

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 1	DURATION:	5 HOURS
TOPIC: PLACES WHERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : People and Places - Places to live - Farm - Villages - Town - City					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of settlements using a poster. ☞ Explains - the different types of settlements activities taking place in each settlements (buildings in settlements)				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different settlements and the activities taking place in those settlements	
FORM/S OF ASSESSMENT					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 2	DURATION:	5 HOURS
TOPIC: PLACES WHERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : People and Places -Work: jobs people do in different places					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of settlements using a poster. ✍ Explains - the different types of settlements activities taking place in each settlements (buildings in settlements)				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different settlements and the activities taking place in those settlements	
FORM/S OF ASSESSMENT					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 3	DURATION:	5 HOURS
TOPIC: PLACES WHERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : People and Places -Building in different places and their uses-buildings such as houses, animal, shelters, shops, schools, clinic, banks, offices, places of worship, factories, garages and train stations					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of settlements using a poster. ☞ Explains - the different types of settlements activities taking place in each settlements (buildings in settlements)				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different settlements and the activities taking place in those settlements	
FORM/S OF ASSESSMENT					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 4	DURATION:	5 HOURS
TOPIC: PLACES WHERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : People and Places Roads and footpaths –how they are used within settlements					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of settlements using a poster. ☞ Explains the difference between roads and paths				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify roads and footpaths	
FORM/S OF ASSESSMENT					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 5	DURATION:	3 HOURS
TOPIC : PLACES WERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS: Land marks and explaining the way -identifying landmarks-natural and human made					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information Use information to describe, explain and answer questions about people, places and the relationship between the two.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of landmarks using a text books ☞ Explains - The different types of direction or position to journey to Work. - Explaining from one place to another.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different routes and the activities taking place in those settlements - Identify different landmarks around the community	
FORM/S OF ASSESSMENT: informal tasks solutions for all social sciences pg. 13 and 14					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 6	DURATION:	3 HOURS
TOPIC : PLACES WERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS: Land marks and explaining the way -Describing and drawing short journey-such as the way to school					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information Use information to describe, explain and answer questions about people, places and the relationship between the two.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of landmarks using a text books  Explains - The different types of direction or position to journey to Work. - Explaining from one place to another.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different routes and the activities taking place in those settlements - Identify different landmarks around the community	
FORM/S OF ASSESSMENT: informal tasks solutions for all social sciences pg. 13 and 14					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 7	DURATION:	3 HOURS
TOPIC : PLACES WHERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS: Land marks and explaining the way -Explaining how to get from one place to another-left,right,straight, landmarks and names of roads					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information Use information to describe, explain and answer questions about people, places and the relationship between the two.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of landmarks using a text books  Explains - The different types of direction or position to journey to Work. - Explaining from one place to another.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different routes and the activities taking place in those settlements - Identify different landmarks around the community	
FORM/S OF ASSESSMENT: informal tasks solutions for all social sciences pg. 13 and 14					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 8	DURATION:	4 HOURS
TOPIC : PLACES WHERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : People and their needs - What all people need : water, food, shelter, health care and energy - Ways people meet their needs: stories to describe how people in different places meet their needs					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information Use information to describe, explain and answer questions about people, places and the relationship between the two.	
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Discuss cartoon about the different needs of people using a text book. 👉 Explains - The stories about how people meet their needs.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different needs of people and the activities taking place in those settlements - Identifies needs of the community.	
FORM/S OF ASSESSMENT: informal / formal assessments					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK 9	DURATION:	4 HOURS
TOPIC : PLACES WERE PEOPLE LIVE		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : People and their needs - Ways people meet their needs: stories to describe how people in different places meet their needs					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information Use information to describe, explain and answer questions about people, places and the relationship between the two.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Discuss cartoon about the different needs of people using a text book. ☞ Explains - The stories about how people meet their needs.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different needs of people and the activities taking place in those settlements - Identifies needs of the community.	
FORM/S OF ASSESSMEN: informal / formal assessments					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 1	DURATION:	2 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : How we find out about the present in a local area 🔍 Information - from the pictures - from writing					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 🔍 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project starts)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 2	DURATION:	2 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : How we find out about the present in a local area 🔍 Information - from the stories and from interviews with people - from objects					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 🔍 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 3	DURATION:	3 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : How we find out about the history of a local area 🔍 Information - from pictures - writing					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 👉 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 4	DURATION:	3 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : How we find out about the history of a local area 🔍 Information - from stories and from interviews with people - from objects					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 👉 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 5	DURATION:	7 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : History projects 🔧 Information - learners explain how to do the project - Explains different steps to be followed in collating a project					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 🔧 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask learners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 6	DURATION:	7 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : History projects 🔧 Information - learners start to with the project					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 🔧 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask learners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 7	DURATION:	7 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : History projects 🔧 Information - learners bring information found to the class, organise, classify and make note (labels)					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present 🔧 Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 8	DURATION:	7 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : History projects Information - Learners continue with the project.					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 1	WEEK : 9	DURATION:	7 HOURS
TOPIC : LOCAL HISTORY		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS : History projects ☞ Information - learners do exhibition , complete control list and project is assessed					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted				SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Displays pictures of the past and the present ☞ Explains - the different types of sources to use to find out about the past e.g. visual sources, written sources etc. - uses pictures to ask leaners about it				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures	
FORM/S OF ASSESSMENT : Formal assessment (project)					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 1	DURATION:	2 HOURS
TOPIC : MAP SKILLS (FOCUS AFRICA)		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT AND CONCEPTS: WORLD MAP AND COMPASS DIRECTIONS. - Position of equator , north and south poles on a globe - The seven continents					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 2	DURATION:	2 HOURS
TOPIC : MAP SKILLS (FOCUS AFRICA)		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: WORLD MAP AND COMPASS DIRECTIONS. - Eight points of the compass-N/S/E/W/NE/NW/SE/SW - Eight directions from a fixed point on a world map					
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment				SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. 👉 Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 3	DURATION:	4 HOURS
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TOPIC : MAP SKILLS (FOCUS AFRICA)	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : Africa our continent (oceans, countries and main cities) - Position of Africa on a world map and globe - Oceans around Africa (names and location) - Concepts of countries and borders		
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment		SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.
FORM/S OF ASSESSMENT : informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 4	DURATION:	4 HOURS
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TOPIC : MAP SKILLS (FOCUS AFRICA)	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : Countries of Africa - Location of all countries* - land locked or with a coastline : N,S or on Equator * - Madagascar- a country or island - Zanzibar- an island of Tanzania		
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment		SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.
FORM/S OF ASSESSMENT: informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 5	DURATION:	4 HOURS
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TOPIC : MAP SKILLS (FOCUS AFRICA)	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : Countries of Africa - Big cities of Africa –Including Cairo, Lagos, Johannesburg, Nairobi -South Africa ‘s neighbours (Botswana, Lesotho, Mozambique, Namibia. Swaziland , Zimbabwe) -Concept of capital cities -Capital cities of South Africa and Neighbouring countries		
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment		SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.
FORM/S OF ASSESSMENT: informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 6	DURATION:	3 HOURS
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TOPIC : MAP SKILLS (FOCUS AFRICA)	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : A physical map of Africa - Features on a physical map: high and low area , mountains, rivers , lakes. - Ways of showing height above the sea level on physical map**		
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment		SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.
FORM/S OF ASSESSMENT: informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 7	DURATION:	3 HOURS
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TOPIC : MAP SKILLS (FOCUS AFRICA)	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : A physical map of Africa - Location on a map * (including basic information about the each feature) • Africa’s highest mountains: Kilimanjaro and mount Kenya • Southern Africa’s highest peak: Thaba Ntlenyana in the uKhahlamba Drakensberg range • Africa’s three largest lakes : Victoria, Tanganyika, Malawi	• Africa’s great rivers : Nile , Niger, Congo, Zambezi, Limpopo, Gariep-Orange • Southern Africa’s famous waterfalls : Victoria, Maletsunyane, Augrabies • Africa’s great deserts: the Sahara and the Namib • Physical features as borders between countries - Focus on the rivers and lakes	
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment	SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 1	WEEK : 8 & 9	DURATION:	3 HOURS
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TOPIC : MAP SKILLS (FOCUS AFRICA)	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : Images of Africa - Photograph of a range of scenes and landscapes in Africa- such as physical features, settlements types, buildings and human activities (asking questions and extracting information)*** - Using references provided on a map to give approximate of where photos were taken		
AIMS - Are curious about the world they live in. - Have a sound general knowledge of places and the natural environment		SKILLS - Ask questions and identify issues - Discuss and listen with interest - Read and use sources in order to assimilate information - Use information to describe, explain and answer questions about people, places and the relationship between the two
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. equator , hemisphere - Displays the different kinds of settlements using a poster. ☞ Shows - the leaners teaching aid globe - the position or the line (latitude and longitude) of equator, north and south poles on the globe - Prior-knowledge of seven continents explains or show where they are found in the world and oceans that are surrounds them.		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.
FORM/S OF ASSESSMENT: informal task (class-work) pg. 5 “ MY CLEVER “ text book social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 1	DURATION:	2 HOURS
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CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: How we find out about hunter-gatherers and herders - Stories - Objects - Rock paintings - Books - In the present we find out about them by observing living societies(ethnography)			
AIMS -Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet		SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils			
EXPANDED OPPORTUNITIES PLANNED:			
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present medicine people		LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task (class-work) my clever text book social sciences			

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 2	DURATION:	8 HOURS
CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: San hunter –gatherer in the Later Stone Age - How they lived off the environment.					
AIMS - Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet				SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers in the Later stone Age - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present				LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task (class-work) clever social sciences pg. 29,33,37 ,39 and 41					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 3	DURATION:	8 HOURS
CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: San hunter –gatherer in the Later Stone Age - The invention of the bow and arrow , which contributed to hunting effectiveness					
AIMS - Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet				SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers in the Later stone Age - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present				LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task (class-work) clever social sciences pg. 29,33,37 ,39 and 41					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 4	DURATION:	8 HOURS
CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: San hunter –gatherer in the Later Stone Age - Social organisations : all the were meant to be shared equally within a group					
AIMS - Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet				SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers in the Later stone Age - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present				LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task (class-work) clever social sciences pg. 29,33,37 ,39 and 41					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 5	DURATION:	8 HOURS
CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: San hunter –gatherer in the Later Stone Age - Plant medicines					
AIMS - Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet			SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers in the Later stone Age - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present			LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: informal task (class-work) clever social sciences pg. 29,33,37 ,39 and 41					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 6	DURATION:	8 HOURS
CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: San hunter –gatherer in the Later Stone Age - San beliefs and religion					
AIMS - Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet				SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers in the Later stone Age - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present				LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task (class-work) clever social sciences pg. 29,33,37 ,39 and 41					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 7 & 8	DURATION:	8 HOURS
CONTENT : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: San hunter –gatherer in the Later Stone Age - Rock art • Where , when, how and why it was created • Interpretations of rock art • South African coat of arms and Linton Rock Art Panel					
AIMS - Find out about the places , people, events , and issues using different sources , e.g. books , people, photographs, the internet			SKILLS - Devise and frame questions. - Develop and apply research skills - Analyse , process and present information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers in the Later stone Age - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present			LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: informal task (class-work) clever social sciences pg. 29,33,37 ,39 and 41					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 9	DURATION:	2 HOURS
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TOPIC : HUNTERS –GATHERERS AND HERDERS IN SOUTHERN AFRICA	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT AND CONCEPTS : Khoikhoi herder society in the Later Stone age - Pastoral way of life - How San and khoikhoi shared the same landscape		
AIMS -Finding a variety of kinds of information about the past	SKILLS - Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies)	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago - Describes rock paintings - About the san hunters –gatherers - Life of the khoikhoi herders - How to compare the hunting and herding lifestyles - Links between the past and present	LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task and formal assessment (class-work) clever social sciences pg. 39 and 41		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK: 1	DURATION:	2 HOURS
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CONTENT : MAP SKILLS	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Sides views and plan views - sides views and views from above of simple objects- such as a cup, hat - shoes, box ,apple - Plan views –Such as table, classroom, simple buildings, tress and a sport field -Pictures showing side views and plan views .	- Pictures showing sides views and plan views.	
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.	SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements		
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - The different types sides views eg side and top views - Explaining from one place to another.	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different views	
FORM/S OF ASSESSMENT: informal tasks Day By Day social sciences pg. 23, 24 and 25		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK: 2	DURATION:	3 HOURS
CONTENT : MAP SKILLS		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: Symbols and keys - Symbols as simple pictures or letters - Symbols on a simple large scale map					
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.			SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of symbols and keys using a text book			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		
FORM/S OF ASSESSMENT: informal tasks Day By Day social sciences pg. 27					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK: 3	DURATION:	3 HOURS
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CONTENT : MAP SKILLS	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Symbols and keys - Keys as lists of symbols with their meanings on South African maps - Reading a map of a farm , village or a part of town using symbols and key.		
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.		SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements		
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of symbols and keys using a text book		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different symbols and keys
FORM/S OF ASSESSMENT: informal tasks Day By Day social sciences pg. 28		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 4	DURATION:	3 HOURS AND 2 HOURS
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CONTENT : MAP SKILLS	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Symbols and keys(3hours) - Drawing or completing own map using symbols and key.		CONTENT TOPIC: Grid references (2hours) - Concept of alpha-numeric grid references - Grid references for symbols on a simple grid - Reading and giving grid references on a simple, large scale map - Pictures showing sides views and plan views.
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.		SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements		
TEACHER ACTIVITIES - Explains new concepts ➡ Explains - The different types -numeric grid references		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify alpha-numeric and grid references
FOERM/S OF ASSESSMENT: informal tasks Day By Day social sciences pg 29, and 31		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 5	DURATION:	2 HOURS
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CONTENT : MAP SKILLS	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Grid references - Grid references for symbols on a simple grid - Reading and giving grid references on a simple, large scale map.		
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.	SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements		
TEACHER ACTIVITIES - Explains new concepts ☞ Explains - Explaining reading and giving grid references	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked	
FOERM/S OF ASSESSMENT: informal tasks Day By Day social sciences pg 32 and 33		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 6	DURATION:	2 HOURS
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CONTENT : MAP SKILLS	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Compass Directions (2 hours) - north (N), south (S), east (E) and west (W) in local area. - Compass directions (N, S, E and W) on a map.	CONTENT TOPIC: A map of South Africa (2 hours) - Sea and land on a map-how this is shown - Names of oceans along South Africa's coastlines	
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.	SKILLS - Ask questions and identify issues. Day By Day social sciences pg. - Read and use resources in order to assimilate information.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements		
TEACHER ACTIVITIES - Explains new concepts	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked	
FOERM/S OF ASSESSMENT: informal tasks Day By Day social sciences pg. 34 , 38		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK :7	DURATION:	2 HOURS
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CONTENT : MAP SKILLS	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: A map of South Africa - Provinces – names and locations on a map of South Africa - Main cities or towns of own provinces - Approximate location of own settlements on a map of South Africa		
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.	SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements		
TEACHER ACTIVITIES - Explains new concepts ☞ Explains - Sea and land on a map - Names of oceans - Provinces and main cities	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify different provinces and main cities	
FORM/S OF ASSESSMENT: Formal/informal tasks Viva social sciences pg. 53 and Day By Day social sciences pg. 43		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 8	DURATION:	2 HOURS
CONTENT : MAP SKILLS		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: A globe and map of the world - The world is around like a ball – a map is flat - Continents – their names and where they are on the globe and map of the world - Oceans – Pacific , Atlantic and Indian			- South Africa – country on the continent of Africa (location)		
AIMS - Are curious about the world they live in. - Have a sound understanding of places and natural forces at work on earth.			SKILLS - Ask questions and identify issues. - Read and use resources in order to assimilate information.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts - Displays the a globe world map ☞ Explains - The different between oceans and continents - Explaining what is globe			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify oceans and continents		
FORM/S OF ASSESSMENT: Formal/informal tasks Day By Day social sciences pg. 45 ,46 and 47 Viva social sciences pg. 54					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 2	WEEK 1	DURATION:	2 HOURS
CONTENT : Learning from leaders		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: Ask and answer questions about the lives and qualities of good leaders • A good leader: - Listens to people - Is servant of the people and works for the good of others - Works with a team			- Has courage - Is brave - Is dedicated and is wholeheartedly committed to his or her beliefs - Is dedicated and wholeheartedly committed to others; and - Is prepared to sacrifice or give up something for sake of others		
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view			SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES ☞ Explains – New concept leader - Good and bad qualities of leader			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the pictures		
FORM/S OF ASSESSMENT : Informal assessment Day By Day social sciences pg. 109					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 2	WEEK 2 to 5	DURATION:	5 HOURS
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CONTENT : Learning from leaders	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Life stories of leaders who show the above qualities - Nelson Mandela - The life story of Nelson Mandela - Nelson Mandela 's first job - Years spend on prison - Nelson Mandela's release on prison - Nelson Mandela as South Africa's president - Nelson Mandela's end of term as president		CONTENT TOPIC: Guiding questions - Why is he an example of a good leader? - Is it always easy to be a good leader? Are leaders always popular - Are leaders always perfect - How can ordinary people follow on the example of good leader?
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view		SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES ☞ Explains – Nelson Mandela as a leader		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on the Nelson Mandela
FORM/S OF ASSESSMENT : Formal/ Informal assessment Day By Day social sciences 112 ,113 , 114 , 115 and 116		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 2	WEEK: 6 to 9	DURATION:	2 HOURS
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CONTENT : Learning from leaders	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Life stories of leaders who show the above qualities • Mahatma Gandhi - Mahatma Gandhi’s early life - His time in South Africa - His return to india	CONTENT TOPIC: Guiding questions - Why is he an example of a good leader? - Is it always easy to be a good leader? Are leaders always popular - Are leaders always perfect - How can ordinary people follow on the example of good leader?	
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view	SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES ☞ Explains – Mahatma Gandhi as a leader	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Do class activity based on Mahatma Gandhi	
FORM/S OF ASSESSMENT : Formal/ Informal assessment Day By Day social sciences 117,118, 120, 121 and 122		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 1	DURATION:	2 HOURS
CONTENT : Physical Features of South Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: South Africa from above - High places and low places (review ‘ sea level and height above sea level ‘) - Coastal plain , escarpment, plateau (concepts and location and features in South Africa) - Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand					
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts e.g. Physical features - Displays the South Africa’s map using a poster. ☞ Shows - Using teaching aid : globe - Prior-knowledge of lake, rivers, deserts and highest mountain in South Africa.			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Class work activities - Write summary of notes.		
FORM/IS OF ASSESSMENT : informal task and formal task (class-work) pg. 43,“ 44, 45 and 46 “ Clever social sciences					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 2	DURATION:	2 HOURS
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CONTENT : Physical Features of South Africa	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: South Africa from above - Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand		
AIMS - Are curious about the world they live in	SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. Physical features - Displays the South Africa's map using a poster. ☞ Shows - Using teaching aid : globe - Prior-knowledge of lake, rivers, deserts and highest mountain in South Africa.	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task and formal task (class-work) pg. “ 47 “ Clever social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 3	DURATION:	3 HOURS
CONTENT : Physical Features of South Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: Physical Features - Mountains, mountain range, valleys and hills, rivers, waterfalls, coastline-capes and bays - Location of main physical features in own province					
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts e.g. Physical features - Displays the South Africa's map using a poster. ☞ Shows - Using teaching aid globe - Prior-knowledge of lake, rivers, deserts and highest mountain in South Africa.			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT : informal task and formal task (class-work) pg. Clever social sciences					

SOCIAL SCIENCES LESSON PLANS GRADE 4- 6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 4	DURATION:	3 HOURS
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CONTENT : Physical Features of South Africa		DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Physical Features - Location of selected physical features in South Africa- such as Table Mountain , the uKukhahlamba-Drankensberg , Waterberg, Lake St.Lucia, Augrabies Falls, Cape Point , Algoa Bay (map)		- Places names –how a selection of three places/areas in South Africa got their names	
AIMS - Are curious about the world they live in		SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases			
EXPANDED OPPORTUNITIES PLANNED:			
TEACHER ACTIVITIES - Explains new concepts e.g. Physical features - Displays the South Africa’s map using a poster. ☞ Shows - Using teaching aid globe - Prior-knowledge of lake, rivers, deserts and highest mountain in South Africa.		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task and formal task (class-work) pg. “ 50 and 51 “ Clever social sciences			

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 5	DURATION:	3 HOURS
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CONTENT : Physical Features of South Africa	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Rivers - Where rivers begin and end – directions of flow from high areas to the sea		
AIMS - Are curious about the world they live in	SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts e.g. Physical features - Displays the South Africa's map using a poster. ☞ Shows - Using teaching aid : globe - Prior-knowledge of lake, rivers, deserts and highest mountain in South Africa.	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task and formal task (class-work) pg. 53 and 54 Clever social sciences		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 6	DURATION:	3 HOURS
CONTENT : Physical Features of South Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: Rivers - Concepts of rivers system -tributaries and catchment areas - Main rivers of South Africa- identifying the sources, major tributaries and directions of flow(map)					
AIMS - Are curious about the world they live in				SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts e.g. Physical features - Displays the South Africa’s map using a poster.  Shows - Using teaching aid : globe - Prior-knowledge of lake, rivers, deserts and highest mountain in South Africa.				LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: informal task and formal task (class-work) pg. 53 and 54 Clever social sciences					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 7	DURATION:	4 HOURS
CONTENT : Physical Features of South Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: Physical features and human activities • Links between physical features , where people live and what they do (human activities) • Ways in which humans activities change physical change physical landscapes – case studies to include: - impact of dams on physical environment - road building					
AIMS - Are curious about the world they live in				SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts e.g. People and Physical features - Displays the South Africa’s map using a poster. - Prior-knowledge of roads ,lake, rivers, deserts and highest mountain in south Africa			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT : informal task and formal task (class-work) pg. 55, 56 and 57 Clever social sciences					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 2	WEEK : 8	DURATION:	4 HOURS
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CONTENT : Physical Features of South Africa		DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: Physical features and human activities - Ways in which humans activities change physical change physical landscapes – case studies to include: - impact of dams on physical environment - road building			
AIMS Are curious about the world they live in		SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases			
EXPANDED OPPORTUNITIES PLANNED:			
TEACHER ACTIVITIES - Explains new concepts e.g. People and Physical features - Displays the South Africa's map using a poster. - Prior-knowledge of roads ,lake, rivers, deserts and highest mountain in south Africa		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different continents - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task and formal task (class-work) pg. 58, 59 and 60 Clever social sciences			

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 1 & 2	DURATION:	2 HOURS
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CONTENT : The first farmers in Southern Africa	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: When, why and where the first African farmers settled in South African - Attitudes to land * interaction with the khoisan-principles of generous acceptance of other people . (In Iron Age society it was important for political power that leaders accepted strangers and intergraded them into their own societies).		
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.	SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago	LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Informal task (class-work) clever social sciences pg. 61,62,and 63		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 3	DURATION:	10 (5) HOURS
CONTENT : The first farmers in Southern Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: How early African Famers lived in settled chiefdoms - Homesteads and villages - Agriculture : crops and livestock - Social , political and economic structures * Roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being and good social relations of the community as whole. * The role of the chief * The role of cattle					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.				SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago				LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Informal task (class-work) clever social sciences pg. 65,66, and 67					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 4	DURATION:	10 (5) HOURS
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CONTENT : The first farmers in Southern Africa	DATE STARTED / / 20.....	DATE COMPLETED / / 20.....
CONTENT TOPIC: How early African Famers lived in settled chiefdoms - Social , political and economic structures * Roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community in their teens they were initiated and educated into responsibilities of adulthood)	* A cultural of co-operation, e.g. communal work parties during ploughing season, helping newcomer by leading calves for a year or two. This ensured the wellbeing and good social relations of the community as whole.	
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.	SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago	LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Informal task (class-work) clever social sciences pg. 68		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 1	WEEK : 6	DURATION:	10 (5) HOURS
CONTENT : The first farmers in Southern Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: How early African Famers lived in settled chiefdoms - Social , political and economic structures * The role of the chief * The role of cattle					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.				SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago				LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Informal task (class-work) clever social sciences pg. 71 and 72					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 2	WEEK : 7 & 8	DURATION:	10 (5) HOURS
CONTENT : The first farmers in Southern Africa		DATE STARTED / / 20.....		DATE COMPLETED / / 20.....	
CONTENT TOPIC: How early African Famers lived in settled chiefdoms - Tools and weapons from iron and copper * Divisions of labour: gender-based activity: men * Metal working (iron, smelting and fire technology ,smithery) - Pottery - Divisions of labour : gender based activity: women * Day – to- day use * use in ceremonies with the Lydenburg heads as an example * Trade * Medicine and healing * Hunting					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.				SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Answer questions verbally as they are asked - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.73,75,76,77,79 and 81					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 1	DURATION:	2 HOURS
TOPIC : FOOD AND FARMING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : PEOPLE AND FOOD - Food people eat-from plants and animals (classifying) - Ways people get their food-buying ; growing; collecting; fishing; hunting					
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment .			SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of food people eat using text books 👉 Explains - The different ways people get their food			LEARNER ACTIVITIES - Identify which foods we get from animals and which food we get from plants. - Identify ways people get their food.		
FORM/S OF ASSESSMENT: informal tasks clever 90 and 91					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 2	DURATION:	3 HOURS
TOPIC : FOOD AND FARMING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : WAYS OF FARMING - Farming for self and family (subsistence farming) - Farming crops and animals to sell (commercial farming)					
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.			SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - The different ways people get their food			LEARNER ACTIVITIES - Compare different kinds of farms - Discuss Subsistence farming and Commercial farming		
FORM/S OF ASSESSMENT: informal tasks clever 93 and 94					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 3	DURATION:	3 HOURS
TOPIC : FOOD AND FARMING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : WAYS OF FARMING - Growing food in towns and cities					
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.			SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books 👉 Explains - The different ways people get their food			LEARNER ACTIVITIES - Discuss how people grow food in towns and cities		
FORM/S OF ASSESSMENT: informal tasks clever 95					

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 4	DURATION:	5 HOURS
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TOPIC : FOOD AND FARMING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : CROP AND STOCK FARMING - Crop farming – important crops of South Africa					
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.			SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - The crop farming in South Africa			LEARNER ACTIVITIES - Learn where certain crops grow in south Africa		
FORM/S OF ASSESSMENT: informal tasks clever 97					

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 5	DURATION:	5 HOURS
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TOPIC : FOOD AND FARMING IN SOUTH AFRICA		DATE STARTED / / 20	DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : CROP AND STOCK FARMING - Case study of fruit farming				
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.		SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils				
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa				
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - The crop farming in South Africa		LEARNER ACTIVITIES - Examine a banana farm in Kwazulu -Natal		
FORM/S OF ASSESSMENT: informal tasks clever 101				

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 6	DURATION:	5 HOURS
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TOPIC : FOOD AND FARMING IN SOUTH AFRICA	DATE STARTED / / 20	DATE COMPLETED / / 20
CONTENT AND CONCEPTS : CROP AND STOCK FARMING - Stock farming-large stock , small stock and poultry - Case study of stock farming in South Africa		
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.	SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa		
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books 👉 Explains - The commercial egg farming in South Africa	LEARNER ACTIVITIES - Read Case study of a small commercial egg farm	
FORM/S OF ASSESSMENT: informal tasks clever 105		

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 7	DURATION:	5 HOURS
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TOPIC : FOOD AND FARMING IN SOUTH AFRICA	DATE STARTED / / 20	DATE COMPLETED / / 20
CONTENT AND CONCEPTS : CROP AND STOCK FARMING - Location of main crop and stock farming in South Africa(symbols on a map)		
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.	SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa		
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - The crops and stock farming in South Africa	LEARNER ACTIVITIES - Explains the map and symbols in the map - Name different kinds of animals in we get in different provinces of South Africa	
FORM/S OF ASSESSMENT: informal tasks clever 103		

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 8	DURATION:	3 HOURS
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TOPIC : FOOD AND FARMING IN SOUTH AFRICA	DATE STARTED / / 20	DATE COMPLETED / / 20
CONTENT AND CONCEPTS : UNPROCESSED AND PROCESSED FOODS - Concepts of unprocessed and processed foods- with examples - How and why foods are processed- including cooking, drying, squeezing, cutting and mixing		
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.	SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa		
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - What is processed food and unprocessed	LEARNER ACTIVITIES - Distinguish between unprocessed and processed food - Ways we process foods to make them last longer	
FORM/S OF ASSESSMENT: informal tasks clever 108 and 109		

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 3	Week : 9	DURATION:	3 HOURS
TOPIC : FOOD AND FARMING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : UNPROCESSED AND PROCESSED FOODS - From farm to factory to shop to home: wheat fields to bread to sandwich(flow diagram)					
AIMS - Are curious about the world they live in. - Understand the interaction between society and the natural environment.			SKILLS - Ask questions and identify issues. - Consider , synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types food and farming in South Africa					
TEACHER ACTIVITIES - Explains new concepts - Displays the different kinds of views using a text books ☞ Explains - What is processed food and unprocessed			LEARNER ACTIVITIES - Draw a flow diagram to show the story of a loaf bread		
FORM/S OF ASSESSMENT: informal tasks clever 111					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 1	DURATION:	6 HOURS
TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : TRANSPORT ON LAND - Animals					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view			SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Name animals people can ride and that can pull		
FORM/S OF ASSESSMENT : Informal assessment pg. 113 and 114					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 2	DURATION: 6 HOURS
TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20	DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : TRANSPORT ON LAND - Carts , wagons and coaches - The bicycle				
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view			SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils				
EXPANDED OPPORTUNITIES PLANNED:				
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Copies and matches	
FOERM/S OF ASSESSMENT : Informal assessment pg. 116 and 118				

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 3	DURATION:	6 HOURS
TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : TRANSPORT ON LAND - The steam engine and the train - The motor car					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view			SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret and summarizes		
FORM/S OF ASSESSMENT : Informal assessment pg. 120, 122					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 4	DURATION:	6 HOURS
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TOPIC: TRANSPORT THROUGH TIME	DATE STARTED / / 20	DATE COMPLETED / / 20
CONTENT AND CONCEPTS : TRANSPORT ON LAND - Common forms of transport of people and goods on the land today		
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view		SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages		LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information
FORM/S OF ASSESSMENT : Informal assessment pg. 124		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 4	DURATION:	1 HOUR
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TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
- CONTENT AND CONCEPTS : Case study : Environmental damage : exhaust fumes in a big city - Case study : Environmental damage : exhaust fumes in a big city					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view		SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view			
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages - Air pollutions causes which problems			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information		
FORM/S OF ASSESSMENT : Informal assessment pg. 125					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 5	DURATION:	4 HOURS
TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	

- CONTENT AND CONCEPTS : TRANSPORT ON WATER - Rafts , canoes and reed boats	
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view	SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils	
EXPANDED OPPORTUNITIES PLANNED:	
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages - Rafts, canoes and reed boats	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information
FORM/S OF ASSESSMENT : NONE	

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 6	DURATION:	4 HOURS
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TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
- CONTENT AND CONCEPTS : TRANSPORT ON WATER - Some of the first sailing ships: Chinese junks, Arab dhows, caravels, British tall ships, clippers					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view		SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view			
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages - First sailing ships: Chinese junks, Arab dhows, caravels, British tall ships, clippers			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information		
FORM/S OF ASSESSMENT : 129					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 7	DURATION:	4 HOURS
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TOPIC: TRANSPORT THROUGH TIME	DATE STARTED / / 20	DATE COMPLETED / / 20
- CONTENT AND CONCEPTS : TRANSPORT ON WATER - The first steamships - Modern forms of air transport		
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view	SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages - first steamships and modern forms of air transport	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information	
FORM/S OF ASSESSMENT : Informal assessment pg. 130 and 132		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 8	DURATION:	2 HOURS
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TOPIC: TRANSPORT THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
- CONTENT AND CONCEPTS : TRANSPORT IN THE AIR - Balloons and airships					
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view		SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view			
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages - Balloons and airships			LEARNER ACTIVITIES Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information		
FORM/S OF ASSESSMENT :NONE					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 3	Week : 9	DURATION:	2 HOURS
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TOPIC: TRANSPORT THROUGH TIME	DATE STARTED / / 20	DATE COMPLETED / / 20
- CONTENT AND CONCEPTS : TRANSPORT IN THE AIR - Wright brothers and the invention of the first aeroplane - Modern forms of air transport		
AIMS - Finding a variety of kinds of information about the past - Deciding about the whether information can be trusted - Seeing something that happened in the past from one point of view	SKILLS - Being able to bring together information for example text. visual material. - Being able to investigate where the information came from: who wrote or created the information and why did they do it - Being able to contrast what information would be like if it was seen or used from another point of view	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES ☞ Explains – how transport has changed over the ages	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Interpret , outline and summarizes information	
FORM/S OF ASSESSMENT : Informal assessment pg. 134,135 and 137		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 1	DURATION: 3 HOURS
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TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA	DATE STARTED / / 20	DATE COMPLETED / / 20
CONTENT AND CONCEPTS : WEATHER - Elements of weather – temperature, wind, cloud cover, rainfall - Precipitation- rain, hail and snow		
AIMS - Are curious about the world they live in	SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases		
EXPANDED OPPORTUNITIES PLANNED:		
TEACHER ACTIVITIES - Explains new concepts - Displays the weather map using a poster. ☞ Shows - Using teaching aids to show elements of weather	LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Names different elements of weather and precipitation - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task Clever text book pages 84		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 2	DURATION: 3 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / / 20	DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : WEATHER - How to measure temperature and rain can be measured (instruments and units of measurement)** - Determining and describing wind direction - Weather maps in the media (newspapers and television) - How weather affects daily lives of people				
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases				
EXPANDED OPPORTUNITIES PLANNED:				
TEACHER ACTIVITIES - Explains new concepts - Displays the weather map using a poster. ☞ Shows - Using teaching aids like a handmade rain gauge with a soft drink 2litre bottle			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are aske - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT : informal task Clever text book pages 85,86,87,88, and 89				

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 3	DURATION: 2 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / / 20	DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : OBSERVING AND RECORDING THE WEATHER (INDEPENDENT PROJECT) - Observe and record the daily weather a over a two weeks period - Report on temperature, cloud cover , precipitation and wind , using terms such as hot,warm,cold, cool ,cloudy, partly cloudy, clear , dry wet and windy****				
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases				
EXPANDED OPPORTUNITIES PLANNED:				
TEACHER ACTIVITIES - Explain the part one of project			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Observe the weather at same time every day for two weeks. - Record information in a table.	
FORM/S OF ASSESSMENT : Formal task				

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5		DISCIPLINE: GEOGRAPHY		TERM: 3		WEEK: 4		DURATION: 2 HOURS	
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA			DATE STARTED / / 20			DATE COMPLETED / / 20			
CONTENT AND CONCEPTS : OBSERVING AND RECORDING THE WEATHER (INDEPENDENT PROJECT) - Observation of wind direction and weather patterns over the period of observation - Observe and comment on how weather affects the daily lives of people									
AIMS - Are curious about the world they live in					SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.				
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases									
EXPANDED OPPORTUNITIES PLANNED:									
TEACHER ACTIVITIES - Explain the part two of project					LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Observe the weather at same time every day for two weeks. - Record information in a table.				
FORM/S OF ASSESSMENT : Formal task									

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 5	DURATION: 2 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / /20	DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : RAINFALL - Rainfall in South Africa (distribution map) - Rainfall patterns – summer/winter/ all year (maps, bar graphs for selected places)				
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases				
EXPANDED OPPORTUNITIES PLANNED:				
TEACHER ACTIVITIES - Explain rain patterns in South Africa’s provinces			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes.	
FORM/S OF ASSESSMENT : Formal task				

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 7	DURATION:	3 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : CLIMATE - Difference between climate and weather					
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explain rain between climate and weather			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes.		
FORM/S OF ASSESSMENT : Informal task clever text book pg. 98					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 8	DURATION:	3 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : CLIMATE - Different kinds of climate in South Africa(hot, warm, cold ,cool, dry, wet, humid) - Climate of own area – summer and winter					
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explain rain between climate and weather			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes.		
FORM/S OF ASSESSMENT : Informal task clever text book pg. 98					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 8	DURATION:	3 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : NATURAL VEGETATION - Concept of “ Natural Vegetation “ - Links between natural vegetation and climate – examples of plants and adaptations to climate around South Africa					
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes.		
FORM/S OF ASSESSMENT : Informal task clever text book pg. 100					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 3	WEEK: 9	DURATION:	3 HOURS
TOPIC : WEATHER, CLIMATE AND VEGETATION IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : CASE STUDY-SAVANNAH GRASSLANDS - Location in South Africa - Links between climate, natural vegetation and wild life					
AIMS - Are curious about the world they live in			SKILLS - Ask questions and identify issues. - Collect, and refer to information (including newspapers, books and, where possible websites.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils and atlases					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explain rain links between climate , natural vegetation and wild life			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes.		
FORM/S OF ASSESSMENT : Informal task clever text book pg. 102					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 1	DURATION:	2 HOURS
TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : THE NILE RIVER AND HOW IT INFLUENCED SETTLEMENT					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Learn the importance of the Nile River - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.105					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 2	DURATION: 8 HOURS
TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20	DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : WAY OF LIFE IN ANCIENT EGYPT - Social structure in Egypt				
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils				
EXPANDED OPPORTUNITIES PLANNED:				
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Absorb the social structure in ancient Egypt - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.107				

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 3	DURATION:	8 HOURS
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TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : WAY OF LIFE IN ANCIENT EGYPT - Beliefs and religion					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Understand about the lives of people in ancient Egypt - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT:NONE					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 4	DURATION:	8 HOURS
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TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : WAY OF LIFE IN ANCIENT EGYPT - Pharaohs - Sphinx, pyramids and temples					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Gain knowledge that is thousands of years old - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.109 and 111					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 5	DURATION:	8 HOURS
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TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : WAY OF LIFE IN ANCIENT EGYPT - Hieroglyphics					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Practice ancient writing - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.113					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 6	DURATION:	8 HOURS
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TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20	DATE COMPLETED / / 20
CONTENT AN CONCEPTS : WAY OF LIFE IN ANCIENT EGYPT - Mathematics and astronomy			
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.		SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils			
EXPANDED OPPORTUNITIES PLANNED:			
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago		LEARNER ACTIVITIES - Listens to the narration of the teacher - Add numbers using Egyptian number system - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.114 and 115			

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 7	DURATION:	8 HOURS
TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : WAY OF LIFE IN ANCIENT EGYPT - Medicines and physicians: diseases, anatomy, physiology and clinical examinations					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Learn Egyptians medicines and their physiology - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.116					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 8	DURATION: 2 HOURS
TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20	DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : THE TOMB OF TUBAKHAMEN - Discovery of the tomb. Who, when, why - What the discovery revealed about ancient Egyptian society				
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.	
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils				
EXPANDED OPPORTUNITIES PLANNED:				
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Abstract information of Egyptians - Class work activities - Write summary of notes.	
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.118				

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 3	WEEK: 9	DURATION:	1 HOUR
TOPIC: AN ANCIENT AFRICAN SOCIETY: EGYPT		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : THE SPREADOF EGYPT'S ADVANCED KNOWLEDGE TO OTHER PLACES , SUCH AS EUROPE AND THE MIDDLE EAST					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pg.120					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	2 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - uses of water -Daily uses in personal lives -other uses-such as farming, factories , mines, electricity generation , gardens and recreation					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts 👉 Explains - The daily uses of water in our lives. - ways people use water			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked - Identify ways people use water in our lives		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	5 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Water as a resources - Salt water and fresh water on earth					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts ☞ Explains - The differences between salt water and fresh water			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	5 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Water as a resources - The natural water cycle : from sea to land and back to sea					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - The natural water cycle			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	5 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Water as a resources - Fresh water in nature : rain, streams, wetlands, lakes and underground					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts ☞ Explains - Natural sources we get fresh water from			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	5 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Water as a resources - Storing water - Why people need to store water - Ways of storing water-such as in dams, water tanks, buckets and pots.					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - ways of storing water - Reasons people store water and where is water stored.			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	3 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - How do people get their water(access) - 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		
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - sources people get water from			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	3 HOURS
CONTENT : WATER IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Pollution and wastewater - Personal , daily practices that pollute water - Factory and farming waste - Wastewater and sewage recycling			- The water use cycle: how water, taken from the natural cycle, is used returned to the sea.		
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - ways we pollute water , personal, daily practices, factories waste - recycling of water - water use cycle			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		
FORM/S OF ASSESSMENT : Informal assessment			SOLUTIONS FOR ALL TEXT BOOK PAGES 131 to 135		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	3 HOUR
TOPIC: COMMUNICATION THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : The oldest forms of human communication - Language, symbols , songs, art and dance - San hunter –gatherers (the first people in Southern Africa) as example					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains how people lived long ago			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social sciences pages 164 , 165 and 166					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: COMMUNICATION THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : Change in modern farms of communication - Postal system. - Radio - Early typewriters before electricity					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains modern forms of communication.			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) solution for all pages 143,144 and 145					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: COMMUNICATION THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : Change in modern farms of communication - Telegraph - Telephone - camera					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains modern forms of communication.			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) solution for all pages 146,147 and 148					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: COMMUNICATION THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : Change in modern farms of communication - Television - computer					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains modern forms of communication.			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) solution for all pages 149 and 150					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 4	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: COMMUNICATION THROUGH TIME		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AN CONCEPTS : Change in modern farms of communication - The internet - Cell phones					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Explains modern forms of communication.			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) solution for all pages 151 and 152					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	4 HOURS
CONTENT : MINERALS AND MINING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Minerals and coal resources of south Africa - Minerals as non-renewable resources - Main minerals mined in South Africa and their uses-including gold, platinum, diamonds, iron ore, chrome, copper, silver and manganese					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - Non- renewable resources. - Types of minerals mined in South Africa			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		
FORM/S OF ASSESSMENT : Informal assessment			CLEVER TEXT BOOK GAGES : 123		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	4 HOURS
CONTENT : MINERALS AND MINING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Minerals and coal resources of south Africa - Coal as non-renewable resources • How coal is formed • Uses of coal • Location of mineral and coal mines and links to settlement patterns(map)					
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - Coal as non- renewable resources. - How coal is formed, used - Location of minerals and coal mines			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		
FORM/S OF ASSESSMENT : Informal assessment			CLEVER TEXT BOOK GAGES : 125,126 and 127		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	5 HOURS
CONTENT : MINERALS AND MINING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Mining and the environment - Concept of mining - Ways of mining and the environment • Open pit /surface mining • Shaft and deep level mining - Impact of mining on the environment –example to include			• Pollution (water to include) • Destruction of vegetation and wildlife • Waste and waste disposal		
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts  Explains - Mining and the environment - Ways of mining			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		
FORM/S OF ASSESSMENT : Informal assessment			CLEVER TEXT BOOK GAGES : 130 and 131		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: GEOGRAPHY	TERM: 4	WEEK :	DURATION:	3 HOURS
CONTENT : MINERALS AND MINING IN SOUTH AFRICA		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT TOPIC: - Mining and people - Challenges of working in deep gold mine- such as ventilation, heat, rock, falls dust - Health and safety risks for miners – including silicosis			-Rules to protect health and safety of miners		
AIMS - Have a sound general knowledge of places and the natural forces at work on earth - Understand the interaction between society and the natural environment skills.			SKILLS - Read and use sources in order to assimilate information. - Use information to describe , explain and answer question about people , between and the relationship between the two - Consider, synthesise and organise information		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED: Uses a poster to identify different types of settlements					
TEACHER ACTIVITIES - Explains new concepts ☞ Explains - Challenges - Health and safety and of miners			LEARNER ACTIVITIES - Listens to the narration of the teacher and writes a summary of notes. - Answer questions verbally as they are asked		
FORM/S OF ASSESSMENT : Informal assessment			CLEVER TEXT BOOK GAGES : 134 and 135		

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	1 HOURS
TOPIC: A heritage trail through the provinces of South Africa		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : The names of provinces and their capital cities on map					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Prior knowledge of learners about provinces			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social learners text book pages 138					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	2 HOURS
TOPIC: A heritage trail through the provinces of South Africa		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : What is heritage					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Prior knowledge of learners own heritage			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social learners text book pages 139					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: A heritage trail through the provinces of South Africa		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : Different example of heritage from each province - Heritage in sites of significance Example: cradle of humankind: Gauteng - Heritage in objects : Example: Golden objects at Mapungubwe: Limpopo			- Heritage in people's achievement s : Example: Frances Baard: Northern Cape		
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Prior knowledge of learners about provinces and their heritages			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social learners text book pages 143,144 ,145 , 146 and147					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: A heritage trail through the provinces of South Africa		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : Different example of heritage from each province - Heritage name of places Example: names of rivers, dams and towns: Free State - Heritage and changing identities : Example: The Castle: Western Cape			- Heritage and indigenous medicine: Example: The healing properties of aloe: Eastern Cape - Heritage in architecture: Example: Stone-walled town of Kadišhwene: North West		
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, exercise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Prior knowledge of learners about provinces and their heritages			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social learners text book pages 148,150 and 152					

SOCIAL SCIENCES LESSON PLANS GRADE 4-6

GRADE: 5	DISCIPLINE: HISTORY	TERM: 4	WEEK:	DURATION:	9 HOURS
TOPIC: A heritage trail through the provinces of South Africa		DATE STARTED / / 20		DATE COMPLETED / / 20	
CONTENT AND CONCEPTS : Different example of heritage from each province - Natural Heritage and indigenous knowledge systems (IKS) Example: Makhonjwa Mountains. Mountains ancestors in IKS: Mpumalanga - Heritage in art : Example: San Rock art in the Drakensburg: Kwazulu-Natal					
AIMS - Finding a variety of kinds of information about the past - Understanding the importance of heritage and conservation.			SKILLS - Being able to bring information together - Being able to explain how and why people and events are publicly remembered the country.		
RESOURCES: Textbooks, chalkboard, chalk, excise books, pencils					
EXPANDED OPPORTUNITIES PLANNED:					
TEACHER ACTIVITIES - Explains new concepts - Prior knowledge of learners about provinces and their heritages			LEARNER ACTIVITIES - Listens to the narration of the teacher - Class work activities - Write summary of notes.		
FORM/S OF ASSESSMENT: Formal/ Informal task (class-work) clever social learners text book pages 153 and 154					