone, tablet or the class computer to explore or check the idea.
COMPETENCY	**Creativity and imagination**	Learners make up their own examples, patterns or ways of showing the idea.
VALUE	**Respect**	Learners listen while others explain and accept correction politely.
VALUE	**Unity**	Learners share materials fairly and work as one team.
PCI	**Safety and security**	Learners follow safety rules when using materials and moving about.
PCI	**Disaster risk reduction**	Developed through the activities in this lesson.

LEARNING RESOURCES

A printed map of Kenya or the local area | Manila paper and rulers | Coloured pencils | A drawn example of a simple sketch map with all five elements labelled

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

title | frame | scale | compass | key | legend | sketch map

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "How can a whole country like Kenya fit onto one small page?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use a printed map of Kenya or the local area, manila paper and rulers, coloured pencils. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Why is scale needed on a map?"	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Understanding scale

Scale shows the relationship between distance on the map and real distance on the ground, for example "1 cm represents 10 km". This lets a huge real area be drawn small enough to fit on paper while still being accurate.

If 1 cm on the map represents 10 km, then 3 cm on the map represents 30 km in real life. Learners measure with a ruler and multiply by the scale.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	What does scale show on a map?	**The relationship between map distance and real distance**
2	If 1 cm represents 10 km, how many km does 2 cm represent?	**20 km**
3	If 1 cm represents 10 km, how many km does 5 cm represent?	**50 km**
4	Why is scale needed on a map?	**So a large real area can be shown accurately on a small page**

WATCH OUT FOR

Learners forget to multiply by the scale and just report the ruler measurement in cm as the real distance. Remind them the ruler reading must be multiplied by the scale.