

SOCIAL SCIENCES CONTENT & METHODOLOGY

CONTENT: ATP (Topics, Concepts, Resources, Skills and values, Informal/Formal assessment)

RESOURCES: ATP, Textbooks, (etc, depending on the topic, concept and skills)

METHODOLOGY: (How SS is taught and assessed?)

- Teaching Methodology: Tiered instructions; question and answer; narrative; etc.
- Paragraph and essay writing (Includes marking) – source based
- Approach: Teach and assess through sources (Geography and History)

HISTORY TEACHING AND ASSESSMENT

- History Key Questions (What?, Who?, Where?, When?, How?, Why?.)
- History concepts:
 - Time and Chronology (When?)
 - Cause and Effect (Why?)
 - Change and Continuity (How?)
 - Multi-perspective (Different views)

COGNITIVE LEVELS COMMONLY USED VERBS – FEW EXAMPLES (This must be used with examples in the CAPS document)		
LOW ORDER Tier 1	MIDDLE ORDER Tier 2	HIGH ORDER Tier 3
<ul style="list-style-type: none"> • Identify • Name • List • Mention • Label • State • Define • Match 	<ul style="list-style-type: none"> • Describe • compare • Differentiate • Discuss • Explain • Calculations (When formulae and measurements are given/known) 	<ul style="list-style-type: none"> • Interpret (e.g., symbols; message conveyed by a cartoon) • Analyse, synthesise, conclude • Agree or not, support (Argue) • Classify` (Re-arrange) • Account, give reasons • Providing solutions; Suggestion to solve • Calculation (When formulae are to be derived and /or measurements are to be done) • Describe • Differentiate Justify, give reasons, • Discuss support, motivate • Explain • Compare

**GRADE 4
GEOGRAPHY
ATP TOPICS AS QUESTIONS**

TERM 1

Week	Topic (Content) -ATP	Teaching and Learning Activities (Informal & Formal Assessment)
2 - 4	PEOPLE & PLACES	<p>RESOURCES: Textbooks, Pictures, Maps</p> <ul style="list-style-type: none"> • Identify farm, village, town and city (Tier 1) • Define: settlement (Tier 1) • Describe: farm, village, town and city (Tier 2) • Identify and describe jobs found in each settlement (Tier 2) • Explain why certain jobs are found in specific settlements (Tier 3) • Identify and describe different buildings found in each specific settlement (Tier 1 & 2) • Explain why certain buildings are found in specific settlements (Tier 3)
5 - 6	LANDMARKS & EXPLAINING THE WAY	<p>RESOURCES: Textbooks, Pictorial Maps</p> <ul style="list-style-type: none"> • Define: Landmarks (Tier 1) • Identify landmarks that can be used to explain the way (Tier 1) • Classify landmarks according natural and human made. (Tier 3) • <u>Complete a paragraph</u> of 4 lines based on a pictorial map, explaining the way from one landmark to another (Use words like: turn left, turn right, go straight) (Tier 2)
7 - 8	PEOPLE & THEIR NEEDS	<p>RESOURCES: Textbooks, Pictures</p> <p>Based on the sources (Pictures, etc – water, food, shelter, health care and energy)</p> <ul style="list-style-type: none"> • Identify people's needs (Tier 1) • Explain how each need is satisfied (Tier 2)

HISTORY GRADE 4 TERM 1

Week	Topic (Content) - ATP	Teaching and Learning Activities (Informal & Formal Assessment)
2 - 5	Finding variety of information about local history (sources)	<ul style="list-style-type: none"> • <u>Pictures</u>: <ul style="list-style-type: none"> - give a caption of each (i.e., what is about, message conveyed by the picture) - explain, unfolding a story about what happened in more details • <u>Written (textual)</u>:- mention a caption of each text (i.e., what is the text about) - explain in more details about the local history • <u>Oral Stories</u>: - people in the local area/family members, etc to tell about local history • <u>Objects (artefacts)</u> : <ul style="list-style-type: none"> - Identify things created used by the people in the past. (e.g., utensils) for eating, preparing food; carrying water; weapons, ornaments, etc - tell and write a story about the purpose/use of these artefacts (i.e., how local people in the past lived)
6 - 8	Project (Local History)	<ul style="list-style-type: none"> • The teacher: - reads and explains the instructions about doing a project <ul style="list-style-type: none"> - explains the marking rubric about how the project will be marked - states the final submission date • Learners must start doing the project about local history based on the pictures, stories, written information, oral stories and objects. • Project is continuously monitored by the teacher, guidance and support is provided continuously until the submission date. • Other submission dates prior the final submission date are stated for monitoring the projects.

**GRADE 5
GEOGRAPHY**

WEEK 1: Baseline Assessment, Introducing a new Topic

WEEK 2: World map and compass directions

Based on the World Map and the Globe, learners:

- **Identify** the equator, North and South Poles
- **Define:** equator and Continent
- **Identify/name/label** 7 continents of the world

WEEK 3 – 5: Africa our continent (Oceans, Countries and main Cities)

Week 3: African Map and Globe – (Learners cross-refer map and globe information)

- **Identify** the oceans around Africa ; countries, capital cities, types of borders

Week 4: Features on a physical map:

- **Identify** high and low areas, rivers, lakes
- **Describe** the height above sea level on a physical map

Week 5: Classify countries according to landlocked, Coastal, Northern, Southern

- **Identify/label** Countries which are islands (Madagascar, Zanzibar, Tanzania)
- **Define:** island

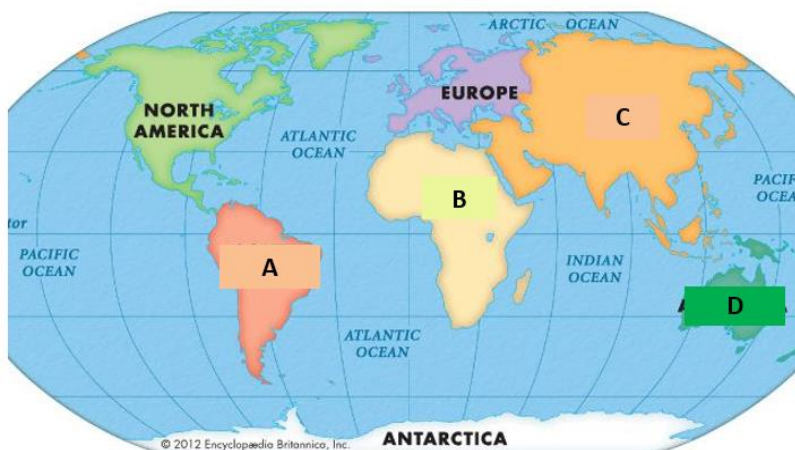
WEEK 6 – 8: Physical map of Africa:

- Learners **identify:** South Africa's neighbours, Capital cities of SA, Africa's highest mountains, largest rivers and lakes, waterfalls and deserts

GRADE 5 GEOGRAPHY TERM 1

Map skills (Focus: Africa)

WORLD MAP – CONTINENTS – COMPASS DIRECTION



<https://www.google.com/url?sa=i&url=https%3A%2F%2Fwww.>

Learners' Activity

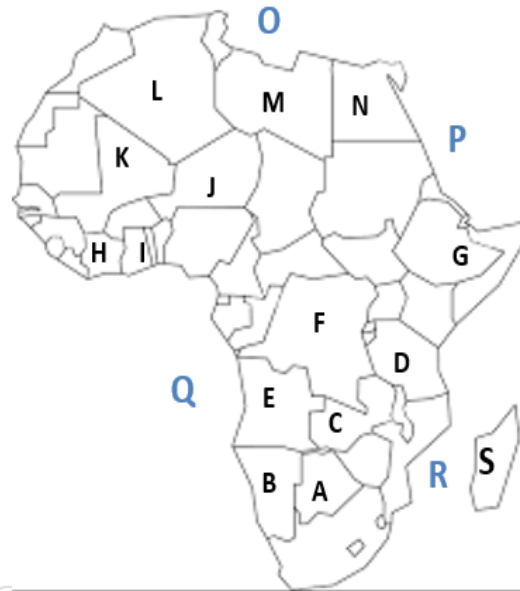
1. Name continents marked
A, B, C, D 4 X 1 (4)
2. Explain what a continent is 1 X 2 (2)
3. Give the direction:
 - from Europe to Antarctica 1 X 1 (1)
 - of Continent B from North America 1 X 1 (1)
 - from Europe to Continent B 1 X 1 (1)
 - of Europe from Africa 1 X 1 (1)
4. In a paragraph, describe the Position of Continent B in relation to other

AFRICAN MAPS

POLITICAL MAP OF AFRICA



<https://geology.com/world/africa-map.gif>



GRADE 5 GEOGRAPHY TERM 1

LEARNER ACTIVITY

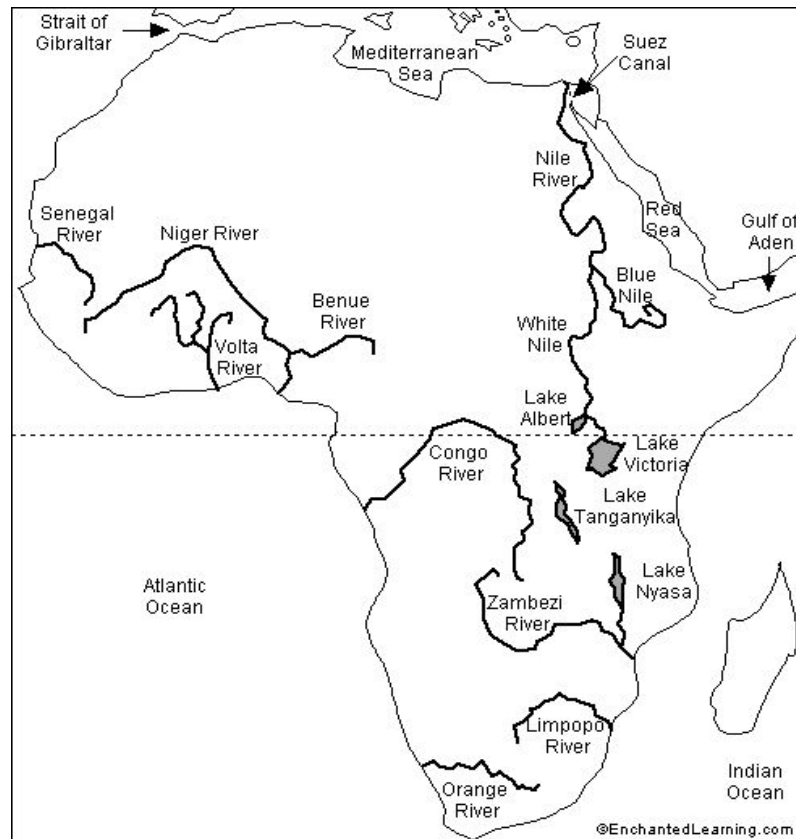
1. Name the countries marked: A - N 14 X 1 (14)
2. Name the oceans marked O, P, Q, R 4 X 1 (4)
3. List TWO countries from each of the following African regions
 - 3.1 Northern Africa 2 X 1 (2)
 - 3.2 West Africa 2 x 1 (2)
 - 3.3 Central Africa 2 X 1 (2)
 - 3.4 Southern Africa 2 X 1 (2)
4. Name the country on the map which is an island 1 X 1 (1)
5. Explain why the country you mentioned is regarded as an island. 1 X 2 (2)

PHYSICAL MAP OF AFRICA (Mountains)



<https://worldatlas.com/webimage/countrys/afnewInd.gif>

PHYSICAL MAP OF AFRICA (Rivers, Lakes)



<https://i.pinimg.com/564x/9d/26/94/9d2694c4146dae2cb6ccf5bbb61dc947.jpg>

GRADE 5
HISTORY TERM 1

Weeks	Topics (Content) – ATP	Teaching & Learning Activities RESOURCES: Atlas; Textbook; Pictures of Rock Paintings; Maps; Internet; etc'
2 - 3	How we find out about hunter-gathers and herders	Based on stories, objects, rock paintings, books, text, Pictures <ul style="list-style-type: none"> • Explain “Stone Age” • Explain how San Hunter –Gathers and herders lived during the later stone age
4 - 7	San hunter-gatherer society in the Later Stone Age	Based on sources about San hunter – gather way of life <ul style="list-style-type: none"> • Explain how San hunter-gathers and herders depended on the wild resources of the natural environment, regarding: <ul style="list-style-type: none"> - ways of getting food (creation of bow and arrow) - belief and religion - social organisation • Interpret Rock Painting: explain San hunter-gather way of life depicted. Focus on the Coat of arms: <ul style="list-style-type: none"> • Explain what the Coat of Arms is. • Label parts of the Coat of Arms • Give the meaning of each part of the Coat of Arms
8	Khoikhoi herder society in the Later Stone Age	Based on Sources about Khoikhoi herder <ul style="list-style-type: none"> • Explain Khoikhoi Pastoral way of life • Explain how Khoikhoi and the San shared the landscape

**GRADE 6
GEOGRAPHY**

WEEK	TOPIC (CONTENT) - ATP	TEACHING AND LEARNING ACTIVITIES (INFORMAL & FORMAL ASSESSMENT)
2	Atlas	<p>RESOURCE/S: Atlas</p> <ul style="list-style-type: none"> • Locate places on the world map where current events are happening - Describe the location of places (Use compass, Name hemisphere, Continent, Grid) (Tier 2) - Brief explanation about the current events. (teacher: think of any current event) (Tier 2) • Identify/List types of information found in the atlas (Tier 1) • List items (information) and explain how content page of an atlas is organised; (Tier 1)
3- 5	Latitude & Longitude	<p>RESOURCE/S: Atlas, Textbook, Globe, Political World Map showing grid</p> <ul style="list-style-type: none"> • Identify, define and read latitudes and longitude as expressed in degrees (Tier 1) • Identify 4 hemispheres. Cross-referencing latitude & longitude in the globe and flat map • Locate the position of a place/country using latitudes and longitudes (Tier 1) • Identify a place on the globe located in two hemispheres: North or south and east or west • Explain the concept – Hemisphere (Tier 2) • Paragraph: Describe the location of South Africa in the World Map (Tier 2)
6 - 8	Scale	<p>RESOURCE: World Map showing cities and a line scale</p> <ul style="list-style-type: none"> • Define what a scale is and Identify two types of scales (word and line) (Tier 1) • Differentiate between a small map scale and large map scale (Paragraph) (Tier 3) • Determine the straight distance between cities in the World Map – use a line scale. (Tier 3)

GRADE 6
HISTORY TERM 1

WEEK	TOPIC (CONTENT) - ATP	TEACHING AND LEARNING ACTIVITIES (INFORMAL & FORMAL ASSESSMENT)
Weeks	Topcs (Content) - ATP	Teaching & Learning Activities RESOURCES: Atlas; Textbook; Pictures; Maps; Internet; etc'
2	Limpopo Valley 900 AD & 1300 AD	<ul style="list-style-type: none"> • Describe the organisational structure of the societies 900 AD & 1300 AD • Compare 900 AD society to 1300 AD society. • Explain the changes in the societies from 900 AD to 1300 AD(Paragraph)
3	Limpopo Valley Before Mapungubwe: K2 and Schroda	<ul style="list-style-type: none"> • Locate K2 and Schroda settlements of Limpopo Valley • Describe the structure of the societies in K2 and Schroda
4 – 6	Mapungubwe: First state in Southern Africa 1220 - 1300	<ul style="list-style-type: none"> • Locate Mapungubwe on the map • Identify and describe the first stone-walled palace • Identify the first town, symbols of royal power • Describe the role of the sacred leadership of the King (Paragraph) • Describe distinct social classes (Argue for or against existence of Social Classes) • Explain how symbols relate to the Royal power (Paragraph) • Explain the significance of Mapungubwe Hill (Paragraph)
7 – 8	Change & continuity in East Coast trade with settlement inland	<ul style="list-style-type: none"> • Locate the East Coast on the map where trade was taking place • Explain the change: (What changed, What remained? Why? How was the changed?) • Explain the impact of the trade on the East coast inland settlements • Argue whether trade had good or bad impact on the inland settlement. (Paragraph)