



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

**SOCIAL SCIENCES
INTERMEDIATE PHASE**

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR SOCIAL SCIENCES

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) An addendum to the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, regarding the *National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) An addendum to the policy document, the *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*, regarding learners with special needs, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of section 6A of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be

knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

(b) The National Curriculum Statement Grades R - 12 serves the purposes of:

- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- providing employers with a sufficient profile of a learner's competences.

(c) The National Curriculum Statement Grades R - 12 is based on the following principles:

- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
- Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
- Progression; content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.

(d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

SUBJECT: SOCIAL SCIENCES GET

Both History and Geography should be taught and assessed during every term of the school year.

Assessment marks for each subject should be shown separately on school reports – a score for History and another for Geography. They should then be added together and divided by two to give an average score for Social Sciences.

This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes. And, perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities. School should be special places that provide learners with knowledge to which they would otherwise not have access.

Learners are trained to speculate, to debate, to make connections, to select, to prioritise and to persist, in tackling real issues and important questions.

It is essential in the teaching of both History and Geography that learners are encouraged to ask questions: Who? Where? What? Why? When? How? Should? Could? Is/ Are? And, by the time they reach the Senior Phase: If? The questions learners ask give teachers a good indication of prior knowledge, perceptions, interests and concerns.

Resources

- Each learner should have a quality textbook. Textbooks must be suitable for the grade, context and language level of the learner. They should provide accurate content that is aimed at the development of the appropriate skills, concepts and values. Textbooks must include appropriate and adequate assessment activities. *It should be noted that the order in which the content in the sub-topics is listed, is a guideline only. LTSM writers need not cover these sub-topics in the exact order in which they appear in this document.*
- Every Social Sciences classroom should have wall maps, a globe, access to a set of atlases, a dictionary as well as access to a variety of reading books and visual material suitable for the grade.
- Every teacher of Social Sciences should be familiar with the content to be taught, should prepare lessons carefully and read up on the content of the topics for the term.

Additional resources

It is important to bring the world into the Social Sciences classroom. Visual resources can make information more accessible to many learners. Teachers should therefore:

- have magazines and newspapers available in the classroom for learners to use in their activities acquire sets of pictures for classroom activities
- have access to a TV/DVD and/or CD player to present appropriate audio and audio-visual material to learners.
- use the internet wherever possible. Many organisations and projects provide information and lesson plans through the internet. Google Earth, for example, provides extensive aerial photographs. You-tube provides videos of historical events.

An easy-to-read, full-colour, illustrated book, ***Dinosaurs, Diamonds and Democracy: A short, short history of South Africa*** by Francis Wilson (Umuzi Publishers 2009) is an excellent resource for teachers and sells for about R150. It provides a very balanced narrative of South African history for teachers.

Maps for map skills: It is important that learners work with maps of their own local area. The MapPack Project is part of the Department of Rural Development and Land Reform. It provides five free maps to every school on request. These include local maps - 1:10 000 orthophoto map (if available) and 1:50 000 topographic map, and then 'zoom out' to a 1:250 000 map (covering two degree squares which include the local area), a provincial map (scale varies) and a national map (1:2 000 000).

Additional information, maps and aerial photographs are also available on request.

Contact: The MapPack Project, Private Bag X10, Mowbray, 7700.

Fax: 021 689 1351. Phone: 021 658 4300. email: cdsm@ruraldevelopment.gov.za.

What is History?

History is the study of change and development in society over time. The study of History enables us to understand and evaluate how past human action impacts on the present and how it influences our future.

History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? It is about how to think analytically about the stories people tell us about the past and how we internalise that information.

The study of history also supports citizenship within a democracy by:

- explaining and encouraging the values of the South African Constitution,
- encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns,
- promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia,
- preparing young people for local, regional, national, continental and global responsibility.

Specific aims of History CAPS for the Intermediate and Senior Phases

History is a process of historical enquiry. A rigorous process of enquiry enables learners to:

1. understand the range of sources of information available to study the past
2. extract and interpret information from different sources
3. evaluate the usefulness of sources, checking for reliability, stereotyping and subjectivity
4. recognise that there is often more than one perspective of historical events
5. explain why there are different interpretations of historical events and how people react to these interpretations
6. participate in constructive and focused debate through the careful evaluation of historical evidence
7. organise evidence to substantiate an argument when creating an original, coherent and balanced piece of historical writing
8. engage critically with issues of heritage and public representations of the past and with conservation.

Following this approach is critical to every content topic. In order for learners to apply enquiry skills, they will need to have a full grasp and understanding of the content. Memory skills remain important.

What is Geography?

Geography is the study of:

- spatial patterns and trends: the location of people and places in the world,
- similarity and difference: how environments and lifestyles compare and the reasons for similarities and differences,
- movement: how and why people, goods, water, land and air move and change,
- Planet Earth: land, water and air,
- human settlement: where people live and why,
- human activities: what people do, how the environment affects them and how they affect the environment,
- interdependence: the links between climate, vegetation, wildlife, resource distribution, and human settlement and activity,
- change: the changing nature of people and places.

Geographers use maps, aerial views, globes, graphs, and drawings to help them interpret and present the world. These visual skills contribute to a kind of literacy called graphicacy. Graphicacy includes a range of skills associated with interpreting information presented in a visual way. Graphicacy may be considered to be an essential kind of literacy along with numeracy (mathematics), oracy (listening and speaking) and textual literacy (reading).

There are two main branches of Geography:

A. Physical Geography

Physical geographers study natural systems such as climate and weather patterns, landforms and soils, vegetation and the distribution of water resources.

They also study events such as earthquakes, hurricanes and floods.

B. Human Geography

Human geographers study patterns of human development and behaviour. These include settlement, trade and population trends. They also study the link between human activity and natural systems.

Geographers are particularly interested in the impact of human activity on the environment and on planet Earth in general. Geographers actively investigate issues such as sustainable development, global warming, pollution, deforestation and access to food and water.

Note: The study of Geography should include both Physical Geography and Human Geography. The NCS Geography curriculum of 2002 includes Human Geography but lacks Physical Geography topics in Grades 8 and 9. This CAPS includes Physical Geography topics in Grades 8 and 9 to provide the necessary background for learners who want to continue with Geography into FET. The inclusion of Physical Geography topics also provides learners who do not intend to continue with Geography with essential knowledge of the physical world they live in.

Specific aims of Geography CAPS for the Intermediate and Senior Phases

This Geography curriculum aims to develop the knowledge and skills of its students. It outlines specific content to be learnt and, by indicating the number of hours to be spent on each topic, gives a weighting as to how much detail is expected.

Each term of every year focuses on a main topic with a number of sub-topics. The aim is to ensure that learners are exposed to a mix of map use and geographical skills along with physical and human geography topics in each grade.

Studying geography involves:

- asking and answering questions about people, places and the relationship between the physical and human world,
- identifying and extracting relevant information from photographs and other visual sources,
- using and drawing maps,
- working with data and statistics in the form of graphs, tables and diagrams,
- extracting information from an atlas,
- cross-referencing information using different sources,
- developing observation and recording skills through fieldwork,
- engaging with issues relating to the planet, its people and resources with knowledge and sensitivity,
- recognising different points of view,
- using geographical knowledge to solve problems,
- working with, synthesising and communicating information in a range of ways.

It aims to develop learners who:

- are curious about the world they live in,
- have a sound general knowledge of places and the natural forces at work on earth,
- understand the interaction between society and the natural environment,
- think independently and support their ideas with sound knowledge,
- appreciate diversity and the lifestyles and cultures of others,
- care about their planet and the well-being of all who live on it,
- are informed citizens of their own country and the world.

Time allocations and weighting of topics

Both subjects, History and Geography, should be taught and assessed in every term of the school year. Schools are free to organise their timetables within this constraint.

The total time allocated for Social Sciences is 3 hours per week. A term of 10 weeks is therefore allocated 30 hours of contact time. Within this framework, it follows that:

The time allocation for History is approximately 15 hours per 10-week term.

The time allocation for Geography is approximately 15 hours per 10-week term.

Important note:

A suggested time allocation is given in hours for each topic and sub-topic. This is simply a guide, and need not be implemented rigidly. **The suggested time allocations indicate the weighting or the depth of investigation required for each topic relative to other topics.**

Overview of topics

History

SUMMARY: CONTENT OVERVIEW: HISTORY INTERMEDIATE PHASE			
Term	Grade 4	Grade 5	Grade 6
1	People who have made a difference	Hunter-gatherers and herders in South Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	How we find out about the past and local history	The first farmers in South Africa	Swahili east coast society, African and global trade to the 15 th century
3	Transport then and now	Ancient Egypt	Explorers from Europe find southern Africa
4	Communication then and now	The kingdom of Mali and the city of Timbuktu	Scientific western medicine through time

SUMMARY: CONTENT OVERVIEW: HISTORY SENIOR PHASE			
Term	Grade 7	Grade 8	Grade 9
1	Dutch settlement and slavery at the Cape	Beginning of the Industrial Revolution in South Africa: diamond mining	The rise of Nazi Germany and World War II (1919 - 1945)
2	The American Revolution and Constitution	The scramble for Africa	Civil Rights Movement in the USA
3	Zulu kingdom, British colony and Indians in Natal from 1860 onwards	World War I	Apartheid and forced removals in South Africa
4	The British - American slave trade from Africa across the Atlantic Ocean to the USA	Russian Revolution	Colonisation and the creation of ethnic identity in Rwanda, independence and genocide (1994)

Geography

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY INTERMEDIATE PHASE

Term	Grade 4	Grade 5	Grade 6
1	Places where People live (settlements)	Map skills (focus: Africa)	Map skills (focus: the world)
2	Map skills	Physical features of South Africa	Trade
3	Food and farming in South Africa	Weather, climate and vegetation of South Africa	Climate and vegetation around the world
4	Water in South Africa	Mining and minerals in South Africa	Population - why people live where they do

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY SENIOR PHASE

Term	Grade 7	Grade 8	Grade 9
1	Map skills (focus: local maps)	Map skills (focus: global and local)	Maps skills (focus: topographic and orthophoto maps)
2	Earthquakes, volcanoes and people	Climatology	Development issues (focus: world)
3	Population growth and change (focus: the world)	Settlement (focus: the world and South Africa)	Surface forces that shape the Earth
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and the world)	Social and environmental conflicts (focus: South Africa)

INTERMEDIATE PHASE HISTORY: OUTLINE OF WHAT IS TO BE TAUGHT		
Grade 4: Intermediate Phase History		Term 1
Topic: People who have made a difference	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • <i>Long Walk to Freedom (for children)</i> by Chris van Wyk – Pan Macmillan (Also available in African languages including Afrikaans) • Any other suitable books about people who have made a difference • Primary dictionary • http://www.leadsa.co.za/
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
• The qualities of people who make a positive difference What kinds of people make a positive difference? They usually have some of these qualities: ▪ Courage and bravery: a spirit that enables one to face danger or pain without showing fear ▪ Dedication: wholehearted commitment ▪ Passion: strong feelings and deep interest ▪ Self sacrifice: giving up something for the sake of someone else		<u>2 hours</u>
• People from different walks of life who have made a positive difference ○ Nelson Mandela: A South African and international leader ○ Miriam Makeba: South African singer who was forced to live far from home for most of her life ○ Mother Teresa: a nun who helped poor people in India ○ Neil Armstrong: first person to walk on the moon ○ Deshun Deyzel: Uses the lessons of sport to make a difference in people's lives (Member of the first South African expedition to Mount Everest)		<u>5 hours</u> <u>2 hours</u> <u>2 hours</u> <u>2 hours</u> <u>2 hours</u>
• Ask and answer questions about the lives and qualities of people who make a positive difference: ○ Why is she/he an example of a person who made a difference? ○ Is it always easy to make a difference? ○ Are people who make a difference always popular? ○ How can ordinary people make a difference?		
Revision, Assessment and Feedback		<u>2 hours</u>
Note: Teachers must teach about Nelson Mandela, but can choose to replace one of the others with a local, provincial, national or international person who has made a positive difference. Use the broad questions above as a guide to structure the lessons.		

Grade 4: Intermediate Phase History		Term 2
Topic: How we find out about the past (pictures, objects, stories and writing) and Local History	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Primary dictionary • Map of South Africa
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
Historical sources of information		
• How we find out about the present ○ visual sources ○ written sources ○ oral sources ○ objects		<u>2 hours</u>
• How we find out about the past ○ visual sources ○ written sources ○ oral sources ○ objects		<u>4 hours</u>
• Museums: their contents and their purpose		<u>2 hours</u>
To make this concrete: History Class Project: Make a museum display		<u>5 hours</u>
• Find historical sources which show aspects of the local area. • Sources can be from the past and from the present. • Learners should collect sources (pictures and photographs, written sources and small objects) from home and their local area. • Learners should label the sources. The label should identify what the source is and what it tells about the local area. • Each learner should identify one child or adult (in the past or the present) who has made a big or small difference for good in the area. The name of the person and one sentence on what the person did to make a difference should be written down by each learner. • Sources should be carefully arranged and displayed in a museum display in a corner of the classroom.		
Revision, Assessment and Feedback		<u>2 hours</u>
Note: LTSM writers to select context/s for this topic.		

[illegible]

Term 3

Topic:

Transport then and now

Suggested contact time

1 term/ 15 hours

Recommended texts / resources

- World map
- Any suitable story books on transport with pictures
- Primary dictionary

This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.

Content and concepts

- **Transport on land: then and now** 3 hours
 - Animals – donkeys, horses, camels, elephants
 - Invention of the wheel
 - Invention of the bicycle
 - Invention of the steam engine and the train
 - Invention of the motor car
 - Common forms of transport of people and goods on land today
 - Case study: When things go wrong: Environmental damage of burning fossil fuels: smog in a big city 1 hour
- **Transport on water: then and now** 3 hours
 - Rafts, canoes and reed boats
 - Some of the first sailing ships: Chinese junks, Arab dhows, caravels, British tall ships, clippers
 - The first steamships
 - Modern cargo and container ships
 - Case study: When things go wrong: Sinking of the Titanic 1 hour
- **Transport in the air : then and now** 4 hours
 - Wright brothers and the invention of the first aeroplane
 - First passenger aircraft: Douglas DC-3
 - First passenger jet airliners
 - Modern jet airliners
 - Case study: When things go wrong: What happened to Amelia Earhart? 1 hour

Revision, Assessment and Feedback

2 hours

Grade 4: Intermediate Phase History		Term 4
Topic: Communication then and now	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Story books with pictures on communication • Primary dictionary
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
• Beginning of writing: examples from over the world ○ Cuneiform in Mesopotamia ○ Chinese writing ○ Arabic writing and alphabet ○ Egyptian hieroglyphics ○ Greek writing and alphabet		<u>2 hours</u>
• Early forms of copying writing ○ Copying of manuscripts by hand ○ Printing press in Europe 15th century		<u>2 hours</u>
• Inventors and modern communication ○ Marconi and the radio late 1800s and early 1900s ○ Christopher Latham Sholes 1867 and early typewriters before electricity ○ Elisha Gray and Alexander Graham Bell and the telephone 1870s ○ George Eastman and the Kodak camera 1880s ○ Philo Farnsworth, Vladimir Zworykin and the television 1920s ○ Bill Gates and personal computers 1970s ○ Bill Joy and the Internet 1970s ○ Martin Cooper and the cell phone 1970s		<u>6 hours</u>
• Special forms of communication ○ For people who are deaf : Sign Language ○ For people who are blind: Braille		<u>1 hour</u>
• Long lasting forms of communication through time ○ Language ○ Symbols and pictures ○ Engraving and paintings on rocks and walls		<u>2 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>
Note: Communication long ago did not use modern technology. Today people all over the world communicate by using modern technology. The section on communication through time should look at long ago and today.		

Grade 5: Intermediate Phase History		Term 1
Topic: Hunter-gatherers and herders in southern Africa in the Late Stone Age	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Primary dictionary • Map of Africa • <i>The Mantis, the Eland and the Hunter (with CD)</i> by John Parkington (Living Landscape Project, UCT) or any other suitable book
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
• Historical sources to find out about hunter-gatherers and herders ○ Stories ○ Artefacts ○ Rock paintings ○ Secondary sources		<u>2 hours</u>
South Africa thousands of years ago: people of the Late Stone Age		
• San hunter-gatherers' way of life ○ Lived off the environment ○ Plant medicines ○ San beliefs and religion ○ Rock Art • How and why it was created • Interpretations of Rock Art • S.A. Coat of Arms and the Linton Rock Art Panel		<u>9 hours</u>
• Khoikhoi herders ○ Pastoral way of life ○ Interaction between San and Khoikhoi		<u>2 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>
Note: LTSM writers should not include modern San in the Kalagadi or in Namibia		

Grade 5: Intermediate Phase History		Term 2
Topic: The first farmers in South Africa: African Iron Age farmers	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Primary dictionary • Map of southern Africa • Any suitable books
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts The first farmers in South Africa • When, why and where early Iron Age African farmers settled in southern Africa <u>2 hours</u> ○ attitudes towards land • How Iron Age African farmers lived <u>11 hours</u> ○ Homesteads and villages ○ Agriculture: crops and livestock ○ Social and political structures • Roles of men, women, boys and girls • The importance of the chief • The importance of cattle ○ Tools and weapons from iron and copper • Metal working (iron, smelting and fire technology, smithing) ○ Pottery • Day-to-day use • Beliefs and ceremonies and the Lydenburg Heads ○ Trade ○ Medicine and healing ○ Hunting		
Revision, Assessment and Feedback		<u>2 hours</u>
Note: Societies are never static, but change over time. Change occurred more slowly long ago, whereas today change is usually more rapid. In the Middle Iron Age (900 and 1300 AD) settlements became bigger, more organised and more complex. Learners will study these changes in Grade 6.		

Grade 5: Intermediate Phase History		Term 3
Topic: Ancient Egypt	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Map of Africa • Primary dictionary • Picture books and DVDs about Ancient Egypt
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts • Defining Ancient Egyptian civilisation <u>1 hour</u> • The Nile River and how it influenced settlement <u>1 hour</u> • Way of life in Ancient Egypt <u>9 hours</u> ○ Social structure in Ancient Egypt ○ Beliefs and religion ○ Pharaohs ○ Sphinx, pyramids and temples ○ Hieroglyphics ○ Mathematics and astronomy ○ Medicine and physicians: diseases, anatomy, physiology and clinical examinations • Case study using historical sources : The tomb of Tutankhamen <u>2 hours</u>		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 6: Intermediate Phase History		Term 1
Topic: An African kingdom long ago in southern Africa: Mapungubwe	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Map of southern Africa • Primary dictionary • <i>Mapungubwe</i> by Thomas Huffman (Wits University Press 2001) • Any other suitable books
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts • Changes in societies in the Limpopo Valley Middle Iron Age (900 and 1300): bigger, more organised and more complex <u>2 hours</u> • Trade in history: trade with Africa, and the Influence of trade across Indian Ocean and beyond – Sofala, Arabia, India, China <u>2 hours</u> • Settlements in the Limpopo Valley before Mapungubwe: K2 and Schroda <u>1 hour</u> • Historical sources and Mapungubwe: first state in southern Africa 1220 – 1300 <u>5 hours</u> ○ King and sacred leadership ○ First stone-walled palace ○ Significance of Mapungubwe Hill ○ First town ○ Distinct social classes ○ Golden rhinoceroses and other gold objects ○ Today: World Heritage Site and Order of Mapungubwe • European explorer in Asia at the same time as Mapungubwe was at its height <u>3 hours</u> ○ European explorer Marco Polo and his travels ○ Marco Polo's influence on European traders and explorers		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 6: Intermediate Phase History		Term 2
Topic: Swahili east coast society, African and global trade to the 15th century	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • World Map • Primary dictionary • Any suitable story or picture books
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
Swahili east coast society and global trade		<u>6 hours</u>
• Trade routes across Indian Ocean and beyond (briefly revise from Term 1) • Experiences, practices and beliefs of people in Swahili society on East African coast ○ Arab slave trade ○ Cities of Sofala and Kilwa ○ Impact of religion of Islam ○ Maritime technology and navigation skills		
Change and continuity in East coast trade with settlements inland		<u>7 hours</u>
○ Briefly revise from Term 1: K2, Schroda, Mapungubwe ○ Great Zimbabwe ○ Thulamela ❖ Goods traded ❖ People's journeys on foot: routes, dangers, finding the way		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 6: Intermediate Phase History		Term 3
Topic: Explorers from Europe find southern Africa	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Primary dictionary • World map • Any suitable story or picture books
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts • Reasons for European exploration: <u>6 hours</u> ○ New ideas, knowledge and technology (including influence on Europe from elsewhere) ○ Inventions: gunpowder, magnetic compass, caravel (including influence on Europe from elsewhere) ○ Christian religion ○ Trade and profit • European trade route to East via southern Africa <u>4 hours</u> ○ Da Gama's journeys ○ Dais's journeys ○ VOC (Dutch East India Company) journeys • Life of a sailor on a VOC ship • Different points of view in indigenous population encounters with European explorers in South Africa <u>3 hours</u> ○ Briefly revise Grade 5 indigenous population of SA (Grade 5) ○ Case study: Dias and his crew in Mossel Bay 1488 ○ Case study: De Almeida at the Cape 1510 Revision, Assessment and Feedback <u>2 hours</u> Research project: The religions of Christianity and Islam were brought to South Africa during the 17th century. Learners must choose one of the following topics and research aspects of its beliefs and practices as it is followed in their area in South Africa today. ▪ A branch of one of these religions ▪ An indigenous religion ▪ An adapted or amalgamated religion Teachers should help learners to make their choices beforehand. The research project must contain at least two written paragraphs and two illustrations (e.g. maps, drawings, pictures from newspapers or magazines, photographs) with captions.		

Grade 6: Intermediate Phase History		Term 4
Topic: Scientific western medicine through time	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • World map • Any suitable story or picture books • Primary dictionary
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
• Indigenous medicine (ongoing today as with sangomas/ traditional healers, and herbalists/ natural, herbal remedies) in South Africa		<u>1 hour</u>
• Early medicine in other parts of the world ○ Greece and the ideas of Hippocrates ○ Rome, ideas of hygiene and health ○ Indian knowledge of anatomy ○ Islamic study of medicine		<u>4 hours</u>
• Some modern scientific medical discoveries ○ Edward Jenner and vaccine against smallpox ○ Louis Pasteur and bacteria ○ Wilhelm Rontgen and X-rays ○ Marie Curie and Radium ○ Alexander Fleming and the antibiotic Penicillin ○ Christiaan Barnard and the world's first heart transplant operation		<u>6 hours</u>
Case study: Malaria and mosquitoes and quinine		<u>2 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>

INTERMEDIATE PHASE GEOGRAPHY: OUTLINE OF WHAT IS TO BE TAUGHT

Grade 4: Intermediate Phase Geography		Term 1
Topic	Suggested contact time	Recommended resources
Places where people live (Settlements)	1 term / 15 hours	- collections of pictures and photographs to show different kinds of settlements and settlement features - drawings or field sketches that show directions - stories about the lives of people in different settlements - community members who have stories to tell
Content/concepts/ skills People and places * <u>5 hours</u> - Places to live in: farm, village, town, city - Buildings in different places and their uses – Buildings such as houses, sheds, stores, animal shelters, shops, schools, clinics, banks, offices, factories, garages and train stations. - Roads and footpaths: how and why they are used within different settlements (similarities and differences). Own place or area <u>4 hours</u> - Features in the everyday environment – natural and human made - Explaining how to get from one place to another – left, right, straight, landmarks and names of roads. - Describing and drawing the route to school (or other short journey).** People and resources <u>4 hours</u> - What people need and use every day. - Resources and services that help people to meet their needs. - Life in different places where people live – stories that describe a range in access to resources and services including water, energy, health and education.*** Revision, Assessment and Feedback <u>2 hours</u>		
Notes *At this level the focus should be on different settlements, their functions and resources and not on the concepts of rural and urban. ** Mapping skills are developed systematically in Term 2. This is a simple introduction. *** Stories need not be case studies but should be based on real situations – both resourced and under resourced.		

Grade 4: Intermediate Phase Geography		Term 2
Topic	Suggested contact time	Recommended resources
Map skills	1 term / 15 hours	• objects and pictures to show side and plan views • blank maps: - world (continents) - South Africa (with provinces) • map of South Africa (political) • globe (model of the world) • world map (flat wall map) • map puzzles
Content/concepts/ skills		
• Side views and plan views ○ Side views and views from above of simple objects – such as cup, hat, shoe, box, apple ○ Plan views – such as table, classroom, simple buildings, trees and a sports field ○ Pictures showing side views and plan views		<u>2 hours</u>
• Symbols and Keys * ○ Symbols as simple pictures or letters ○ Symbols on a simple large scale map ○ Keys as lists of symbols with their meanings ○ Reading a map of a farm or village using symbols and a key ○ Drawing or completing own map using symbols and a key		<u>4 hours</u>
• Grid references * ○ Concept of alpha-numeric grid references ○ Grid references of symbols on a simple grid ○ Reading and giving grid references on a simple, large scale map		<u>2 hours</u>
• Compass Directions ○ North (N), South (S), East (E) and West (W) in local area ○ Compass directions (N, S, E and W) on a map		<u>1 hour</u>
• A map of South Africa ** ○ Sea and land on a map – how this is shown ○ Names of oceans on SA coasts ○ Provinces – names and locations on a map of South Africa ○ Main cities or towns of own province ○ Approximate location of own settlement on a map of South Africa		<u>2 hours</u>
• A globe and map of the world ** ○ The world is round like a ball – a map is flat ○ Continents – their names and where they are on a globe- and on a world map ○ Oceans – Pacific, Atlantic and Indian ○ South Africa – a country on the continent of Africa (location)		<u>2 hours</u>
• Revision, Assessment and Feedback		<u>2 hours</u>
Notes: * Examples of different settlements and settlement features (Term 1) may be integrated into these Map Skills topics. ** Learners should complete and colour blank maps. The focus here should be on transferring information from a completed map to a map of their own.		

Grade 4: Intermediate Phase Geography		Term 3
Topic	Contact time	Recommended resources
Food and Farming in South Africa	1 term / 15 hours	• pictures of different crops, animals and foods that people eat • photographs of people working on farms • flow diagrams with pictures to show food production processes • map of South Africa with provinces
Content/concepts/ skills • People and food <u>2 hours</u> ○ Foods people eat – from plants and animals (classifying) * ○ Ways people get their food – buying; growing; collecting, fishing, hunting • Ways of farming <u>3 hours</u> ○ Farming for self and family (subsistence farming) ○ Farming crops and animals to sell (commercial farming) ○ Growing food and keeping animals in towns and cities • Crop and stock farming <u>4 hours</u> ○ Crop farming – important crops of South Africa ○ Case study of fruit farming in South Africa ○ Stock farming – large stock, small stock and poultry ○ Case study of stock farming in South Africa** ○ Location of main crop and stock farming areas in South Africa (symbols on a map) • Unprocessed and processed foods <u>4 hours</u> ○ Concepts of unprocessed and processed foods – with examples ○ How foods are processed – including cooking, drying, squeezing, cutting and mixing ○ Why foods are processed ○ The cost of food – why processed foods cost more than unprocessed foods ○ From farm to factory to shop to home: wheat fields to bread to sandwich (flow diagram) • Revision, Assessment and Feedback <u>2 hours</u> Notes * This does not include learning about balanced diets, as this is covered in Life Skills. ** Poultry farming is included in stock farming (LTSM writers and teachers may choose to select chicken farming as a case study).		

Grade 4: Intermediate Phase Geography		Term 4
Topic	Suggested contact time	Recommended resources
Water in South Africa	1 term / 15 hours	• pictures to illustrate sources of fresh water • stories of people collecting water / keeping water clean/ polluting water/ using water wisely
Content/concepts/ skills		
• Water as a resource ○ Salt water and fresh water on Earth (pie graph) ○ Fresh water in nature: rain, rivers, streams, vleis, wetlands, lakes and underground		<u>3 hours</u>
• Uses of water ○ Daily uses in personal lives ○ Other uses – including: farming, factories, energy generation, gardens and recreation		<u>2 hours</u>
• How people get their water (access) ○ Rivers and streams – people collecting and carrying their water ○ Boreholes and wells – getting water from underground ○ Taps – water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings ○ Trucks with water containers for places that do not have other sources ○ Storing water: □ Why people need to store water □ Ways of storing water – such as in dams, water tanks, buckets and pots		<u>4 hours</u>
• Water for everyone ○ Water and health – the need for safe/ clean water * ○ How water gets polluted □ personal, daily practices □ factory and farming waste ○ Taking care of water resources		<u>3 hours</u>
• Revision, Examination and Feedback		<u>3 hours</u>
Notes		
* Purifying water is included in the Life Skills curriculum and need not be repeated here		

Grade 5: Intermediate Phase Geography		Term 1
Topic 1 Map Skills (Focus: Africa)	Suggested contact time One term / 15 hours	Recommended resources • World map • Globe • Political and physical maps of Africa (may be combined onto one map) • Photos of African landscapes • Compass
Content/concepts/ skills		
• World map and compass directions ○ Position of Equator, North and South Poles on a globe ○ The seven continents (review from Grade 4) ○ Eight points of the compass – N /S/E/W/NE/NW/SE/SW ○ Eight directions from a fixed point on a world map		<u>2 hours</u>
• Africa our continent (Oceans, countries and main cities) ○ Position of Africa on a world map and globe (review from Grade 4) ○ Oceans around Africa (names and locations) ○ Concepts of countries and borders ○ Countries of Africa – location of all countries – Madagascar - a country and an island – Zanzibar - an island of Tanzania ○ Big cities of Africa – including Cairo, Lagos, Johannesburg, Nairobi ○ South Africa's neighbours (Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe) ○ Concept of capital cities ○ Capital cities of South Africa and neighbouring countries		<u>4 hours</u>
• A physical map of Africa ○ Features on a physical map: high and low areas, mountains, rivers, lakes. ○ Ways of showing height above sea level on a physical map. ○ Location on a map: □ Africa's highest mountains: Kilimanjaro and Mount Kenya □ Southern Africa's highest peak: Thabana Ntlenyana in the uKhahlamba-Drakensberg range □ Africa's three largest lakes: Victoria, Tanganyika, Malawi □ Africa's great rivers: Nile, Niger, Congo, Zambezi, Limpopo, Gariep-Orange □ Physical features as borders between countries – focus on rivers and lakes		<u>4 hours</u>
• The Nile River ○ The journey of the Nile from its sources (Blue and White Nile) to its delta and mouth in the Mediterranean Sea – Directions of flow and countries it flows through		<u>1 hour</u>
• Images of Africa ○ Photographs of a range of scenes and landscapes in Africa - such as physical features, settlement types, buildings and human activities (asking questions and extracting information)* ○ Using grid references provided on a map to give approximate location of where photos were taken		<u>2 hours</u>
• Revision, Assessment and Feedback		<u>2 hours</u>
Notes:		
* Provide grid references of each photograph for a given map. This will allow for approximate location of photo on given map.		

Grade 5: Intermediate Phase Geography Term 2		
Topic	Suggested contact time	Recommended resources
Physical features of South Africa	One term/ 15 hours	- Photographs of rivers, mountains, coastlines and other landscapes in SA - Physical map of SA
Content/concepts/ skills South Africa from above (physical map) <u>3 hours</u> - High places and low places (review 'sea level' and 'height above sea level') - Coastal plain, escarpment, plateau (concepts and location of features in SA) - Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand Physical features <u>4 hours</u> - Mountains, mountain ranges, valleys and hills, rivers, waterfalls, coastlines – capes and bays - Location of main physical features in own province - Location of selected physical features in South Africa – such as Table Mountain, The uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Au-grabies Falls, Cape Point, Algoa Bay * (map) - Place names – how a selection of four places/ areas in SA got their names Rivers <u>3 hours</u> - Where rivers begin and end – directions of flow from high areas to the sea - Concept of river systems - tributaries and catchment areas - Main rivers of South Africa – identifying the sources, major tributaries and directions of flow (map) Physical features and human activities <u>3 hours</u> - Links between physical features, where people live and what they do (human activities) - Ways in which human activities change physical landscapes - case studies to include impact of dams and road building Revision, Assessment and Feedback <u>2 hours</u> Notes: * Selected physical features should include a range of types of feature across South Africa.		

Grade 5: Intermediate Phase Geography Term 3		
Topic	Suggested contact time	Recommended resources
Weather, Climate and Vegetation of South Africa	One term/ 15 hours	- atlas with temperature and rainfall maps of South Africa - photographs of different kinds of natural vegetation in SA - rainfall statistics / graphs
Content/concepts/ skills		
Weather - Elements of weather – temperature, wind direction, cloud cover, rainfall - Precipitation - rain, hail and snow * - How temperature, rain and wind can be measured (instruments and units of measurement) - Weather maps in the media (newspaper and television) - Observing and recording the weather of own area (Project)* *		<u>4 hours</u>
Rainfall - Rainfall in South Africa (distribution map) - Rainfall patterns – summer/ winter/ all year (bar graphs)		<u>2 hours</u>
Climate - Difference between weather and climate - Different kinds of climate in South Africa (hot, warm, cold, cool, dry, wet, windy) - Climate of own area – summer and winter (reading temperature and rainfall maps)		<u>3 hours</u>
Natural vegetation - Concept of ‘natural vegetation’ – plants that are indigenous to an area - Links between natural vegetation and climate – examples of indigenous plants around South Africa - Case Study - Savannah Grasslands: - Location in South Africa - Links between climate, natural vegetation and wildlife		<u>4 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>
Notes * Precipitation: This is included to cover the concept of different kinds of precipitation. It is not necessary to include how different types of precipitation form. ** Project – Weather observation: Each learner observes and records the daily weather over a two week period. Report on temperatures, cloud cover, precipitation and wind, using terms such as: hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet and windy. Include observations of: - weather patterns over the period of observation - how weather affects the daily lives of people		

Grade 5: Intermediate Phase Geography Term 4		
Topic	Suggested contact time	Recommended resources
Minerals and Mining in South Africa	One term / 15 hours	map of SA to show distribution of main minerals across provinces
Content/concepts/ skills		
Mineral resources of South Africa <u>4 hours</u> - Minerals as non-renewable resources - Coal as a 'mineral' formed from organic plant remains - Main minerals mined in SA and their uses – including gold, platinum, diamonds, iron ore, copper, silver and coal - Location of minerals and links to settlement patterns (map) Mining and the environment <u>5 hours</u> - Concept of mining - Ways of mining □ open pit/ surface mining □ shaft and deep level mining - Impact of mining on the environment: examples to include issues such as pollution (water and air), destruction of vegetation and wildlife, waste and waste disposal Mining and people <u>3 hours</u> - Challenges of working in a deep gold mine – such as ventilation, heat, rock falls, dust - Health and safety risks for miners – including silicosis - Rules to protect health and safety of miners		
Revision, Assessment and Feedback		<u>3 hours</u>

Grade 6: Intermediate Phase Geography Term 1		
Topic	Suggested contact time	Recommended resources
Map Skills (Focus: The World)	One term/ 15 hours	• set of atlases • globe • newspapers/ magazines • 360° protractor
Content/concepts/ skills		
• Hemispheres <u>2 hours</u> ○ Concept of hemisphere ○ Northern and Southern hemispheres – divided by the Equator ○ Eastern and Western hemispheres – divided by the Greenwich Meridian and the International Date line ○ Any place on the globe is in two hemispheres – North or South and East or West ○ Location of South Africa in Southern and Eastern hemispheres • Latitude and Longitude (degrees) <u>3 hours</u> ○ Latitude and longitude on a globe (degrees) ○ Latitude and longitude on a flat map (from a globe to a flat map) ○ Locate selected countries and cities in degrees of latitude and longitude • Scale <u>4 hours</u> ○ Concept of scale ○ Line scales ○ Word scales ○ Small and large scale maps: different scales for different maps – from world maps to street maps * ○ Measuring straight-line distances between cities on a South African and world map • Atlases, global statistics and current events <u>4 hours</u> ○ Kinds of information provided in an atlas ○ Own province in an atlas: What information can a map give about a province? ○ How the content page of an atlas is organised ○ The world's three: longest rivers / highest mountains/ biggest deserts/ biggest forests/ biggest oceans/ largest cities (population)/ largest countries (area) ○ Locate major current events or places in the news on a map (on-going through the year) • Revision, Assessment and Feedback <u>2 hours</u>		
Notes: * Use word and line scales only		

Grade 6: Intermediate Phase Geography Term 2		
Topic	Suggested contact time	Recommended resources
Trade	One term/ 15 hours	- daily goods for practical exchange activities - tables and graphs to show relevant statistics
Content/concepts/ skills		
Concept of trade - Trade as the exchange of goods (past and present) - Buying and selling of goods for money - Exports and imports – between South Africa and the world		<u>3 hours</u>
What people trade - Goods: raw materials (primary products) and manufactured goods (secondary products) - Skills and services		<u>2 hours</u>
Resources and their values - Values of selected raw materials and manufactured goods - Case studies * - from cocoa to chocolate - from rubber to car tyres		<u>4 hours</u>
Rich world, poor world - A world in two parts: statistics – imports and exports, industries, use of energy resources - Concepts of 'Unfair trade' and 'Fair trade' - The human cost of unfair trade - work and exploitation - Fair trade – case study of a positive project		<u>4 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>
Notes: * Case studies here should demonstrate how resources change their values through the manufacturing process, the costs along the way and where profits are most marked.		

Grade 6: Intermediate Phase Geography Term 3		
Topic	Suggested contact time	Recommended resources
Climate and vegetation around the world	One term/ 15 hours	- atlas - maps to show temperatures and annual rainfall around the world - photographs of vegetation types - photographs of people in their environments
Content/concepts/ skills		
Climate around the world - Difference between weather and climate (review from Gr. 5) - Hot, mild and cold areas of the world - Wet and dry areas of the world		<u>2 hours</u>
Natural Vegetation - Links between natural vegetation and climate – examples of different plants around the world - Links between climate, natural vegetation and wildlife – examples of wildlife around the world - Links between natural vegetation and human activities		<u>2 hours</u>
Tropical Rainforests - Location on Earth - Climate: Annual temperature and rainfall patterns - Natural vegetation and wildlife in a rainforest - Deforestation – reasons, consequences and a case study		<u>3 hours</u>
Hot Deserts - Location on Earth - Climate: Annual temperature and rainfall patterns - Natural vegetation and wildlife in a desert - How people live in a desert – examples of lifestyles		<u>3 hours</u>
Temperate Coniferous Forests - Location on Earth - Climate: Annual temperature and rainfall patterns - Natural vegetation and wildlife in a coniferous forest - Human activities – examples to illustrate links between the natural environment and the ways that people make a living		<u>3 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 6: Intermediate Phase Geography Term 4		
Topic	Suggested contact time	Recommended resources
Population – Why people live where they do (South Africa and World)	One term/ 15 hours	- atlas - Statistics South Africa: Census in Brief - population distribution maps: SA and world
Content/concepts/ skills People and provinces in South Africa <u>3 hours</u> - Population distribution and population density - Population distribution in South Africa (distribution map) - Total population figures for each province (reading graphs) - Average population density for each province (reading graphs) Why people live where they do <u>5 hours</u> - Reasons for settlement – such as climate, vegetation, natural features, laws, resources and human activities (such as mining, fishing and trade) - Concepts of rural and urban - Why people move from rural areas to towns and cities / urban areas People around the world <u>4 hours</u> - Population distribution around the world (distribution map*) - The influence of climate, water and mineral resources on global settlement ** - Major cities and their population sizes (map*) - Case study of a major city to highlight the reasons for its location Revision, Assessment and Feedback <u>3 hours</u> Notes: * The same population map may be used for these two sub-topics. ** While climate, water and mineral resources are not the only influences on global settlement, the strong influence of these factors should be noted on the world population distribution map. This should include cross-referencing with maps that show climate, physical features and mineral resources.		

SECTION 4

Assessment guidelines

Guidelines for good assessment practices in History

Knowledge includes content, concepts and skills. In assessing knowledge, teachers will be assessing the learner's ability to:

- answer content-focused questions
- recall selected information
- write simple descriptions
- ask informed questions
- demonstrate observation skills
- extract information from written, visual and graphic sources
- select and record information and represent it in various ways
- compare events
- express informed views and justify them
- connect causes and effects
- apply knowledge to anticipate consequences
- work with sources
- cross-reference information
- research questions or topics independently
- organise, analyse and synthesise information
- report on findings in different ways
- identify and discuss issues
- evaluate actions and make choices
- recognise alternate views and detect bias.

Guidelines for good assessment practices in Geography

Knowledge includes content, concepts and skills. In assessing knowledge, teachers will be assessing the learner's ability to:

- explain geographical concepts
- work with maps by applying the required skills
- compare places and phenomena
- identify similarities and differences
- extract information from written, visual and graphic sources
- demonstrate observation skills
- ask informed questions
- write and illustrate simple descriptions
- express informed views and justify them
- identify and discuss issues
- answer content-focused questions
- recall selected information

- find and work with sources
- cross reference information
- research questions or topics independently
- read statistics presented in a range of forms
- select and record information and represent it in various ways
- organise, analyse and synthesise information
- connect causes to effects
- explain spatial patterns and trends over time
- evaluate actions and make choices
- recognise alternate views and detect bias
- report on findings in different ways
- apply knowledge to anticipate consequences
- propose informed solutions to a range of problems.

Forms of assessment

Informal assessment

Good teachers continuously assess informally as they reflect on the teaching and learning processes and change their approaches accordingly.

Geography demands that learners read, write, listen, speak and draw. There is also some opportunity for role play. Learners should work in different ways – individually, in pairs, in small groups and as a class. Taking note of the process of learning is central to informal assessment.

Self and peer assessment should be encouraged regularly. Learners should constantly evaluate their own performance and learn from their successes and mistakes and help their peers to do likewise.

Values and attitudes are best assessed informally through observation of daily practice or behaviour. In the Social Sciences, important values and attitudes include:

- respect for heritage and environment,
- interest in events and phenomena – natural and human-made,
- appreciation of diversity,
- empathy,
- recognising and supporting human rights,
- civic responsibility.

Formal assessment

Formal assessment includes carefully designed tasks, research projects, tests and examinations. Tasks may be completed in class or at home. Tests and tasks may take a number of forms. They should require learners to:

- write short answers to questions (these may be single word or short phrase answers),
- write short paragraphs and, from grade 6, sequence these into passages of structured writing,
- draw and label diagrams and caption photographs,
- complete and draw maps,

- match, sort, list, describe and compare information presented as text or through maps, graphs, pictures and photographs (use sources),
- communicate information in different ways.

Formal assessment tasks and tests must test knowledge (content, concepts and skills). The **criteria for assessment** must be made clear to learners before they start the task. In other words, learners should have a clear understanding of what the teacher is looking for and will reward in the assessment.

Assessment tasks

Learners must complete formal assessments each term for History and for Geography. Tasks may include activities and tests and should be appropriate to the content, concepts and skills specified for that term. Formal assessments include formally assessed tasks, along with projects and examinations.

Formal assessments may include one or a combination of the following:

- writing up a small piece of research
- recording observations
- answering questions (short and/or longer responses)
- asking questions (questions reveal insight)
- completing a worksheet
- drawing and labelling
- writing about an issue
- giving an explanation (orally, written or visually)
- doing a presentation (orally, written or visually)
- making a model, poster or chart
- writing captions
- working with data (graphs and tables)
- finding and/or working with sources
- participating in a structured, prepared discussion, debate or role play.

Setting good assessment tasks can be very challenging, and teachers are encouraged to use textbooks as a guide, and to share good assessment tasks with teachers in other schools.

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teachers set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment. Refer to the seven point rating code or scale of achievement when constructing a rubric.

Scale of achievement/rating code:

Rating code	Description of competence (Rubric*)	Marks %
7	Outstanding (Excellent)	80 - 100
6	Meritorious (Very good)	70 - 79
5	Substantial (Good)	60 - 69
4	Adequate (Satisfactory)	50 - 59
3	Moderate	40 - 49
2	Elementary	30 - 39
1	Not achieved	0 - 29

* Rubrics should be designed for specific tasks, outlining criteria or minimum levels that a learner should demonstrate in completing the task.

Feedback to learners

Teachers should mark assessment tasks without delay. Learners should receive continuous, constructive feedback both informally and formally. Feedback should acknowledge strengths and identify areas of developmental need. Action plans on how learners will be supported should accompany this feedback.

It is important that the feedback provided to learners is positive, encourages them to do better, and builds their self-confidence.

Number of assessments per term and year

Social Sciences for Intermediate and Senior Phase learner reports:

Show History and Geography separately and together on school report. Example as follows:

Social Sciences	
History	%
Geography	%
Average (Social Sciences)	

GEOGRAPHY INTERMEDIATE PHASE

Continuous assessment: 75% (including mid-year examination/test)

Year-end examination: 25%

Term	Grade 4	Formal assessments	Year %
1	Places where people live (settlements)	Tasks – minimum of one activity (oral and/or drawn or written) to assess content, concepts and skills	15%
2	Map skills	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Mid-year test on topics 1 and 2	15%
3	Food and farming in South Africa	Task and/or test - minimum of one activity to assess content, concepts and skills	15%
4	Water in South Africa	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK	100% <i>divided by 2</i> = 50% for Geography	100%
Term	Grade 5	Formal assessments	Year %
1	Map skills	Task and/or test – minimum of one activity to assess content, concepts and skills	15%
2	Physical features of South Africa	Tasks – minimum of one activity to assess content, concepts and skills	10%
		Mid-year exam on topics 1 and 2	15%
3	Weather, climate and vegetation of South Africa	Project – observing and recording the weather Task and/or test – minimum of one activity to assess content, concepts and skills	15% 10%
4	Mining and minerals in South Africa	Tasks – minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 3 and 4	25%
Term	Grade 6	Formal assessments	Year %
1	Map skills	Task and/or test – minimum of one activity to assess content, concepts and skills	15%
2	Trade	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Mid-year exam on topics 1 and 2	15%
3	Climate and vegetation around the world	Task and/or test – minimum of one activity to assess content, concepts and skills	15%
4	Population- why people live where they do	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Year-end examination on topics 3 and 4	25%

HISTORY INTERMEDIATE PHASE

Continuous assessment: 75% (including mid-year examination/test)

Year-end examination: 25%

Term	Grade 4	Formal Assessments	Year %
1	People who have made a difference	Task or test - minimum of one activity to assess content, concepts and skills	10%
2	How we find out about the past (pictures, objects, stories and writing) and local history	Task or test - minimum of one activity to assess content, concepts and skills History project	10% 15%
		Mid-year test on topics 1 and 2	15%
3	Transport then and now	Task or test - minimum of one activity to assess content, concepts and skills	15%
4	Communication then and now	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK		100%

Term	Grade 5	Formal assessments	Year %
1	Hunter-gatherers and herders in southern Africa in the Late Stone Age	Task or test - minimum of one activity to assess content, concepts and skills	15%
2	The first farmers in South Africa: African Iron Age farmers	Task or test - minimum of one activity to assess content, concepts and skills	15%
		Mid-year test or exam on topics 1 and 2	15%
3	Ancient Egypt	Task or test - minimum of one activity to assess content, concepts and skills	15%
4	The kingdom of Mali and the city of Timbuktu	Task or test - minimum of one activity to assess content, concepts and skills	15%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK		100%

Term	Grade 6	Formal assessments	Year %
1	An African kingdom long ago in southern Africa: Mapungubwe	Task or test - minimum of one activity to assess content, concepts and skills	15%
2	Swahili east coast society, African and global trade to the 15 th century	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Mid-year exam on topics 1 and 2	15%
3	Explorers from Europe find southern Africa	Task or test - minimum of one activity to assess content, concepts and skills History project	10% 15%
4	Scientific western medicine through time	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK		100%

Intermediate Phase projects

Learners complete **one** project in Social Sciences in each Grade. They therefore do a project in either History or Geography in a given year.

Projects should be started towards the start of the term to ensure ongoing research and teacher support.

Grade	Subject	Term	Topic
4	History	2	Make a museum display of past and present in your local area
5	Geography	3	Weather observation: each learner observes and records the daily weather over a two-week period. Report on temperatures, cloud cover, precipitation and wind using terms such as: hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet, and windy. Include observations of: - weather patterns over the period of observation - how weather affects the daily lives of people.
6	History	3	A religion brought to South Africa (Christianity or Islam) during the 17 th century or an indigenous religion – beliefs and practices.

Subject-specific concepts and skills

History

Concepts

- **People in the past** – what they have said and done
- **Historical sources**– history is not ‘the past’ itself. It is the interpretation and explanation of various sources of evidence. Sources that survive from the past can be visual, written, and oral (including oral history and tradition) or material objects.
- **Change** (and continuity); similarity and difference; then and now – studying developments and events that occur over a period of time is a way of making sense of the past (and the present).
- **Cause and effect** (consequence) – something happens and there is a result, an effect or a consequence; this often drives and explains human behaviour.
- **Time and chronology** – it is important to know when, and in what sequence, events occurred in time past. The ‘past’ can refer to something that happened yesterday, as well as something that occurred hundreds or even thousands of years ago.
- **Empathy** means ‘putting yourself in someone else’s shoes’ and understanding a different point of view. Appreciating different experiences and beliefs helps explain why people in the past acted as they did, and is an important part of historical conceptual understanding.

Skills

Thinking skills - these include identifying, interpreting, comparing, contrasting, reasoning and analysing.

Communication (speaking and writing) skills – explaining, discussing, describing, justifying and synthesising ideas.

Analysis, enquiry and investigation - using and applying knowledge, asking historical questions, using historical language, making informed judgments and researching.

Geography

Concepts

- **Change and continuity**
 - processes
 - cause and effect
 - similarity and difference
- **Location and spatial organisation**
 - plan views, maps, aerial and satellite photographs
 - distance, scale and direction
 - symbols and keys, and alpha-numeric grid references
 - latitude and longitude/co-ordinates
 - height above sea level and contours
 - continent, ocean, island, country, province, border, trans-frontier
 - local, regional and global
- **Planet Earth**
 - hemispheres
 - rotation and revolution
 - time around the globe/ International Date Line (IDL)
 - solstice and equinox / seasonal changes
- **Physical features**
 - surface forces – weathering, erosion and deposition
 - landforms and landscapes
 - catchments, rivers, tributaries, wetlands and lakes
- **Weather, climate and vegetation**
 - elements of weather and climate
 - air pressure and wind
 - climate and vegetation regions – influencing factors
 - links between climate, vegetation, wildlife and human activities
- **Settlement and human activities**
 - settlement and land use patterns – influencing factors
 - urbanisation, urban sprawl/decay/renewal
 - depopulation
 - trade – goods and services
 - transport/transport networks
 - mining
 - agriculture – subsistence and commercial
 - modification of crops and factory farming
 - manufacturing industries/Processed and unprocessed
 - industrial growth and multinational corporations
 - eco-tourism
 - appropriate technology

- **Human-environment interaction**
 - resources – renewable and non-renewable
 - access and exploitation – use and abuse
 - impact of environment on human settlement and activity
 - people change the environment
 - conservation
 - development and sustainable development
- **Human development**
 - basic needs
 - social conflict
 - access
 - equity
 - exploitation
 - community participation
- **Population**
 - distribution and density
 - permanent and nomadic
 - inequality – local and global patterns
 - growth, change and movements
 - drawing and labelling
 - economic and social mobility
 - birth and death rates
 - infant mortality and life expectancy
 - rural and urban

Skills for Geography

- asking and answering questions about people, places and the relationship between the physical and human world,
- identifying and extracting relevant information from photographs and other visual sources,
- using and drawing maps,
- working with data and statistics in the form of graphs, tables and diagrams,
- extracting information from atlases,
- cross-referencing information using different sources,
- sequencing activities and processes,
- developing observation and recording skills through fieldwork,
- knowledgeable and sensitive engagement with issues relating to the planet, its people and resources,
- recognising different points of view,
- using geographical knowledge in anticipating and solving problems,
- working with, synthesising and communicating information in a range of ways.