



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

ALTERNATING WEEKS LESSON PLANS

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	week 1
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Food and Farming in South Africa		
Content: People and food		
Concepts: Food people eat: From plants and animals (classifying)		
Ways people get their food: • Buying • Growing • Collecting • Fishing • Hunting		
Specific Aims: ☐ 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 ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
• Ask questions and identify issues • Discuss and listen with interest • Collect and refer to information (including newspapers, books and, where possible, websites) • Use information to describe, explain and answer questions about people and places and the relationship between the two • Acknowledge and appreciate diverse lifestyles and world views • Suggest solutions to problems		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources • Pictures of different crops, animals and types of food that people eat • Photographs of people working on farms • Map of South Africa with provinces		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting / Reading and viewing / Use Language structures		

Lesson Development		
Learner Activities		Teacher activities
Tier 1 (Low Flyers) DAY 1		
Learners name all the different food they ate the previous day or over the weekend		Introduces the topic by asking learners to list all the food that each ate the previous day or over the weekend What is their favourite food ?Does it come from plant or animal ?Is it fresh or processed ?Teach the concepts 'food', 'source' 'fresh food' , 'processed food' , 'animals' and ' plants '
Learners look at the pictures and give the names of all the different foods they see Learners draw /copy the table into their exercise books and sort the different food into one of two groups ,either comes from plants or comes from animals		Provides learners with pictures of food to look at and asks them to state the names of each food they see Shows learners a table with two columns to draw in their exercise books in order to indicate from the pictures food that come from plants or animals
Tier 2 (Medium Flyers) DAY 2		
Learners listen and respond to questions posed by the teacher about different ways the people in the pictures use to get their food Which picture shows a person buying /picture shows that the food is fresh /picture shows plants as the source of food /picture shows animals as the source of food		Explains using the pictures the different ways that people use to get their food
Learners describe how their families get most of its food		Asks learners to name one food we get from each of the ways • Buying • Growing • Collecting • Fishing • Hunting
Tier 3 (High Flyers) DAY 3		
Think of one good thing and one bad thing about getting food from each of these ways •Buying • Growing • Collecting• Fishing • Hunting		Continues to explain using the pictures the different ways that people use to get their food
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment	☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head 's Surname and Initials:		
Departmental Head's Signature:		





KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	week 2
Discipline: History	Date:	
Duration :3 hours		
Topic: Transport through time Focus: how transport has changed people's lives over time on land, water and in the air		
Content: Transport on land		
Concepts: Baseline assessment		
Animal carts, wagons and coaches.		
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation		
Skills taught/ being developed: • Identify and extract information from visual sources such as photographs • Extract and interpret information from people as sources • Change and continuity		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Local library • Internet sources • Audio-visual material • Transport museums		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities	Teacher Activities	

Tier 1 (Low Flyers)	DAY 1	
Learners get involved in the discussion and look at the pictures with different types of animals used for transport Respond to questions based on the animals they see in the pictures	As part of baseline assessment explain the concept 'transport 'land' Discuss with learners how they get to school and back home each day .Which is slowest /fastest Asks learners to name different types of animals that people use for transport ,gives learners pictures to stimulate discussion Talk about the animals they see in the pictures	
Tier 2 (Medium Flyers)	DAY 2	
Write few sentences explaining how the invention of the wheel helped to change land transport....Before the wheel peoplecomplete. Once the wheel had been inventedcomplete What is the difference between the first wheel and the modern wheel	Provides learners with pictures of wagon, cart and coaches Asks learners to mention all cars that use wheels in nowadays Explains the reasons/advantages for people to use ,carts, wagons and coaches as part of wheel invention for transport	
Tier 3 (Highflyers)	DAY 3	
Can you think of any disadvantages of using animals ,carts, wagons and coaches for transport	Highlights the problems of using carts, wagons and coaches	
Assessment Activities	Assessment Criteria / Tool	
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)	
Expanded Opportunity:		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		

School Stamp



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	week 3
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Food and farming in South Africa		
Content: Ways of farming		
Concepts: * Farming for self and family (subsistence farming)		
*Farming crops and animals to sell (commercial farming)		
* Growing food in towns and cities		
Specific Aims: ☐ 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 ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed: • Ask questions and identify issues • Discuss and listen with interest • Collect and refer to information (including newspapers, books and, where possible, websites) • Use information to describe, explain and answer questions about people and places and the relationship between the two • Acknowledge and appreciate diverse lifestyles and world views • Suggest solutions to problems		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
.		
Learner Activities	Teacher activities	

Tier 1 (Low Flyers) DAY 1		
Write down things that show a subsistence farm or commercial farm		Uses pictures and photographs to make learners understand the concepts: crops „livestock ,subsistence farming and commercial farming
Tier 2 (Medium Flyers) DAY 2		
Explain the difference between subsistence farming and commercial farming describing the food, buildings and work		Explains subsistence and commercial farming /
Write a description of a commercial farm using these words :large farms, sell to factoriesshops,markets,machinery,vehicles,equipment,workers,specialise in one product		
Tier 3 (High Flyers) DAY 3		
What do you think are the benefits of having gardens in the towns and citiesLearners to discuss in pairs and write points down		Discusses the reasons why we need to grow food in towns and cities
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: In groups, learners must plan their garden. Where are they going to make their garden? To do a drawing of what they would plant in their garden		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		





KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	week 4
Discipline: History	Date:	
Duration : 3 hours		
Topic: Transport through time Focus: how transport has changed people's lives over time on land, water and in the air		
Content: Transport on land		
Concepts: The bicycle and the motor car The steam engine and the train		
Common forms of transport and goods on land today Case study: environmental damage: exhaust fumes in big cities.		
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation		
Skills taught/ being developed: • Identify and extract information from visual sources such as photographs • Extract and interpret information from people as sources • Change and continuity		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Local library • Internet sources • Audio-visual material • Transport museums		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities	Teacher Activities	

Tier 1 (Low Flyers) DAY 1					The bicycle and the motor car The steam engine and the train
Learners look at the pictures and talk about bicycles and types of vehicles they like and what they know about them They discuss in pairs which form of transport do most South Africans use.					Provides learners with pictures of a bicycle and a motor car Discusses what is different about bicycles and how they changed people's lives. Engages learners to give their ideas about why bicycles are still popular today. Learners to name different types of cars they know. Also look at the steam engine and the train, if the train is steam train or electric train. What is the main purpose of using trains
Tier 2 (Medium Flyers) DAY 2					
Draw and complete the table on forms of transport and goods on land today					Asks learners about different kinds of land transport people use today Explains Common forms of transport and goods on land today
Form of transport	What does it transport	What are advantages of using this form of transport	What are the disadvantages of using this form of transport	Have I ridden in this form of transport	
1					
2					
Tier 3 (Highflyers) DAY 3					
Learners respond to the questions based on the case study and also think of their own area .Are the exhaust fumes a problem in your area, explain why they are or are not a problem Write a paragraph of 3-4 lines solutions to reduce pollution					Provides learners with a Case study on environmental damage: exhaust fumes in big cities Explains the new terms:environment,environmental damage, exhaust fumes,cities,air pollution Assist learners to understand the case study and to respond to questions
Assessment Activities ☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research		☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)			Assessment Criteria / Tool ☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:					
Reflection:					
Teacher's Surname and Initials:					
Teacher's Signature:					
Departmental Head's Surname and Initials:					
Departmental Head's Signature:					

School Stamp



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	Week 5
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Food and farming in South Africa		
Content: Crop and stock farming		
Concepts: - Crop farming: important crops of South Africa Case study of fruit farming in South Africa Stock farming: large stock, small stock and poultry		
Specific Aims: ☐ 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 ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed: • Ask questions and identify issues • Discuss and listen with interest • Collect and refer to information (including newspapers, books and, where possible, websites) • Use information to describe, explain and answer questions about people and places and the relationship between the two • Acknowledge and appreciate diverse lifestyles and world views • Suggest solutions to problems		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources • Pictures of different crops, animals and types of food that people eat • Photographs of people working on farms • Map of South Africa with provinces		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		

Lesson Development																															
Learner Activities		Teacher activities																													
Tier 1 (Low Flyers) DAY 1																															
Look at the map to list products farmed in their province using the key		Explains the use of symbols on a map Uses the map of South Africa to discuss the main crops found in South Africa Wheat,maize,deciduous fruits lie apples and pears ,subtropical fruits like bananas and pineapples,sugar cane, citrus fruits like oranges and grapefruits, and vegetables																													
Learners match the animal and the food product that we get from it Or Copy the table and fill it in <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <thead> <tr> <th style="width: 25%;">Type of animal</th> <th style="width: 25%;">Large/small/poultry</th> <th style="width: 25%;">Type of meat</th> <th style="width: 25%;">Other products</th> </tr> </thead> <tbody> <tr> <td>e.g. pig</td> <td>small</td> <td>Pork</td> <td>Bacon</td> </tr> <tr> <td>sheep</td> <td></td> <td></td> <td></td> </tr> <tr> <td>goat</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Beef Cattle</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Dairy cattle</td> <td></td> <td></td> <td></td> </tr> <tr> <td>chicken</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Type of animal	Large/small/poultry	Type of meat	Other products	e.g. pig	small	Pork	Bacon	sheep				goat				Beef Cattle				Dairy cattle				chicken				Shows a picture of animals that stock farmers keep and foods that we get from them Large stock ...cattle(beef cattle /dairy cattle (bulls,cows,calves,breeding) Small stock -goat ,sheep and pigs Poultry -chickens,turkey,ducks	
Type of animal	Large/small/poultry	Type of meat	Other products																												
e.g. pig	small	Pork	Bacon																												
sheep																															
goat																															
Beef Cattle																															
Dairy cattle																															
chicken																															
Tier 2 (Medium Flyers) DAY 2																															
Learners read the case study of fruit farming and respond to questions		Provides learners with a case study of fruit farming in South Africa. Explain fruit farming using the case study																													
Tier 3 (High Flyers) DAY 3																															
How do you think people raise chickens on a subsistence farm Using your own knowledge which is the busiest season for beef farmers? Support		Uses a map of stock farms in South Africa ,the teacher explains Stock farming : large stock, small stock and poultry Large stock ...cattle(beef cattle /dairy cattle (bulls,cows,calves,breeding) Small stock -goat ,sheep and pigs Poultry -chickens,turkey,ducks																													
Assessment Activities		Assessment Criteria / Tool																													
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)																													
Expanded Opportunity: Draw an outline of a cow .Name all the different things we get from cows.																															
Reflection:																															
Teacher Surname and Initials:																															
Teacher's Signature:																															
Departmental Head Surname and Initials:																															
Departmental Head's Signature:																															





KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	week 6
Discipline: History	Date:	
Duration : 3 hours		
Topic: Transport through time Focus: how transport has changed people's lives over time on land, water and in the air		
Content: Transport on water		
Concepts: Rafts and canoes and reed boats Some of the first sailing ships		
The first steam ships and modern forms of water transport		
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation		
Skills taught/ being developed: • Identify and extract information from visual sources such as photographs • Extract and interpret information from people as sources • Change and continuity		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Local library • Internet sources • Audio-visual material • Transport museums		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		

Learner Activities		Teacher Activities
Tier 1 (Low Flyers) DAY 1		
Learners to look at the earliest forms of water transport and talk about what makes these rafts and canoes to move forward		Shows learners pictures of the earliest forms of water transport such as Rafts and canoes and reed boats and some of the first sailing ships
Ask your partner Which one would she/he prefer to travel on –the raft ,the canoe or the reed boat ?Provide reasons		Shows learners the three kinds of sailing ships, what makes them move forward and how these sailing ships changed peoples' lives
Tier 2 (Medium Flyers) DAY 2		
Learners explain the differences between the steam ships and modern ones like ferries, container ships ,oil tankers ,ocean liners		Shows learners all kinds of ships ,the first steam ships and modern forms of water transport and highlights the purpose of these type of ships ferries, container ships ,oil tankers ,ocean liners
Tier 3 (Highflyers) DAY 3		
Do you think steamships are good for the environment? Support		Discusses the modern forms of water transport and the environment
How could oil tankers do damage to the environment		
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Work in groups to make models :Use sticks and string to make a raft model /Use reeds or grass to make a reed boat		
Find out how well your raft or reed boat float		
OR		
Read about Titanic as the most famous shipwreck in history		
Reflection:		
Teacher 's Surname and Initials:		School Stamp
Teacher's Signature:		
Departmental Head 's Surname and Initials:		
Departmental Head's Signature:		



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	Week 7
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Food and farming in South Africa		
Content: Crop and stock farming		
Concepts: -case study of stock farming in South Africa Location of main crop and stock farming areas in South Africa (symbols on a map)		
Specific Aims: ☐ 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 ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed: • Ask questions and identify issues • Discuss and listen with interest • Collect and refer to information (including newspapers, books and, where possible, websites) • Use information to describe, explain and answer questions about people and places and the relationship between the two • Acknowledge and appreciate diverse lifestyles and world views • Suggest solutions to problems		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities		Teacher activities
Tier 1 (Low Flyers)	DAY 1	

Learners read the case study of stock farming in South Africa and respond to questions that follow		Provides learners with a case study of stock farming in South Africa
Tier 2 (Medium Flyers) DAY 2		
Using one or two different maps showing a location of crop and stock farming areas in South Africa. Draw 1 or 2 tables into your workbook and tick off the crops and animals farmed in different provinces		Uses one or 2 different maps showing location of main crop and stock farming areas in South Africa (symbols on a map)
Tier 3 (High Flyers) DAY 3		
Using your own understanding or views do you have to be very rich and own a lot of land to start a farm?		Uses a case study of crop or stock farming on how people got knowledge and skills of starting their own farms
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Write one thing that happens in each season in cattle farming :Spring /Summer /Winter		
Reflection:		
Teacher 's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		School stamp
Departmental Head's Signature:		



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade: 4	Week 8
Discipline: History		Date:	
Duration : 3 hours			
Topic: Transport through time Focus: how transport has changed people’s lives over time on land, water and in the air			
Content: Transport in the air			
Concepts: Wright brothers and the invention of the first aeroplane Balloons, airships and modern forms of air transport			
☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation			
Skills taught/ being developed: • Identify and extract information from visual sources such as photographs • Extract and interpret information from people as sources • Change and continuity			
Curriculum Differentiation Strategies:			
❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product			
Resources: Local library • Internet sources • Audio-visual material • Transport museums			
English Across the Curriculum: Speaking and listening:			
Reading and viewing			
Writing and presenting			
Language structures			
Learner Activities		Teacher Activities	
Tier 1 (Low Flyers) DAY 1			

Learners to look at the Flyer invented by Wright brothers and aeroplane .Write down features that are found on both planes and also features which are different on both Write summary notes	Asks learners what they know about aeroplanes or provides them with pictures and have discussion Shows learners the flyer invented by Wright brothers .Explains why are these brothers important in history
Tier 2 (Medium Flyers) DAY 2	
Discuss in pairs if they would have loved to fly in this aeroplane. Explain	Explain how the Wright brothers got their aeroplane to fly
Tier 3 (Highflyers) DAY 3	
Learners to discuss one of the air transport they like most and support by highlighting 3 good points about it	Using pictures the teacher discusses different forms of modern air transport like hot-air Balloons, blimps, zeppelins , rockets aeroplanes and Learners in pairs discuss how the Flyer is different from aeroplanes and find out if they would have loved to fly in this aeroplane. helicopter
Assessment Activities	Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:	
Reflection:	
Teacher 's Surname and Initials:	
Teacher's Signature:	
Departmental Head 's Surname and Initials:	
Departmental Head 's signature	School stamp



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	Week 9
Discipline: Geography	Date:	
Duration : 3 hours		
Topic:		
Content:		
Concepts: Revision /Assessment		
Specific Aims: ☐ 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 ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed:		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities	Teacher activities	
Tier 1 (Low Flyers)		
Tier 2 (Medium Flyers)		

Tier 3 (High Flyers)	
Assessment Activities	Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:	
Reflection:	
Teacher 's Surname and Initials:	
Teacher's Signature:	
Departmental Head's Surname and Initials:	
Departmental Head's Signature:	





KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	Week 10
Discipline: History	Date:	
Duration : 3 hours		
Topic: Transport through time Focus: how transport has changed people's lives over time on land, water and in the air		
Content: Transport on land Transport on water Transport in the air		
Concepts: Revision /Assessment		
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation		
Skills taught/ being developed: •Identify and extract information from visual sources such as photographs • Extract and interpret information from people as sources • Change and continuity		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Local library • Internet sources • Audio-visual material • Transport museums		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		

Learner Activities	Teacher Activities
Tier 1 (Low Flyers)	
Tier 2 (Medium Flyers)	
Tier 3 (Highflyers)	
Assessment Activities	Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:	
Reflection:	
Teacher 's Surname and Initials:	
Teacher's Signature:	
Departmental Head's Surname and Initials:	
Departmental Head's Signature:	

