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SUBJECT GEOGRAPHYG	Topic: General Geography techniques and maps skills
GRADE 7 TIME:1HOUR NUMBER OF LEARNERS: 42	Aims: <ul style="list-style-type: none"> • Extract, analyses and compare information from maps, atlases, satellite images and aerial photographs • Correlation information with observation in fields • Interpret a street map and a tourist map • Able to do map work calculations.
Objectives: By the end of the lesson learners should be able to. <ul style="list-style-type: none"> • Identify different kinds of slopes on a map • Read and records from simple weather instruments • Identify an ocean, sea and islands • Construct and interpretation of a topographical map • Revise the eight points compass • Determine direction with aid of a compass, watch and shadow stick 	
Learners Activities <ul style="list-style-type: none"> • Learners should state the main different between orthophoto maps and normal vertical photographs • Observe climate changes weather conditions and record information on • Draw and read graphs • Discussion as a group about contents • Interpret a street map and a tourist map • Draw a cross section and con 	Teachers Activities: <ul style="list-style-type: none"> • Give learners opportunity to speak out and give them variety of maps. • Appreciate and understand learner’s viewpoints • Use graphs and maps to present information • Establish a weather station at school

Assessment Methods

- Self assessment activities to evaluate sketch maps
- Write revision test about maps and mapping skills
- Engage in observation and walk around the class and check learners progress and write my feedback on observation sheet
- Learners assess one another

Media /Resources :

- Atlas to check maps and geography information
- Pencil to draw and point when we measure
- Rulers to measure a distance and measure centimetres
- Calculate to calculate distance
- Computer to research information and use internet
- Tape to record
- Papers to write down what we learnt and calculations

Work sheet

Questions and Answers

What is the different between horizontal photographs and Aerial photographs?

Horizontal photographs are photographs taken from ground level at A horizontal angle than Aerial photographs taken from an aeroplane flying in a straight path overhead looking down at the ground from the air

What is a scale?

Scale is the relationship between a given distance on a map and the same distance in reality (on the ground)

What is map symbols

Map symbols are signs on the map that represent features found in reality

How to calculate the area

Area is the actual size of land as represented on a map when you measure area, you multiply length by breath, and units of measured are always squared

How do I calculate gradient on a topographic map?

Gradient is basically the steepness or gentleness of a region and is calculated by dividing height by distance.

	GEOGRAPHY	HISTORY
DESCRIPTIVE SKILLS	Learners must be able to observe locations and places in and outside the country, record information on map, locations and natural systems	Learners may be given a topic UHURU(meaning freedom) how did African countries win uhuru/freedom. Learners must be able to observe museum and historical place in country and outside and record
SOCIAL SKILLS	<ul style="list-style-type: none"> • Learners can be given a topic as group and asked to write notes on it. e. g Scale, map symbols. • Learners will plan a trip together as a group to observe and explore Geographic's topics e.g land forms. 	Learners will plan trip together As group and make an individual contribution like given information they research on museums and libraries and information from interviews obtain. Learners can be given a project as a group and be asked to do research on it e.g. (what was the role of the cold war in the 1960s)

SCHEMATIC SKILLS	<ul style="list-style-type: none"> • Learners should be able to know the challenges of, differences of, opportunities for global interaction. • Learners may be request to systematically sketch geographical events that led to the demarcation of the nine provinces of South Africa. 	<ul style="list-style-type: none"> • Learners must be able to know the challenges faced in the past, the different of cultures and diversity • Learners may be asked to give chronological events surrounding The Second World War
SKILLS IN SYNTHESIS	Learners may be given a text on climate conditions of particular country and request to summarise and organise it in a coherent whole so as to gain a complete picture of entire phenomenon.	Learners may be given a text/newspaper cutting on the life history of Steve Biko or Shaka or Tambo and ask to summarise the highlights of his life events.
Reading and research skills	Learners may be requested to describe a geographical concept, e.g. Equator and asked to consult different sources and fully discuss its importance and location	Learners may be requested to trace the causes of the battle of the blood River by reading widely and compiling notes on this topic

QUESTION 03

Three attitudes for history

- To establish a hierarchy of causes to explain what happened in the past as lying behind the search for intrinsic values.

- To study cause and effect, as all human behaviour is determined by causes which are ascertainable.

- To employ critical accurate analysis in the interpretation of sources not susceptible to propaganda but objectively.

3 values of history

- To acquire comprehensive system of values such as faith, honesty, orderliness, sense of duty, perseverance, healthy human relations, good citizenship and freedom.
- To develop empathy as way of thinking
- To bring history alive and make it relevant to everyday life

QUESTION 04

4.1

- **Totality**- the learner must be taught in light of his or her total biophysical and sociocultural environment
- **Individualization**-Each learner is different they have different background and different abilities. Each skills and abilities must be considered and catered for in learning and teaching situations.
- **Development**-teachers must recognize that learners develop through various stages as they mature physically and mentally
- **Motivation and interest** -Teachers need to recognize that Learners need to be motivated if they are to learn geography
- **Activity** -Learners are active in learning and are encouraged to learn. They learn best by doing something practical, observation and perception. For example, they learn best doing activities in school grounds, local parks and museum

4.2

It is imperative to state the educational aims of any lesson because aims focus on the long term learners understanding of the subject or topic and it is an overall accomplishment that learners are to eventually achieve by the end of term.

Bibliography

Study guide Primary school Teacher Education: Teaching Social Science