



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 5	Week 1
Discipline: Geography	Dates:	
Duration : 3 hours		
Topic: Minerals and mining in South Africa		
Content: Mineral and coal resources of South Africa		
Concepts Minerals as non-renewable resources Main minerals mined in South Africa, such as gold, diamonds and coal, and their uses		
Coal as a non-renewable resource How coal is formed Uses of coal		
Location of mineral and coal mines and links to settlement patterns (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: • Read and use sources in order 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 • Provide reasoned explanations • Cross-reference information using different sources • Write in a structured way: Writing coherent sentence		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		
Resources:		

*Map of South Africa to show distribution of main minerals across provinces • Pictures to illustrate all sections of the topic			
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 Low order level) DAY 1	Teacher activities		
Use a map to name types of minerals found in each province. Which provinces has the most minerals Which province has no minerals Draw a table on the exercise books that indicates uses of gold and diamonds	Explains the importance of mining in South Africa's economy. Use a map to show where minerals are found in South Africa .Uses of gold and diamonds <table border="1"> <tr> <td> Gold: *jewellery/ *money *dentistry and medicine *decoration*In electronic equipment like cell phones & computers </td><td> Diamond: *jewellery *cutting ,drilling and grinding tools –for engraving, dentist drills and polishing lenses *industrial drills </td></tr> </table>	Gold: *jewellery/ *money *dentistry and medicine *decoration*In electronic equipment like cell phones & computers	Diamond: *jewellery *cutting ,drilling and grinding tools –for engraving, dentist drills and polishing lenses *industrial drills
Gold: *jewellery/ *money *dentistry and medicine *decoration*In electronic equipment like cell phones & computers	Diamond: *jewellery *cutting ,drilling and grinding tools –for engraving, dentist drills and polishing lenses *industrial drills		
Tier 2 (Middle order level) DAY 2			
Learners listen to the teacher and write summary notes Draw a mind map to show the main uses of coal 	Using a map, the teacher explains coal as a non-renewable resource /How coal is formed /Uses of coal		
Tier 3 (High order level) DAY 3			
Discuss in a group how you think mining has benefitted our province Suggest ways in which mining has caused problems in the province	Provides learners with a map that shows location of mineral and coal mines and links to settlement patterns (map)		
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:		

School Stamp



KWAZULU-NATAL PROVINCE

EDUCATION
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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: A heritage trail through the provinces of South Africa		
Content: Different examples of heritage in the different provinces		
Concepts: What heritage is ? Heritage in sites of significance: The Cradle of Humankind in Gauteng		
Heritage in objects: Golden objects at Mapungubwe in Limpopo OR Heritage in people's achievements: Frances Baard from Northern Cape		
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 ○ Decide what is important information to use ○ Explain how and why people and events are publicly remembered in a community, town or city or province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments ○ 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 ○ 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		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: 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 order) Leraners draw a table and complete it with the names of all provinces with Capital cities		What heritage is ? Provides learners with a map of South Africa and their capital cities.
Tier 2 (Middle order) DAY 2		
Learners listen to the teacher and discuss in pairs why is it important to preserve and look after the site and its fossils		Describes Heritage in sites of significance: The Cradle of Humankind in Gauteng
Tier 3 (High order) DAY 3		
Explain in groups why do you think people try to visit heritage sites Complete a table below by showing your way of thinking about how people of Mapungubwe lived long ago		HHighlights heritage in objects: Golden objects at Mapungubwe in Limpopo OR Heritage in people’s achievements: Frances Baard from Northern Cape
What the found	What this tells us about the people of Mapungubwe	
Bone tools		
Gold beads and gold plated ornaments		
Locally made pottery bowls		
Evidence of cotton spinning and cloth making		
Very old cattle dung		
Ivory bracelets		
Imported glass beads on the top of the hill		
OR		
If the teacher has chosen Francis Baard Learners to draw timeline of Frances Baard from 1948 -1964		
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:	School Stamp
Teacher's Signature:	
Departmental Head Surname and Initials:	
Departmental Head's Signature:	



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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 5	Week 3
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Minerals and mining in South Africa		
Content: Mining and the environment/ Mining and people		
Concepts: Concept of mining Ways of mining: Open pit, surface mining and shaft and deep level mining Impact of mining on the environment: Examples to include pollution (water and air)		
Impact of mining on the environment: Examples to include the destruction of vegetation and wildlife Waste and waste disposal Challenges of working in a deep gold mine, such as ventilation, heat, rock falls, dust Health and safety risks for miners Rules to protect the health and safety of miners		
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		Teacher activities
Tier 1 (Low order level) DAY 1 Learners listen and write summary notes		The teacher explains the concept of mining and Ways of mining such Open pit, surface mining and shaft and deep level
DAY 2 Write a paragraph in which you describe how you feel about mining and what it does to the environment		Discusses the Impact of mining on the environment: Examples to include pollution , the destruction of vegetation and wildlife Waste and waste disposal
Tier 2 (Middle order level)		
Tier 3 (High order level) DAY 3 Do you think that mining is an easy or a difficult job? Why do you think this? Would you like to work in a mine ?Give a reason for your answer		Challenges of working in a deep gold mine, such as ventilation, heat, rock falls, dust Health and safety risks for miners Rules to protect the health and safety of miners
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 Opportunities:		
Reflection:		
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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: A heritage trail through the provinces of South Africa		
Content: Different examples of heritage in the different provinces		
Concepts: Heritage in names of places: Names of rivers, dams and towns in the Free State OR Heritage and changing identities: The Van Riebeeck Castle in the Western Cape		
Specific Aims: Find ☐ 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
1 (Low order) Learners to give examples of things or places in their area named after a famous person such as streets,buildings,or school, natural feature like a river, a lake mountain Give the meaning of the words. OR If the teacher has chosen Castle ,Learners to give information of what make them interested to visit the Castle		Explains Heritage in names of places: Names of rivers, dams and towns in the Free State OR Heritage and changing identities: The Van Riebeeck Castle in the Western Cape
Tier 2 (Middle order)		
Learners to find out two products that contain aloe and describe them OR Explain why did Botswana farmers build walls from stone and not wood		Heritage and indigenous medicine: The healing properties of the aloe in the Eastern Cape OR Heritage in architecture: the Stone-walled town of Kaditshwene in the North West Province
Tier 3 (High order) DAY 3		
Imagine you are visiting one of this beautiful mountain range with a friend who is blind .How would you describe the beauty of these mountains to your friend ,Makhonjwa mountains OR San Rock Art in the Drakensberg		Describes Natural heritage and indigenous knowledge systems (IKS): Makhonjwa Mountains, the oldest in the world. Mountains and ancestors in IKS in Mpumalanga OR Heritage in art: San rock art in the Drakensberg in KwaZuluNatal
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:		
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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 5	Week 5
Discipline: Geography	Date:	
Duration :3 hours		
Topic:		
Content:		
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: • 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		
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❖ 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 DAY 1		Teacher activities
Tier 1 (Low order)		
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 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 5	Week 6
Discipline: History	Dates:	
Duration : 3 hours		
Topic:		
Content:		
Concepts: REVISION		
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 (Low order) DAY 1		
Tier 2 (Middle order) DAY 2		
Tier 3 (High order level) 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: t		
Reflection:		
Teacher Surname and Initials:		
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Departmental Head Surname and Initials:		
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