

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 5**

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Map skills</b> (Focus: Africa)									
<b>Content and concepts Skills and Values</b>	<b>Orientation of learners to Grade 5:</b> Welcome learners to Grade 5 Geography/ Social Sciences subject. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks. Explain the programme of assessment (formal and informal). Discuss the class rules. Revise concepts from Grade 4: Compass directions, Globe and map of the world	<b>World map and compass directions</b> Position of equator, north and south poles on a globe The seven continents – review from Grade 4 Eight points on the compass – N/S/E/W/NE/NW/SE/SW Eight directions from a fixed point on a world map	<b>Africa our continent (oceans, countries and main cities)</b> Position of Africa on a world map and globe Oceans around Africa (names and location) Concepts of countries, capital cities and borders Physical features as borders between countries (rivers and lakes) Countries of Africa: location of all countries	<b>Africa our continent (oceans, countries and main cities)</b> Countries of Africa: landlocked or with a coastline, N, S or on equator Madagascar – a country and an island Zanzibar – an island of Tanzania Big cities of Africa: Cairo, Lagos, Johannesburg, Nairobi	<b>Africa our continent (oceans, countries and main cities)</b> South Africa's neighbours (Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe) Capital cities of South Africa and neighbouring countries	<b>Physical map of Africa</b> Features on a physical map: high and low areas, rivers, lakes Ways of showing height above sea level on a physical map Location on a map	<b>Physical map of Africa</b> Africa's highest mountains: Kilimanjaro and Mount Kenya Southern Africa's highest peak: Thabana Ntlenyana in the Ukhahlamba-Drakensberg range Africa's largest lakes: Victoria, Tanganyika, Malawi	<b>Physical map of Africa</b> 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	<b>Revision and consolidation</b>	<b>Formal assessment</b> Test: Map skills 30 Marks
<b>Skills and values (CAPS P.14)</b>		Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use and draw maps Provide reasoned explanations	Use and draw maps. Provide reasoned explanations	Use and draw maps. Identify and extract information from visual sources such as maps Provide reasoned explanations Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	World map Globe Political and physical maps of Africa (may be combined onto one map) Photos of African landscapes Compass									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based (physical map of Africa)		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	<b>Summative assessment</b> Test: Map skills 30 Marks									

2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (GEOGRAPHY): Grade 5**

Term 2 51 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	Physical features of South Africa										
<b>Content and concepts Skills and Values</b>	Revision, feedback and corrections of Term 1 Map Skills Test	<b>South Africa from above (physical map)</b> High place sand low places (review 'sea level' and 'height above sea level') Coastal plan, escarpment, plateau (concepts and location of features in South Africa)	<b>South Africa from above (physical map)</b> Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand <b>Physical features of South Africa</b> Mountains, mountain ranges, valleys and hills, rivers, waterfall, coastlines – capes and bays	<b>Physical features of South Africa</b> Location of main physical features in own province Location of selected physical features in South Africa – such as Table Mountain, the uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Augrabies Falls, Cape Point, Algoa Bay.	<b>Rivers</b> Where rivers begin and end – directions of flow from high areas to the sea. Concept of river systems – tributaries and catchment areas	<b>Rivers</b> Main rivers of South Africa – identifying the sources, major tributaries and directions of flow (map)	<b>Physical features and human activities</b> Links between physical features, where people live and what they do (human activities)	<b>Physical features and human activities</b> Ways in which human activities change the landscapes – case study of: the impact of dams on the physical environment; Case study of road building	Revision and consolidation	Revision and consolidation	<b>Formal Assessment: Controlled Test 30 marks</b>
<b>Skills and values (CAPS P.14)</b>		Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps Provide reasoned explanations. Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations			
<b>Resources (other than textbook) to enhance learning</b>	Photographs of rivers, mountains, coastlines and other landscapes in South Africa Pictures to show human activity in different physical environments Physical map of South Africa										
<b>Informal Assessment</b>	Corrections on Term 1 assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	<b>Formal Assessment: Controlled Test</b> Term 1 Content: 10 marks Term 2 content: 20 marks TOTAL: 30 marks										

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (GEOGRAPHY): Grade 5**

Term 3 52 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	Weather, climate and vegetation of South Africa										
<b>Content and concepts Skills and Values</b>	Revision, feedback and corrections of Term 2 Controlled test Introduction to the topic on Weather, climate and vegetation of South Africa	<b>Weather</b> Elements of weather – temperature, wind, cloud cover, rainfall Precipitation – rain, hail, snow How temperature and rain can be measured – (instruments and units of measurement)	<b>Weather</b> Determining and describing wind direction Weather maps in the media (newspaper and television) How weather affects the daily lives of people	<b>Observing and recording the weather (independent project)</b> Observe and record the weather over a two-week period Report on temperatures, cloud cover, precipitation and wind, using terms such as hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet, windy	<b>Observing and recording the weather (independent project)</b> Include observations of wind direction and weather patterns over the period of observation Observe and comment on how weather affects the daily lives of people	<b>Rainfall</b> Rainfall in South Africa (distribution maps) Rainfall patterns – summer/ winter/ all year (maps, bar graphs for selected places)	<b>Climate</b> Difference between climate and weather Different kinds of climate in South Africa (hot, warm, cold, cool, dry, wet, humid)	<b>Natural vegetation</b> Concept of natural vegetation Links between natural vegetation and climate – examples of plants and adaptations to climate around South Africa	<b>Revision and consolidation</b>	<b>Revision and consolidation</b> Submission of the project	<b>Formal Assessment: Project</b> 30 marks
<b>Skills and values (CAPS P.14)</b>		Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as maps, tables and graphs	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations. Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations			
<b>Resources (other than textbook) to enhance learning</b>	Rain gauge, thermometer, wind sock or wind vane Atlas with temperature and rainfall maps of South Africa Photographs of different kinds of natural vegetation in South Africa Rainfall statistics/graphs										
<b>Informal Assessment</b>	Corrections on Term 2 assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	<b>Formal Assessment:</b> Project 30 marks										

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (GEOGRAPHY): Grade 5**

Term 4 47 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Minerals and mining in South Africa</b>									
<b>Content and concepts Skills and Values</b>	Feedback and corrections of Term 3 Project: Observing and recording the weather Introduction to the topic: <b>Minerals and mining in South Africa</b> <b>Mineral and coal resources of South Africa</b> 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	<b>Mineral and coal resources of South Africa</b> Coal as a non-renewable resource How coal is formed Uses of coal	<b>Mineral and coal resources of South Africa</b> Location of mineral and coal mines and links to settlement patterns (map)	<b>Mining and the environment</b> Concept of mining Ways of mining – open pit/ surface mining and shaft and deep level mining	<b>Mining and the environment</b> Impact of mining on the environment – examples to include: pollution (water and air)	<b>Mining and the environment</b> Impact of mining on the environment – examples to include: Destruction of vegetation and wildlife Waste and waste disposal	<b>Mining and people</b> Challenges of working in a deep gold mine – such as ventilation, heat, rock falls, dust Health and safety risks for miners	<b>Mining and people</b> Rules to protect health and safety of miners	<b>Revision and consolidation</b>	<b>Formal Assessment: Controlled Test: 30 Marks</b>
<b>Skills and values (CAPS P.14)</b>		Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as maps, tables and graphs	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations.	Provide reasoned explanations	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations	Provide reasoned explanations Cross-reference information using different sources	Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	Map of South Africa to show distribution of main minerals across provinces Pictures to illustrate all sections of topic									
<b>Informal Assessment</b>	Corrections on Term 3 formal assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	

2021 Annual Teaching Plan Template

Term 4 47 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>SBA (Formal Assessment)</b>	Formal Assessment: Controlled Test Term 3 content: 10 marks Term 4 content: 20 marks Total: 30 marks									

2021 Annual Teaching Plan – Term 1: SOCIAL SCIENCES (HISTORY): Grade 5

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS TOPIC</b>	<b>HUNTER-GATHERERS AND HERDERS IN SOUTHERN AFRICA</b>									
<b>Content and concepts Skills and Values</b>	<p><b>Orientation of learners to Grade 5:</b> Welcome learners to Grade 5 History/ Social Sciences subject. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks and classroom resources like posters, wall maps etc. Explain the programme of assessment (formal and informal). Discuss the class rules Introduce the topic: <b>Hunter-gatherers and herders in southern Africa.</b> <b>Explain what will be learned in this topic – a brief background of the topic.</b></p>	<p><b>How we find out about hunter-gatherers and herders</b></p> <p>Stories Objects Rock paintings</p>	<p><b>How we find out about hunter-gatherers and herders</b></p> <p>Books In the present we find out about them by observing living societies (ethnography)</p>	<p><b>San hunter-gatherer society in the Later Stone Age</b></p> <p>Lived off the environment (A deep knowledge of the environment meant the San knew when wild resources were seasonally available. They moved to coincide with that availability.)</p> <p>The invention of the bow and arrow, which contributed to hunting effectiveness</p>	<p><b>San hunter-gatherer society in the Later Stone Age</b></p> <p>Social organisation: all things were meant to be shared equally within a group</p>	<p><b>San hunter-gatherer society in the Later Stone Age</b></p> <p>Plant medicines San beliefs and religion</p>	<p><b>San hunter-gatherer society in the Later Stone Age</b></p> <p>Rock art o Where, when, how and why it was created o Interpretations of rock art o South African Coat of Arms and the Linton Rock Art Panel</p>	<p><b>Khoikhoi herder society in the Later Stone Age</b></p> <p>Pastoral way of life How San and Khoikhoi shared the same landscape</p>	<p><b>Revision and consolidation</b></p>	<p><b>Formal assessment</b> Test: Source based (Sources such as pictures and extracts) and paragraph writing</p> <p>30 Marks</p>
<b>Skills and values (CAPS P.11)</b>		<p>Bring together information</p> <p>Decide about what is important information to use.</p>	<p>Bring together information</p> <p>Decide about what is important information to use.</p>	<p>Bring together information</p> <p>Decide about what is important information to use.</p>	<p>Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p> <p>Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.</p>	<p>Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p>	<p>Investigate where the information came from</p> <p>Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p>	<p>Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.</p>		
<b>Resources</b>	Social Sciences text book, Newspaper articles/ magazine, Pictures, Map of southern Africa, YouTube channel videos, Internet									
<b>Informal Assessment</b> (Learners should read and write for part of every lesson).	<p>Oral assessment – simple question and answers. Learners should be able to follow simple instruction.</p>	<p>Oral assessment – simple question and answers. Learners should be able to follow simple instructions</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question</p>	
<b>SBA (Formal Assessment)</b>	<p><b>Formal assessment: Test - Source based and paragraph question</b> Marks: 30 Marks</p>									

2021 Annual Teaching Plan – Term 2: SOCIAL SCIENCES (HISTORY): Grade 5

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS TOPIC</b> THE FIRST FARMERS IN SOUTHERN AFRICA											
<b>Content and concepts Skills and Values</b>	Learner orientation and revision of Term 1 work and assessment <b>Topic: Hunter-gatherers and herders in southern Africa</b>  <b>Background information on The first farmers in Southern Africa</b>	<b>When, why and where the first African farmers settled in Southern Africa</b>  Attitudes to land	<b>When, why and where the first African farmers settled in Southern Africa</b>  Interaction with Khoisan – principles of generous acceptance of other people. (In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies)	<b>How early African farmers lived in settled chiefdoms</b>  Homesteads and villages	<b>How early African farmers lived in settled chiefdoms</b>  Agriculture: crops and livestock	<b>How early African farmers lived in settled chiefdoms</b>  Social, political and economic structures	<b>How early African farmers lived in settled chiefdoms</b>  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 the responsibilities of adulthood.)	<b>How early African farmers lived in settled chiefdoms</b>  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 the responsibilities of adulthood.)	<b>How early African farmers lived in settled chiefdoms</b>  The role of the chief The role of cattle	<b>Revision and consolidation</b>	<b>Formal assessment</b> Controlled test: Source based (Sources such as pictures and extracts) and paragraph writing  30 Marks
<b>Skills and values (CAPS P.11)</b>		Bring together information  Decide about what is important information to use.  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.  Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Bring together information (Newspapers, websites).  Decide about what is important information to use.	Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.  Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.	Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Investigate where the information came from Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.  See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.	write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.  see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.	Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.		
<b>Resources to enhance learning</b>	Newspaper articles/ magazine, Pictures, Map of southern Africa, YouTube channel videos, Internet										
<b>Informal Assessment</b> (Learners should read and write for part of every lesson).	Oral assessment – simple question and answers. Learners should be able to follow simple instruction.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	
<b>SBA (Formal Assessment)</b>	<b>Question types: Test - Source based and paragraph question</b> Term 1 content: 10 Term 2 content: 20 Total marks: 30 Marks										

## 2021 Annual Teaching Plan – Term 3: SOCIAL SCIENCES (HISTORY): Grade 5

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
52 days					4						
CAPS TOPIC	AN ANCIENT AFRICAN SOCIETY: EGYPT										
<b>Content and concepts Skills and Values</b>	Learner orientation and revision of Term 2 work and assessment <b>Topic: The first farmers in southern Africa</b>	The Nile River and how it influenced settlement	Way of life in ancient Egypt  Social structure in ancient	Way of life in ancient Egypt  Egypt Beliefs and religion	Way of life in ancient Egypt  Pharaohs Sphinx, pyramids and temples	Way of life in ancient Egypt  Hieroglyphics, Mathematics and astrology	Way of life in ancient Egypt  Medicine and physicians: diseases, anatomy, physiology and clinical examinations	Way of life in ancient Egypt  Discovery of the tomb, who, when, why.	Way of life in ancient Egypt  What the discovery revealed about ancient Egyptian society.	Revision and consolidation	Formal assessment Test: Source based (Sources such as pictures and extracts) and paragraph writing  30 Marks
<b>Skills and values (CAPS P.11)</b>		Bring together information  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Bring together information  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Bring together information  Decide about what is important information to use.  Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.	Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.  Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.	Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Investigate where the information came from  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.  Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.	Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.		
<b>Resources to enhance learning</b>	Social Sciences text book Newspaper articles/ magazine Pictures Map of southern Africa YouTube channel videos Internet										
<b>Informal Assessment</b> (Learners should read and write for part of every lesson).	Oral assessment – simple question and answers. Learners should be able to follow simple instruction.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	
<b>SBA (Formal Assessment)</b>	Formal assessment: Test - Source based and paragraph question Term 3: 10 marks Term 4: 20 marks Total marks: 30 Marks										



2021 Annual Teaching Plan – Term 4: SOCIAL SCIENCES (HISTORY): Grade 5

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS TOPIC</b>										
<b>Content and concepts Skills and Values</b>	Learner orientation and revision of Term 3 work and assessment Topic: An Ancient African Society: Egypt	The names of provinces and their capital cities on a map  What is heritage	Different examples of heritage in Provinces: Heritage in sites of significance: The Cradle of Humankind: Gauteng	Different examples of heritage in Provinces: Heritage in objects: Golden objects at Mapungubwe: Limpopo OR Heritage in people's achievements: Example: Frances Baard: Northern Cape. <b>NB: Teachers can choose between heritage in objects OR heritage in people's achievements</b>	Different examples of heritage in Provinces: Heritage in names of places: Example: Names of rivers, dams and towns: Free State OR Heritage and changing identities: Example: The Castle: Western Cape <b>NB: Teachers can choose between heritage in names of rivers, dams and towns OR Heritage and changing identities.</b>	Different examples of heritage in Provinces: Heritage and indigenous medicine: Example: The healing properties of the aloe: Eastern Cape OR Heritage in architecture: Example: Stone-walled town of Kadiitshwene: North West <b>NB: Teachers can choose between heritage in indigenous medicine OR heritage in architecture</b>	Different examples of heritage in Provinces: Natural heritage and indigenous knowledge systems (IKS): Example: Makhonjwa Mountains, the oldest in the world. Mountains and ancestors in IKS: Mpumalanga - Heritage in art: Example: San Rock art in the Drakensberg: KwaZulu- Natal  NB: Teachers can choose <b>between natural heritage and indigenous knowledge systems (Makhonjwa Mountains) OR heritage in art (San Rock art in the Drakensberg)</b>	Revision and consolidation	Revision and consolidation	Formal assessment Controlled test: Source based (Sources such as pictures and extracts) and paragraph writing  30 Marks
<b>Skills and values (CAPS P.11)</b>		Bring together information  Decide about what is important information to use.	Bring together information  Decide about what is important information to use.  Explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, museums and monuments.	Bring together information  Decide about what is important information to use.  Explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, museums and monuments.	Bring together information  Decide about what is important information to use.  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.  Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.	Bring together information  Decide about what is important information to use.  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Investigate where the information came from  Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.  Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.			
<b>Resources to enhance learning</b>	Newspaper articles/ magazine, Pictures, Map of southern Africa YouTube channel videos, Internet									
<b>Informal Assessment</b> (Learners should read and write for part of every lesson).	Oral assessment – simple question and answers. Learners should be able to follow	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	

2021 Annual Teaching Plan Template

	simple instruction.									and paragraph question	
SBA (Formal Assessment)	Formal assessment: Controlled test Term 1: Term 2: Question types: Source based and paragraph question Marks: 30 Marks										