



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 5	Week 1
Discipline: Geography	Dates:	
Duration : 3 hours		
Topic: Weather, climate and vegetation of South Africa		
Content: Weather		
Concepts: Elements of weather: Temperature, wind, cloud cover, rainfall		
Precipitation: Rain, hail, snow		
How temperature and rain can be measured –(instruments and units of measurement)		
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: • Cross-reference information using different sources • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps, tables and graphs • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences • Provide reasoned explanations		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources:		

Rain gauge, thermometer, windsock or wind vane • Atlas with temperature and rainfall maps of South Africa • Photographs of different kinds of natural vegetation in South Africa Rainfall statistics/graphs		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities	DAY 1	Teacher activities
Tier 1 (Slow Flyers) Lower Order		The teacher administers a Baseline Assessment
Learners write a Baseline Assessment Learners respond to the teacher's question of stating that particular day's weather Write meanings of each element in their exercise books		Introduces the concept of weather by asking learners the day's conditions with regard to the elements of weather such as: temperature, wind (direction and speed), rainfall and cloud cover Teaches learners meanings of each element with pictures Weather is described as the conditions in the atmosphere at a specific time and specific place . The temperature is described using these words: hot, very hot, cold, very cold, warm, mild, cool. Wind is described according to the direction from which they blow. Wind strength/speed is also described using words like calm, light, gentle, moderate, strong, gale force and storm. There are words and symbols used for cloud cover which is the amount of clouds covering the sky such as clear, partly cloudy, cloudy and overcast. Rainfall can be described as dry, wet, light showers and heavy showers. The teacher can also use brief notes on page 79 of the EAC Manual on the elements of weather
Tier 2 (Medium Flyers) Middle Order	DAY 2	
Use pictures to identify and classify types of precipitation Discuss the differences between different forms of precipitation		The teacher provides learners with pictures showing types of precipitation Discusses precipitation together with the hydrological cycle and be pasted in learners' exercise books
Tier 3 (High Flyers) High Order	DAY 3	
Suggest most important reasons to measure weather all learners in groups make a rain gauge following the instructions given		Provides learners with a source/pictures showing different instruments used for weather elements such as temperature, rain and wind and lead discussion. Refers to page 80-81 of the EAC Manual for pictures
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:

Think of how weather influence our daily lives. All learners in groups make a rain gauge following the instructions given

Reflection:

Teacher 's Surname and Initials:

Teacher's Signature:

Departmental Head's Surname and Initials:

Departmental Head's Signature:





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ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 5	Week 2
Discipline: History	Dates:	
Duration :3 hours		
Topic: An ancient African society: Egypt		
Content: The Nile River and how it influenced settlement		
Concepts: Location of Egypt and the Nile River		
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: ○ Bring together information ○ Investigate where the information came from ○ Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available ○ See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history ○ Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way ○ Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: • Social Sciences textbook • Newspaper/magazine articles		

• Pictures • Map of southern Africa • YouTube • The internet

English Across the Curriculum:

Speaking and listening:

Reading and viewing

Writing and presenting

Language structures

Learner Activities

DAY 1

Tier 1 (Slow Flyers) Lower Order level

Learners write a Baseline Assessment

Look at the map of Africa to identify location of Egypt and the longest Nile river in Africa.

Listen to the teacher and write brief summary notes, also copy or paste the vocabulary

Teacher Activities

Administers a Baseline Assessment

The teacher introduces the topic by asking learners about the continents.

1. Who knows where Egypt is?
2. What is it that Egypt is known off?
3. Does Egypt form part of Africa?
4. Can you think of the events that you've heard of about Egypt?
5. Which belief or religion does your family follow?
6. Have you ever discovered something historical at your home?
7. According to your culture, what is the most important ceremony among the ones you know?

Learners to mention African States that they know

The teacher explains source of the Nile river, and its direction moving into Egypt from the Sudan in the South to Mediterranean Sea in the North.

Defines the terms, **flooding, fertile soil, irrigation, navigation, trade and some taken from EAC Manual page 19-21**

Tier 2 (Medium Flyers) Middle order DAY 2

Study the source on page 22 of the EAC Manual and identify the **benefits of Nile river to the Egyptians**.

Using their knowledge and understanding learners must compare floods in Egypt and South Africa

The teacher discusses the economic background of the Egyptians through flooding. Refers to the source on page 22 of the EAC Manual and identify the **benefits of Nile river to the Egyptians**.

Provides learners with sources to look at how the farmers worked together along the banks of the Nile river (Black Land) with three seasons of the year which guided their behaviour and became successful

The teacher explains to the learners that the Egyptians divided their year into 3 seasons based on the condition of the river:

*the flooding season or akhet which lasted from June to September.

*the planting season or peret which lasted from October to February

	* the harvesting season or shemu which lasted from March to May	
Tier 3 (Highflyers) DAY 3		
Think of the advantages brought by the Nile River and discuss in a paragraph		He shows learners a map which indicate places like Palestine, Syria and Nubia left by people to Nile river with the rich soil coming down from mountains and benefits based on trade Explains how the Egyptians organised themselves to prosper in agriculture
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: Activity 1: Using the source on page 22 of the EAC Manual learners complete an activity 1.2 & 1.3. Activity 2 : Learners to write about one season they like most in South Africa and provide examples		
Reflection		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		





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TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 5	Week 3
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Weather, climate and vegetation of South Africa		
Content: Weather / Observing and recording the weather (Independent project)		
Concepts: Determining and describing wind direction Weather maps in the media (newspaper and television) How weather affects the daily lives of people		
Observe and record the 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, windy		
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: • Cross-reference information using different sources • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps, tables and graphs • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences • Provide reasoned explanations		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: • Rain gauge, thermometer, windsock or wind vane • Atlas with temperature and rainfall maps of South Africa		

• Photographs of different kinds of natural vegetation in South Africa Rainfall statistics/graphs		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
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Learner Activities		Teacher activities
Tier 1 (Slow Flyers) Lower Order DAY 1 Learners to draw compass directions in order to understand the direction from which the wind blow		Engages learners by asking them about compass directions The teacher explains how is wind direction measured The wind direction is indicated by means of an arrow pointing in the direction the wind is blowing. The speed is then written inside the arrow. Refers learners to page 85 of the EAC Manual
DAY 2		
Tier 2 (Medium Flyers) Middle order Learners study weather map to understand weather conditions of different areas Respond to questions based on weather map		The teacher illustrates and explains weather map concept as a map that shows the expected weather conditions of different areas in a country. Weather maps consist of symbols which indicate weather conditions e.g. a picture of a sun meaning sunny weather, picture of clouds indicating cloudy weather etc. Temperature is written in degrees Celsius with the first figure for lowest daily temperature and the second the highest daily temperature. The wind direction is indicated by means of an arrow pointing in the direction the wind is blowing. The speed is then written inside the arrow. Weather report tells the people about high and low temperatures of the previous day and also present temperatures. Weather forecast gives people weather summary for the next day or in the future.
Tier 3 (Highflyers) High Order DAY 3		
Think of how weather forecast has assisted you to manage your daily life		Discusses how weather affects the daily lives of people
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: Learners in groups to make their wind vane following the instructions given/complete a word search or puzzle on page 86 of the EAC Manual		
Reflection:		
Teacher's Surname and Initials:		
Departmental Head's Surname and Initials:		





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TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 5	Week 4
Discipline: History	Dates:	
Duration : 3 hours		
Topic: An ancient African society: Egypt		
Content: Way of life in ancient Egypt		
Concepts: Social structure in ancient Egypt		
Sphinx, pyramids and temples		
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: ○ Bring together information ○ Investigate where the information came from ○ Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available ○ See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history ○ Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way ○ Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources:		

• Social Sciences textbook • Newspaper/magazine articles • Pictures • Map of southern Africa • YouTube • The internet		
English Across the Curriculum:		
Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities	DAY 1	Teacher Activities
Tier 1 (Low Flyers)		
Learners look at the social pyramid /structure and identify the different groups of people from the top to the bottom Write an activity on page 22-23 of the EAC Manual i.e. 2.1		Introduces a topic on the social system of the Egyptians Ancient Egyptian history was divided into three periods: Old, middle and new kingdoms .Egypt’s social system was based on social pyramid which indicated that the king on top had the most power and people believed that the pharaohs were present everywhere as he held the titles of “Lord of the Two Lands and “High Priest of Every Temple”. The Egyptian society consisted of rich and poor people who lived different lives.
Tier 2 (Medium Flyers)		DAY 2
Learners listen and write brief summary notes. Paste the pyramids in their exercise books. In a paragraph explain your understanding and knowledge of Sphinx pyramids and temples Complete activities 2.2 & 2.3 on page 23 of the EAC Manual		Define the concepts “Sphinx, pyramids and temples. There are over 30 pyramids in Egypt. The three biggest and most famous are at Giza. Pyramids were huge tomb buildings built for Pharaohs. They were built in the desert for dry heat for preservation of the Pharaohs’ bodies. Sphinx is the largest statue in the world, found at Giza close to the great pyramids. It has a body of a lion and head of a man. It was referred to as the” Guardian of the Horizon “The temples were built nearby the pyramids as it was believed that people could visit a temple in the after-life.
Tier 3 (Highflyers)		DAY 3
In a paragraph comment on the power of the kings and pharaohs by looking at temples, tombs and monuments they built for themselves		Guides learners on the important aspects to cover when writing a paragraph
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries	☐ Memorandum ☐ Rubrics ☐ Other(Specify)

☐ Debates ☐ Models ☐ Research	☐ Tests ☐ Essay ☐ Other(Specify)	
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Expanded Opportunity:
Reflection:
Teacher 's Surname and Initials:
Teacher's Signature:
Departmental Head's Surname and Initials:
Departmental Head's Signature:





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TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 5	Week 5
Discipline: Geography	Date:	
Duration :3 hours		
Topic: Weather, climate and vegetation of South Africa		
Content: Observing and recording the weather (independent project)/ Rainfall		
Concepts: Include observation of wind direction and weather patterns over the period of observation Observe and comment on how weather affects the daily lives of people		
Rainfall in South Africa (distribution maps Rainfall patterns –summer /winter/ all year (maps, bar graphs for selected places)		
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: • Cross-reference information using different sources • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps, tables and graphs • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences • Provide reasoned explanations		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: •Rain gauge, thermometer, windsock or wind vane		

• Atlas with temperature and rainfall maps of South Africa		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
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Learner Activities	DAY 1	Teacher activities
Tier 1 (Slow Flyers) Lower Order		
		The teacher introduces the topic by providing learners with annual rainfall map which shows the amount of rain that falls in one whole year in different parts of the country. Learners learn about areas which receive high rainfall (wet areas) and which areas receive little rainfall (dry areas)
Learners use the rainfall distribution map to find out where rain falls in South Africa		The teacher assists learners to identify the wet and dry regions of South Africa
Learners record weather information ,observe weather patterns and comment on how weather affects the daily lives of people in their own area		The teacher monitors learners 'projects ,checks on progress and provides support
Tier 2 (Medium Flyers) Middle order DAY 2		
Learners look at the rainfall maps to describe rainfall patterns Write an activity on page 90 of the EAC Manual		The teacher explains that places get rain at regular times of the year
Learners record weather information ,observe weather patterns and comment on how weather affects the daily lives of people in their own area		The teacher monitors learners 'projects ,checks on progress and provides support
Tier 3 (High Flyers) High Order DAY 3		
Learners record weather information ,observe weather patterns and		The teacher monitors learners 'projects ,checks on progress and provides support
Comment on how weather affects the daily lives of people in their own area		
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



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REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 5	Week 6
Discipline: History	Dates:	
Duration : 3 hours		
Topic: An ancient African society: Egypt		
Content: Way of life in ancient Egypt		
Concepts: Hieroglyphics, mathematics and astrology Medicine and physicians: Diseases, anatomy, physiology and clinical examinations		
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: ○ Bring together information ○ Investigate where the information came from ○ Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available ○ See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history ○ Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way ○ Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event		
Curriculum Differentiation Strategies:		
❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		
Resources:		

Resources: • Social Sciences textbook • Newspaper/magazine articles • Pictures • Map of southern Africa • YouTube • The internet		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities		Teacher Activities
Tier 1 (Slow Flyers) Lower order DAY 1		
Study the hieroglyphics and use pictures to write down their names or complete 3.2 & 3.3 on page 24 of the EAC Manual Work out few sums by applying symbols used in Mathematics		The teacher describes the term -Hieroglyphics which was referred to as 'holy writing'. These were the symbols and pictures used to write and not words or letters. The Egyptians used about 700 pictures of Hieroglyphics in their writing and each stood for a sound. They used 7 main symbols for numbers Explains how to read the hieroglyphics Shows learners how to use the symbols to write numbers
Tier 2 (Medium Flyers) Middle order DAY 2		
Write a paragraph to discuss the Egyptians ' contributions to the way we use things in Mathematics and astronomy		Explains how the Egyptians contributed to the way we use things in Mathematics and astronomy
Tier 3 (Highflyers) High order DAY 3		
Think of few benefits of using ginger and garlic for yourself and write down points Write a letter to your family explaining how the Egyptian medicine influenced modern practice.		Explains the role played by the ancient Egyptians for healing The ancient Egyptians had a great deal of knowledge about human body. The ancient Egyptians ensured that the labourers were provided with healthy diet They used an aspirin for pain and fever. Garlic for colds and flu. Cumin seeds to relieve the pain of arthritis. Coriander improved digestion. Discusses the whole process of preparing the dead body for the after-life Ancient Egyptians understood all parts of the human body as they took out the organs of dead leaders and rulers before they buried them in their tomb
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework	☐ Research ☐ Assignment	☐ Memorandum ☐ Rubrics

☐ Presentations ☐ Interviews ☐ Debates ☐ Models	☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Other(Specify)
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Expanded Opportunity: Re-arrange the information on how the ancient Egyptians prepared the dead body for the after-life
Reflection:

Teacher’s Surname and Initials:

Teacher’s Signature:

Departmental Head’s Surname and Initials:

Departmental Head’s Signature:

School Stamp



KWAZULU-NATAL PROVINCE

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ILEMBE DISTRICT

Term 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 5	Week 7
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Weather, climate and vegetation of South Africa		
Content: Climate /Natural vegetation		
Concepts: Concept of natural vegetation Links between natural vegetation and climate –examples of plants and adaptations to climate around South Africa		
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: • Cross-reference information using different sources • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps, tables and graphs • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences • Provide reasoned explanations		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: • Rain gauge, thermometer, windsock or wind vane		

- Atlas with temperature and rainfall maps of South Africa

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 (Slow Flyers) Lower order

Learners listen to the teacher reading a text on weather and climate and respond and identify whether that refers to weather or climate
Write summary notes.
Complete a table with climatic regions and descriptions

The teacher asks learners to state the difference between weather and climate. Refers to page 92 of the EAC Manual.
Reads a text to learners that describe weather or climate
Learners find out the difference between weather and climate by identifying whether that refers to weather or climate. Both weather and climate describe the temperature, rainfall and other precipitation, cloud cover and winds. **Weather** describes the temperature, rainfall, cloud cover and wind in an area at a specific period in time, such as day or few hours. **Climate** describes the average weather in an area over a longer period of time such as a season or a year. This includes the average temperature,rainfall,cloud cover and wind
Shows learners a map with climatic regions into which South Africa is divided when measuring weather and climate

Tier 2 (Medium Flyers) Middle order

Write a short paragraph about climate in summer and winter where they live

Use climatic map to highlight the different kinds of climate in South Africa (hot, warm, cold, cool, dry, wet, humid)

Tier 3 (High Flyers)

Learners in pairs to write an article for an overseas newspaper that will encourage tourism ,highlighting what South Africa has to offer because of its amazing ,beautiful climate and vegetation

Describes the concept of natural vegetation which refers to the plants that grow naturally in a place without the interference of the people. The teacher uses EAC Manual page 97-100 .Many plants have adapted to the climate in the regions where they are found in order to survive e.g. the Mediterranean climate and the fynbos vegetation cover the same area .The savannah vegetation region covers the subtropical coast ,subtropical Lowveld and semi-arid plateau

Gives to learners the climatic map and the natural vegetation map to link between natural vegetation and climate –examples of plants and adaptations to climate around South Africa

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: Learners match South African plants with the descriptions in their exercise books .

Do a research about the kinds of plants unique to each of the nine provinces, due to climatic factors?

Write an activity on page 101-102 of the EAC Manual

Reflection:

Teacher's Surname and Initials:

Teacher's Signature:

Departmental Head's Surname and Initials:

Departmental Head's Signature:





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ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 5	Week 8
Discipline: History	Dates:	
Duration : 3 hours		
Topic: An ancient African society: Egypt		
Content: Case study: The tomb of Tutankhamen		
Concepts: Discovery of the tomb: Who, when, why What the discovery revealed about ancient Egyptian society.		
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: ○ Bring together information ○ Investigate where the information came from ○ Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available ○ See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history ○ Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way ○ Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event		
Curriculum Differentiation Strategies:		
❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		
Resources:		

• Social Sciences textbook • Newspaper/magazine articles • Pictures • Map of southern Africa • YouTube • The internet		
English Across the Curriculum:		
Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities		Teacher Activities
Tier 1 (Slow Flyers) Lower order	DAY 1	
Learners look at the pictures and name the things found at the Tutankhamen's tomb in their exercise books Write or paste brief summary notes		The teacher shows learners a picture(s) of Tutankhamen in his tomb with all the beautiful treasures The tomb of Tutankhamen was discovered by an archaeologist, Howard Carter, in 1922. Carter was searching for ancient buildings in the 'Valley of the Kings' when he found the tomb of Pharaoh Tutankhamen. He was 18 years old when he died and some people think that he was beaten to death as his skull was found broken .Others theorize by saying he died of an infection caused by a broken leg and some even believed that it was malaria. Some Egyptologists believed that he was murdered by his successor, Ay.
Tier 2 (Medium flyers) Middle order	DAY 2	
Explain why was Tutankhamen's tomb not robbed like all other tombs		The teacher describes the unique way used by builders to protect Tutankhamen's tomb as it was discovered after 3000 years
Tier 3 (Highflyers) High order	DAY 3	
Do you think that Egypt was a wealthy nation or not ?Give reasons for your answer		The teacher explains what the discovery revealed about ancient Egypt society
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 5	Week 9
Discipline: Geography	Dates:	
Duration : 3 hours		
Topic: Weather, climate and vegetation of South Africa		
Content: Weather/Rainfall/Climate/Natural vegetation		
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: • Cross-reference information using different sources • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps, tables and graphs • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences • Provide reasoned explanations •		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: • Rain gauge, thermometer, windsock or wind vane • Atlas with temperature and rainfall maps of South Africa		
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 (Slow Flyers) Lower Order		
Tier 2 (Medium Flyers) Middle order		
Tier 3 (High Flyers) High order		
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 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: 5	Week 10
Discipline: History	Date:	
Duration : 3 hours		
Topic: An ancient African society: Egypt		
Content: The Nile River and how it influenced settlement Way of life in ancient Egypt Case study: The tomb of Tutankhamen		
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: ○ Bring together information ○ Investigate where the information came from ○ Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available ○ See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history ○ Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way ○ Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event		
Curriculum Differentiation Strategies:		
❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		

Resources: • Social Sciences textbook • Newspaper/magazine articles • Pictures • Map of southern Africa • YouTube • The internet		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities		Teacher Activities
Tier 1 (Slow Flyers)	DAY 1	
Tier 2 (Medium Flyers)	DAY 2	
Tier 3 (Highflyers)	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:		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		

