

The syllabus for Grade 07 - 2021 (100 periods)

Grade 06 component for Grade 07 (36 periods)

Competency: 3.0. Utilizes various forms of energy, their interaction with matter and energy transformations by maintaining efficiency and effectiveness at an optimum level.

Competency level	Content	Outcomes	Time (Periods)	Special Notes
<p>3.1 Develops awareness about energy sources and their uses.</p> <p>3.2 Performs activities to illustrate the uses of certain energy sources.</p> <p>3.3 Accepts the importance of sustainable utilization of energy sources.</p>	<p>Energy in day-to-day life</p> <ul style="list-style-type: none"> • Energy does work • Energy sources and their Uses <ul style="list-style-type: none"> • Sun • Biomass • Fossil fuels • Wind • Hydropower • Sea waves • Tidal waves • Geothermal • Nuclear 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State energy as ability of doing work. • Identify sun as the main source of energy. • Give a brief introduction to other sources of energy. • Describe the uses of energy sources with examples. • Realize the exhaustibility of energy sources. • Value the sustainable usage of energy. 	02	<p>No of periods have been reduced from 10 to 02.</p> <p>Conduct the lesson connecting to Grade 07, 3.5 competency level.</p> <p>Conduct simple introductions focusing on applications.</p>

				Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).
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<p>3.4 Illustrates the uses of light by simple activities.</p> <p>3.5 Explains the nature and functions of light using rays and beams.</p> <p>3.6 Explores various sources of light and the uses of light.</p> <p>3.7 Suggests possible explanations to show properties of light.</p>	<p>Light and vision</p> <ul style="list-style-type: none"> • How we see • Need of light • From where the light comes <ul style="list-style-type: none"> • Luminous objects • Non-luminous objects • Transparent, translucent and opaque media <ul style="list-style-type: none"> • Properties of light • Beam of light • Ray of light • Rectilinear propagation of light • Uses of light <ul style="list-style-type: none"> • Sight • Illumination • Signaling • Communication • Medical purposes • Entertainment • Food production in plants 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Explain the factors necessary for vision. • Distinguish luminous and nonluminous objects giving examples. • Identify transparent, translucent and opaque media according to the transmission of light. • Express that the ray as an idealized narrow beam of light. • Compile a report on uses of light. • Distinguish the beam of light and a ray of light diagrammatically. • Conduct simple activities to demonstrate the need of light for vision. • Build up small set-ups to illustrate certain uses of light. • Demonstrate a beam of light by simple activities. • Demonstrate rectilinear propagation of light by simple activities. • Appreciate the importance of light. • Accept that light should be used without disturbing others. 	<p>05</p>	<p>No of periods have been reduced from 15 to 05.</p> <p>Conduct simple introductions on each topic focusing on applications.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p> <p>Guide students to compile the report on 'uses of light' at home.</p>
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<p>3.8 Develops the concept 'sound' with the help of different sounds in the environment.</p> <p>3.9 Describes the principal differences between various types of sound.</p>	<p>Sound and hearing</p> <ul style="list-style-type: none"> • Sound as the sensation received by hearing organs/ear • Sounds in environment <ul style="list-style-type: none"> • Natural sounds • Artificial sounds • Noise and music 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Identify sound as the sensation received by hearing organs/ear. • Give examples for different sounds existing in the environment. • Perform simple activities to experience the varieties of sound. • Distinguish sound in environment as natural and artificial. • Differentiate noise and music by experiencing various sounds. • Enjoy music and natural sounds. • Accept that sound should be used without disturbing others. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct the lesson connecting to Grade 07, 3.8 competency level.</p> <p>Conduct all activities through teacher demonstrations</p>
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<p>3.10 Argues a case for a magnetic effect.</p> <p>3.11 Formulates appropriate methods to show the behaviour of magnets.</p>	<p>Magnets</p> <ul style="list-style-type: none"> • Magnetic effect • Magnetic poles <ul style="list-style-type: none"> • Attraction • Repulsion 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Understand that magnets exert a force on certain substances. • Identify magnets and their poles. • State that like poles repel and unlike poles attract. • Perform activities to demonstrate attraction and repulsion of magnets. • Use repulsion to differentiate a magnet from other magnetic substances • Identify poles of a magnet using the compass. • Accept that magnets can be used for joyful activities 	<p>04</p>	<p>No of periods have been reduced from 08 to 04.</p> <p>Conduct all activities through teacher demonstrations</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
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<p>3.12 Identifies sources of electricity from various resources.</p> <p>3.13 Illustrates circuit diagrams using standard symbols.</p> <p>3.14 Distinguishes conductors and insulators practically.</p>	<p>Electricity for comfortable life</p> <ul style="list-style-type: none"> • Electricity for day- to-day life • Generating electricity • Introduction of electric circuits, their components and their symbols <ul style="list-style-type: none"> • Wires • Switch • Bulb • Cell/Battery • Ammeter • Conductors and insulators 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State, uses of / electricity in day-to-day life. • State few electricity generating devices. • Identify components in an electric circuit by manipulating them correctly. • Denote components of an electrical circuit by standard symbols. • Present information on electricity generating devices. • Conduct simple activities to generate electricity. • Connect and work out simple electric circuits according to the given circuit diagrams. • Identify electrical conductors and insulators by performing simple activities. 	<p>06</p>	<p>No of periods have been reduced from 20 to 06.</p> <p>Conduct all activities through teacher demonstrations</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
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<p>3.15 Search for the methods of generating heat.</p> <p>3.16 Demonstrate the effects of heat.</p> <p>3.17 Inquires about the instances where effects of heat are experienced in the environment.</p>	<p>Heat and its effects</p> <ul style="list-style-type: none"> • How heat helps life • Effects of heat <ul style="list-style-type: none"> • Raising temperature • Expansion • Change of state • Change of colour • Generation of heat 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • List out uses of heat in day-to-day life. • Give examples for effects of heat experienced in the environment. • Perform simple activities to demonstrate the effects of heat. • Conduct simple activities to demonstrate the ways of generating heat. • Accept that heat should be handled safely and productively. • Realize that heat affects the properties of substances and products. 	<p>05</p>	<p>No of periods have been reduced from 08 to 05.</p> <p>Conduct all activities with systematic pre-prepared teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
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Competency: 4.0. Explores nature, properties and processes of earth and space by understanding natural phenomena for intelligent and sustainable utilization.

Competency level	Content	Outcomes	Time (Periods)	Special Notes
<p>4.1. Judges interactions among the organisms according to their food habits.</p> <p>4.2. Categorizes organisms according to their mode of nutrition.</p>	<p>Food - related interactions</p> <ul style="list-style-type: none"> • Mode of nutrition <ul style="list-style-type: none"> • Herbivorous • Carnivorous • Omnivorous • Food -related interactions <ul style="list-style-type: none"> • Food chains • Food webs 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Categorize animals as herbivores, carnivores and omnivores according to their food habits. • Understand that all animals directly or indirectly depend on plants for food. • Describe food chains and food webs as an interaction among plants and animals. • Identify the hierarchy of food related interactions in nature. • Develop food chains through observations and experiences. • Build up food webs using the inter-connections between food chains. • Highlight food chains in a given food web. • Accept that each and every organism plays a key role in the balanced environment. • Act responsibly not to disturb the natural balance of the food webs. 	<p>05</p>	<p>No of periods have been reduced from 15 to 05.</p> <p>Conduct the lesson in discussion form together with the aid of photos, sketches and videos (Guru Gedara).</p>

<p>4.3.Develops awareness about changes in weather and associated natural disasters.</p> <p>4.4.Observes factors that determine weather.</p>	<p>Climatic changes</p> <ul style="list-style-type: none"> • Weather and climate • Factors determining weather <ul style="list-style-type: none"> • Rain • Wind • Temperature • Humidity • Natural disasters associated with climatic changes <ul style="list-style-type: none"> • Flood • Cyclone • Drought • Landslide • Thunder 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Differentiate weather and climate. • Name some factors that determine weather. • List out some natural disasters associated with climatic changes. • Construct simple set ups to observe changes in rainfall, wind direction, wind speed and humidity. • Use simple set ups and standard instruments to observe and record changes in weather. • Record observed changes in weather for a given period. • Realize the importance of awareness of weather conditions. 	<p>06</p>	<p>No of periods have been reduced from 15 to 06.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson in discussion form together with the aid of photos, sketches and videos Guru Gedara).</p> <p>Guide students to record observed changes in weather for a given period as a home assignment.</p>
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Grade 07 component for grade 07 (64 periods)

Competency: 1.0. Explores life and life processes in order to improve the productivity of biological systems.

Competency level	Content	Outcomes	Time (periods)	Special Notes
<p>1.1 Investigates morphological features of flowering plants.</p> <p>1.2 Investigates the diversity of major parts of flowering plants.</p>	<ul style="list-style-type: none"> • Morphological features of flowering plants <ul style="list-style-type: none"> • Parts of plants • Different types of seeds, fruits, roots, stems, leaves, • Parts of a flower (dicot) 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State examples of flowering and non-flowering plants. • Name the major parts of flowering plants. • Express the diversity of seeds, fruits, roots, stems and leaves. • Differentiate between monocot and dicot plants using specimens. • Appreciate the diversity of organisms. 	<p>04</p>	<p>No of periods have been reduced from 10 to 04.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Major parts of flowering plants and their functions will be delivered in higher grades (8 and 10).</p>

<p>1.3 Gives criteria to distinguish vertebrates from invertebrates.</p> <p>1.4 Investigates adaptations of organisms to their environments.</p>	<ul style="list-style-type: none"> • Animals <ul style="list-style-type: none"> • External features of animals (Using a typical vertebrate and an invertebrate) • Adaptations to different environments- Shape,Color 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Compare vertebrates and invertebrates with respect to their unique characteristics. • Explain adaptations of organisms to their environment with relevant examples. • Appreciate the diversity of animals. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct the lesson in discussion form together with the aid of photos, sketches and videos (Guru Gedara).</p>
<p>1.5 Uses dichotomous key to group organisms.</p>	<ul style="list-style-type: none"> • Classification – (based on dichotomous keys) 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State that dichotomous keys can be used to group organisms. • Use dichotomous keys to group plants and animals. 	<p>02</p>	<p>No of periods have been reduced from 03 to 02.</p> <p>Use only prominent external features.</p>

<p>1.6 Uses the microscope correctly.</p>	<ul style="list-style-type: none"> • Some important tools of a biologist <ul style="list-style-type: none"> • Simple microscope • Compound microscope • Electron microscope (introduction only) • Magnification and resolution power of a microscope (introduction only) 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Identify major parts of simple and compound microscopes. • Describe functions of different parts of a compound microscope. • Explain the importance of using electron microscope in the field of biology. • Express the terms magnification and resolution power. • Observe plant and animal cells properly under the microscope. • Accept that microscope should be handled carefully. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
<p>1.7. Explores levels of organization of life.</p> <p>1.8 Explores structural and functional relationships related to the human digestive</p>	<ul style="list-style-type: none"> • Levels of organization <ul style="list-style-type: none"> • Cell • Tissue • Organ • System • Organism • Digestive system • Respiratory system 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State that there is a hierarchy in the organization up to the organism level. • Observe organisms using specimens to identify different levels of organization. • Explain the structure of the human digestive system using diagrams. • Explain the structure of the human respiratory system using diagrams. • Appreciate the complexity of organization of the living world. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson with the aid</p>

<p>system and the respiratory system.</p>				<p>of photos, sketches and videos (Guru Gedara).</p>
<p>1.9 Conducts simple experiments to identify nutritious constituents of food.</p>	<ul style="list-style-type: none"> • Food nutrients • Food tests 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State that food contains nutrients such as carbohydrates, proteins, lipids, vitamins and minerals. • Give examples of items of food rich in carbohydrates, proteins, lipids, vitamins and minerals. • Conduct simple tests to identify starch, protein and lipids. • State that a balanced diet contains all nutrients needed in sufficient quantities. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>

Competency: 2.0. Investigates matter, properties of matter and their interaction to enhance the quality of life.

Competency level	Content	Outcomes	Time (periods)	Special Notes
2.1 Demonstrates the functions of water.	<ul style="list-style-type: none"> • Functions of water as <ul style="list-style-type: none"> • a solvent • a coolant • a medium 	Students will be able to; <ul style="list-style-type: none"> • Give examples of the usage of water as a solvent, a coolant and a medium. • Point out the importance of water as a medium for life. • Demonstrate functions of water as a solvent, and a coolant. • Appreciate the importance of water as a solvent, a coolant and a medium. 	02	No of periods have been reduced from 06 to 02. Connect the lesson component with day-to-day experiences and conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).

<p>2.2 Identify acidic and basic substances that are used in day-to-day life.</p>	<ul style="list-style-type: none"> • Acids and bases <ul style="list-style-type: none"> • Identification of acids and bases using indicators • Acids and bases available at home and in the school laboratory 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State that there are substances which can be used to differentiate between acids and bases. • List acidic and basic substances that are available at home and in the school laboratory. • Name substances that are not either acidic or basic as neutral substances. • Observe color changes occurring in different solutions in the presence of given plant extracts. • Differentiate between given substances as acids and bases using litmus and pH paper. • Accept that substances can be categorized based on their acidic, basic or neutral nature. 	<p>03</p>	<p>No of periods have been reduced from 07 to 03.</p> <p>Conduct all activities through systematic pre-prepared teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
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Competency: 3.0. Utilizes various forms of energy, their interaction with matter and energy transformations by maintaining efficiency and effectiveness at an optimum level.

Competency level	Content	Outcomes	Time (periods)	Special Notes
<p>3.1 Develops concepts related to static electricity.</p> <p>3.2 Demonstrates applications of basic principles related to static electricity.</p>	<ul style="list-style-type: none"> • Static electricity <ul style="list-style-type: none"> • Charging an object • Attraction and repulsion • Electric charges <ul style="list-style-type: none"> • Positive charges • Negative charges • Capacitors <ul style="list-style-type: none"> • Charging and discharging 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Express the ways of generating positive and negative charges in objects using the convention. • State that there are two types of electrical charges namely positive and negative. • Design and conduct activities to show that there are two different types of electrical charges by showing attraction and repulsion. • State that the capacitor is a device used to store electrostatic charges temporarily. • Conduct an activity to show charging and discharging properties of a capacitor. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct all activities through systematic pre-prepared teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>

<p>3.3 Demonstrates electromagnetic induction.</p> <p>3.4 Conducts simple activities related to generation of electricity.</p>	<ul style="list-style-type: none"> • Electric sources <ul style="list-style-type: none"> • Chemical cell • Dynamo • Solar cell 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • List various chemical cells. • State that electromagnetic induction is the principle of the dynamo. • Identify the solar cell as a source of electricity. • Construct a simple cell to generate electricity. • Demonstrate the phenomenon of electromagnetic induction. • Conduct simple activities using solar panels. • Accept that electric sources can be used in innovative ways. 	<p>05</p>	<p>No of periods have been reduced from 10 to 05.</p> <p>Conduct all activities through systematic pre-prepared teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p> <p>Differences between Alternative Current and Direct Current are discussed in Grade 11.</p>
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<p>3.5 Conducts simple activities to demonstrate the usage of forms of energy.</p>	<ul style="list-style-type: none"> • Forms of energy <ul style="list-style-type: none"> • Mechanical • Electrical • Sound • Light • Thermal • Chemical 	<ul style="list-style-type: none"> • Give examples of various forms of energy. • List different devices that use various forms of energy. • Demonstrate various forms of energy in usage based on simple activities. • Appreciate the uses of different forms of energy. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct all activities through teacher demonstrations</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
<p>3.6 Demonstrates phenomena related to formation of shadows.</p> <p>3.7 Conducts simple activities to demonstrate the nature of images formed by mirrors.</p>	<ul style="list-style-type: none"> • Light <ul style="list-style-type: none"> • Formation of shadows • Image forming <ul style="list-style-type: none"> • Plane mirror • Curved mirror 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Describe factors affecting formation of shadows. • Describe the nature of images formed in plane mirrors and curved mirrors. • State the uses of different types of mirrors. • Demonstrate formation of the shadow by an opaque object. • Design activities to demonstrate umbra and penumbra. • Conduct simple activities to demonstrate 	<p>06</p>	<p>No of periods have been reduced from 10 to 06.</p> <p>Conduct all activities through teacher demonstrations.</p>

		<p>nature of shadows using converging, diverging and parallel light beams.</p> <ul style="list-style-type: none"> • Accept that the formation of shadows and images are different phenomena. 		<p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
<p>3.8 Conducts simple experiments related to the generation and propagation of sound.</p>	<ul style="list-style-type: none"> • Sound <ul style="list-style-type: none"> • Origin of sound (vibration) • Propagation of sound <ul style="list-style-type: none"> • Speed • Medium 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Express that sound is generated by vibration. • State that a medium is necessary for the propagation of sound. • Explain that the speed of sound is different in different media. • Design and conduct activities to show the propagation of sound is different in different media. • Accept that sound is generated by vibration. • Accept that the medium affects the speed of sound. 	<p>03</p>	<p>No of periods have been reduced from 07 to 03.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson with the aid of videos (Guru Gedara).</p>

<p>3.9 Uses thermometer correctly.</p> <p>3.10 Demonstrates transference of heat and its effects.</p>	<ul style="list-style-type: none"> • Heat and temperature <ul style="list-style-type: none"> • Measuring temperature • Thermometer and units of temperature • Transference of heat <ul style="list-style-type: none"> • Conduction • Convection • Radiation • Land breeze and sea breeze 	<ul style="list-style-type: none"> • State that there are different types of thermometers based on the liquid (thermometric substance) used in the scale. • Express the units of temperature as degree Celsius, degree Fahrenheit and Kelvin. • Express the terms 'boiling point' and 'melting point'. • State that human body temperature is constant (37°C) and clinical thermometer could be used to diagnose feverish conditions. • Explain the methods of transference of heat. • Describe land breeze and sea breeze using convection. • Use a Celsius thermometer correctly to measure temperature of air, water and soil. • Use a clinical thermometer correctly to measure body temperature. • Conduct simple activities to demonstrate conduction, convection and radiation of heat. • Accept that proper handling of instruments and taking measurements accurately is important in day-to-day life. 	<p>07</p>	<p>No of periods have been reduced from 10 to 07.</p> <p>Conduct all activities through teacher demonstrations.</p> <p>Conduct the lesson with the aid of videos (Guru Gedara).</p>
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<p>3.11 Conduct simple experiments to demonstrate distance, displacement and force by understanding relevant concepts.</p>	<ul style="list-style-type: none"> • Force and motion <ul style="list-style-type: none"> • Distance and displacement • Force 	<ul style="list-style-type: none"> • Give examples of distance and displacement. • Differentiate between the concepts of distance and displacement. • State units of distance and displacement. • Describe force as a push or a pull giving examples. • State that force could be expressed in terms of a magnitude and direction. • State the SI unit of force as 'newton'. • Conduct simple activities to differentiate between the concepts of distance and displacement. • Design simple activities to demonstrate force as a push or a pull. • Accept the importance of force in day-to-day life. 	<p>03</p>	<p>No of periods have been reduced from 08 to 03.</p> <p>Conduct all activities through systematic pre-prepared teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
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Competency: 4.0. Explores nature, properties and processes of earth and space by understanding natural phenomena for intelligent and sustainable utilization.

Competency level	Content	Outcomes	Time (periods)	Special Notes
4.1 Constructs and uses models to demonstrate the structure of the earth.	<ul style="list-style-type: none"> • The planet earth • Structure of the Earth 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Describe core, mantle and crust of the earth. • Demonstrate the structure of the earth's interior using suitable activities. • Accept that the earth's crust is dynamic. 	<p>02</p>	<p>No of periods have been reduced from 08 to 02.</p> <p>Conduct all activities through systematic pre-prepared teacher demonstrations.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p> <p>Plate tectonic component is removed due to its complexity.</p>

<p>4.2 Shows knowledge on the atmosphere.</p>	<ul style="list-style-type: none"> • Atmosphere <ul style="list-style-type: none"> • Layers of atmosphere • Air and its composition 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Describe the variation of pressure and temperature qualitatively across the layers of the atmosphere. • State the composition of the air in the troposphere (lower atmosphere). • Realize the importance of atmosphere for the existence of life on earth. 	<p>02</p>	<p>No of periods have been reduced from 08 to 02.</p> <p>Conduct the lesson with simple introductions.</p>
<p>4.3 Conducts simple activities to investigate structure and components of soil.</p>	<ul style="list-style-type: none"> • Soil <ul style="list-style-type: none"> • Types • Composition of soil <ul style="list-style-type: none"> • Soil air, soil water, soil organisms, decaying matters • Soil erosion 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Name soil types. • Compare and contrast different soil types. • State the composition of soil. • Describe constituents of soil and their functions. • Describe soil erosion. 	<p>03</p>	<p>No of periods have been reduced from 10 to 03.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>

<p>4.4 Exhibits knowledge on the importance of minerals and rocks as natural resources.</p>	<ul style="list-style-type: none"> • Rocks and minerals <ul style="list-style-type: none"> • Characteristics • Types of rocks and minerals • Weathering of rocks • Rock cycle 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • State characteristics of rocks and minerals. • Differentiate between rocks and minerals. • Explain mechanisms of weathering of rocks. • Explain rock cycle. • Realize the importance of rocks and minerals as natural resources. • Accept that rocks and minerals are limited and should be used sustainably. 	<p>03</p>	<p>No of periods have been reduced from 05 to 03.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>
<p>4.5 Takes necessary action to use sources of energy sustainably.</p>	<ul style="list-style-type: none"> • Energy sources <ul style="list-style-type: none"> • Renewable • Non-renewable 	<p>Students will be able to;</p> <ul style="list-style-type: none"> • Describe the terms 'renewable sources of energy' and 'non-renewable sources of energy'. • Give examples for renewable and non-renewable sources of energy. • Accepts the importance of sustainable use of sources of energy. 	<p>01</p>	<p>No of periods have been reduced from 05 to 01.</p> <p>Conduct the lesson with the aid of photos, sketches and videos (Guru Gedara).</p>