



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

ALTERNATING WEEKS LESSON PLANS

TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	week 1
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Water in South Africa		
Content: Uses of water		
Concepts: Daily uses in personal lives* Other uses: • Farming • Factories • Mines • Electricity generation • Gardens • Recreation		
Salt water and fresh water on earth The natural water cycle: from sea to land and back to sea Fresh water in nature: • Rain • Rivers • Streams • Wetlands • Lakes • Underground		
Storing water: why people need to store water Ways of storing water: • Dams • Water tanks • Buckets • Pots		
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) Read and use sources in order to assimilate information • Use information to describe, explain and answer questions about people and places and the relationship between the two		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources • Pictures to illustrate sources of fresh water • Illustrated flow charts of the natural water cycle and cycles of water use • Stories of people collecting water/keeping water clean/polluting water/using water wisely		
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 (Lower order level) DAY 1 Learners respond to the questions asked by a teacher as part of the introduction .Learners to look at the pictures and list different ways that indicate how people use water in each picture. Learners write down a list of other ways they use water		Introduces a lesson by asking learners to mention the activities they do every morning before they go to school Which is the most important activity that keep them clean and fresh Provide learners with pictures that show different ways people use water in their homes Explains other uses such as Farming-for watering crops to grow, giving to animals ,cleaning equipment • Factories-use water as part of making things • Mines use water for extracting minerals and keep drilling machines cool • Electricity generation uses water for production of energy to turn turbines • Gardens use of water for watering plants • Recreation uses water for watering of grass on fields and in parks *Power stations use water to make electricity																		
Tier 2 (Middle order level) DAY 2 Discuss with the partner about water they think is safe to drink between salt water and fresh water Describe how the water gets from the ocean into the clouds .Use the words heating ,sun and precipitation Draw and complete the table in your exercise books		Provides learners with pictures of salt water sources and fresh water sources Describe the natural water cycle from sea to land and back to sea and also fresh water in nature ,rain ,rivers, streams, wetlands, lakes and underground																		
<table border="1"> <thead> <tr> <th>Water sources</th><th>Fresh water/salt water</th><th>Safe to drink –yes/no</th></tr> </thead> <tbody> <tr> <td>underground</td><td></td><td></td></tr> <tr> <td>Lakes and streams</td><td></td><td></td></tr> <tr> <td>rivers</td><td></td><td></td></tr> <tr> <td>wetlands</td><td></td><td></td></tr> <tr> <td>streams</td><td></td><td></td></tr> </tbody> </table>	Water sources	Fresh water/salt water	Safe to drink –yes/no	underground			Lakes and streams			rivers			wetlands			streams				
Water sources	Fresh water/salt water	Safe to drink –yes/no																		
underground																				
Lakes and streams																				
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Tier 3 (High order level) DAY 3 Do you think you have good or bad access to water ?Support your answer		Uses pictures to explain different ways in which water is stored																		
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)
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Expanded Opportunity:

Reflection:

Teacher Surname and Initials:

Teacher’s Signature:

Departmental Head Surname and Initials:

Departmental Head’s Signature:





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REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	week 2
Discipline: History	Date:	
Duration :3 hours		
Topic: Communication through time		
Content: Communication through time		
Concepts: Postal system /Radio and television /Early typewriters before electricity		
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 ○ Provide reasoned explanations ○ Change and continuity ○ Time and chronology		
Curriculum Differentiation Strategies: ❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		
Resources: Local library, internet (if possible),Excursions, people, audio-visual material		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		

Language structures	
Learner Activities	Teacher Activities
Tier 1 (Lower Order level) DAY 1	
Learners to draw an envelope write the name of the person or company that that you are sending the letter to. -their full address including the name of the town or city -the postal address	Asks learners how they get messages from their family members .Discusses the postal system in South Africa
Tier 2 (Middle order level) DAY 2	
Learners name radio stations they like and why .Write a paragraph Discuss the differences between radio and television	Asks leaners about radio stations, TV programmes and different channels they like most and why. Discusses the importance of a television and radio in our lives as means of communication
Tier 3 (High order level) DAY 3	
Learners to look at pictures of typewriters and name the devices they know or use today that has QWERTY keyboard	Provides learners with pictures of typewriters .Asks learners if they know what a type writer is Discusses the invention of a typewriter
Why do you think the QWERTY layout is used for typewriters and computers	Describe the QWERTY layout for typewriter and computers
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:	
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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	week 3
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Water in South Africa		
Content: How people get their water		
Concepts: Rivers, streams and springs: people collecting and carrying water directly from natural sources		
Boreholes and wells: getting water from underground Trucks with water containers for places that do not have other sources		
Taps: water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings		
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

Tier 1 (Lower order level) DAY 1

Look at the pictures and complete the table below as an individual to state the ways you and your family use to store water

Ways of storing water	Yes/No
In bottles(mainly for drinking)	
In pots	
In buckets	
In barrels	
In a rain tank	
We don't store water at home as we use water that comes out of taps	

Teacher activities

Provides learners with pictures of people collecting and carrying water directly from natural sources, rivers, streams and springs

Tier 2 (Middle order level) DAY 2

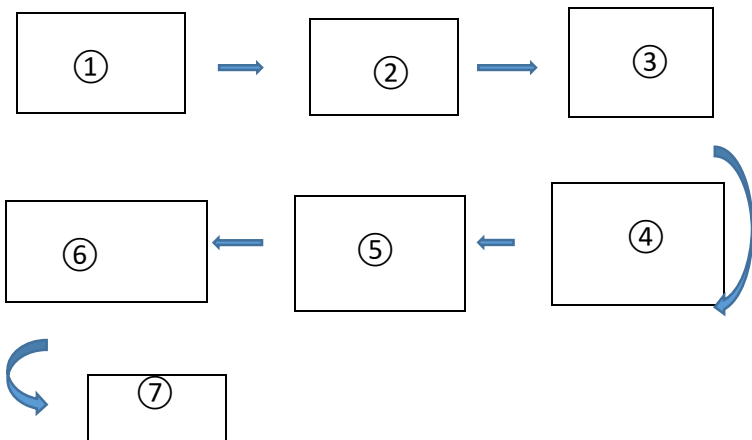
Using pictures provided write a paragraph to discuss the best or hardest way of getting water and provide reasons

Continues to show learners pictures of people getting water from underground, water trucks with containers and taps

Tier 3 (High order level) DAY 3

Copy and complete the diagram .Use the words in the box

streams/rivers, water reservoir,,underground pipes ,taps dam,, water treatment plant, pumping station



Describes how does water reaches into our taps using the following concepts to complete a cycle
:streams/rivers,r,dam,,water reservoir, water treatment plant ,underground pipes ,taps

1. Streams /rivers → 2 dams → 3. water reservoir
6 Underground ← 5.Pumping station ← 4 .watertreatment plants
7. tap

1.2 Is the water in a reservoir clean or dirty? Where will the water go from the reservoir? Is water free ?Who do you think pays for the purification works,water pipes and reservoir		
Assessment Activities		
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research		☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)
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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	week 4
Discipline: History	Date:	
Duration : 3 hours		
Topic: Communication through time		
Content: Communication through time		
Concepts: The telegraph and telephone /Cell phones and cameras /Computers and the internet		
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 ○ Provide reasoned explanations ○ Change and continuity ○ Time and chronology		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Local library, internet (if possible),Excursions, people, audio-visual material		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		

Learner Activities	Teacher Activities
Tier 1 (Low order) DAY 1	
List two ways the telephone changed people's lives	Provides learners with pictures of a telegraph and telephone. Describes telegraph and telephone
Learners to write their names in Morse code	The telegraph could only send electrical signals along wires The telephone could send voice messages along wires.
Tier 2 (Middle order) DAY 2	
In a group discuss and write about 5 advantages of using cell phones today.	Defines what a cellphone is? Make brief comparisons of a cellphone and landline telephones. Asks learners if they have got cameras at home .How do they take pictures today?
Tier 3 (High order) DAY 3	
	Explains what the Internet is.
Think of three ways in which people use computers and the internet to communicate with one another. Express your views in a paragraph	The invention of the internet assisted many people to find a lot of information on any topic quickly. It has changed many people's lives .Today people communicate through emails and other forms of networking like Facebook.
What does 'www' stand for?	
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:	
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School Stamp



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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 4	Week 5
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Water in South Africa		
Content: Uses of water /How people get their water		
Concepts: -REVISION		
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 • Consider ,synthesise and organise information • Make links between cause and effect ,change and continuity • Acknowledge and appreciate diverse lifestyle and world views		
Curriculum Differentiation Strategies: ❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		
Resources Collections of pictures and photographs to show different kinds of settlements and settlement features Stories about the lives of people in different settlements Drawings or field sketches that show directions		
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 order) DAY 1	
Tier 2 (Middle order) DAY 2	
Tier 3 (High order) DAY 3	
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)
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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 4	week 6
Discipline: History	Date:	
Duration : 3 hours		
Topic: Communication through time		
Content: REVISION -Communication through time		
Concepts: Postal system /Radio and television /Early typewriters before electricity		
The telegraph and telephone /Cell phones and cameras /Computers and the internet		
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		
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❖ Differentiating by content		
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Resources: Local library, internet (if possible),Excursions, people, audio-visual material		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		

Learner Activities		Teacher Activities
Tier 1 (Low order) DAY 1		
Tier 2 (Middle order) DAY 2		
Tier 3 (High order) DAY 3		
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:		
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