Revised
National Curriculum
Statement Grades R–9
(Schools)

Teacher's Guide
for the Development of
Learning Programmes

Social Sciences

DEPARTMENT OF EDUCATION

This document must be read as part of the
Revised National Curriculum Statement Grades R-9 (Schools).

The Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
   Languages
   Mathematics
   Natural Sciences
   Social Sciences
   Arts and Culture
   Life Orientation
   Economic and Management Sciences
   Technology

FOREWORD

The majority of South African teachers have grappled with an education system that has been in the throes of rapid transformation sparked by the student cohort of 1976. Throughout the 1980's, education served as one of the focal areas that characterised resistance to the injustices of apartheid.

The 1990's, and the advent of change characterised by negotiations, saw the education system enter the current period where changes in education reflected systematic initiatives, research-based programmes and policy-driven, large-scale transformation. Teachers are now challenged to exert their professional judgment, curriculum expertise, teaching prowess and management skills in the interest of learners, schools, communities and the nation.

We are convinced that teachers implementing Curriculum 2005 have gained skills, experience, knowledge and techniques that have provided them with a base for engaging with the Revised National Curriculum Statement Grades R-9 (Schools). This Teacher's Guide for the Development of Learning Programmes builds on and enhances that base.

The Revised National Curriculum Statement Grades R-9 (Schools) will be implemented in schools by means of Learning Programmes. Learning Programmes are structured and systematic arrangements of activities that promote the attainment of Learning Outcomes and Assessment Standards for the phase. Learning Programmes ensure that all Learning Outcomes and Assessment Standards are effectively pursued and that each Learning Area is allocated its prescribed time and emphasis. Learning Programmes are based on relationships amongst outcomes and Assessment Standards without compromising the integrity of Learning Areas.

These Guidelines have been produced as a support mechanism to teachers. Over time, teachers will enhance their capacity to develop their own Learning Programmes. These Learning Programmes will take cognisance of the diverse learning contexts, availability of resources, different learning styles, multiple intelligences of learners and the barriers learners may experience.

These Guidelines are geared to assist teachers in accommodating Learning Outcomes and Assessment Standards that are prescribed, yet create space and possibilities for the use of judgments and insights based on particular contexts and a diverse learner population. As insights that are informed by practice, research and refinement, emerge from these Guidelines, it is anticipated that over a period of time teachers will develop as curriculum leaders. The majority of teachers within the apartheid education system were not encouraged to be creative, imaginative and lead curriculum development and design. They were controlled followers and were forced to practise through prescription. As a consequence, many teachers were not participants in the exciting process of curriculum development.

The development of these Guidelines was rooted within the framework of the Revised National Curriculum Statement Grades R-9 (Schools). Therefore, it is expected that these Guidelines should be read within a sound understanding of the Revised National Curriculum Statement Grades R-9 (Schools).

Teachers, schools management teams, departmental officials, teacher unions, non-governmental organisations, community-based organisations and service providers are invited to use these Guidelines not as a doctrine but as an enabling mechanism that will contribute to the delivery of quality, life-long learning.

T.D. Mseleku
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SECTION 1
POLICY GUIDELINES FOR THE
DEVELOPMENT OF LEARNING PROGRAMMES

1.1 INTRODUCTION

Curriculum and teacher development theories and practices in recent times have focused on the role of teachers and specialists in the development and implementation of effective teaching, learning and assessment practices and materials. In the Revised National Curriculum Statement Grades R-9 (Schools) (RNCS), mention was made of policy guidelines for Learning Programmes (RNCS, Overview, p.16). It has been agreed that these will now be called Teacher's Guide for the Development of Learning Programmes. As stated in the RNCS, the curriculum is to be implemented in schools by means of Learning Programmes. Teachers are encouraged to develop and implement their own Learning Programmes, and this should happen within the policy framework provided in the RNCS. This Teacher's Guide for the Development of Learning Programmes (hereafter called 'these Guidelines') have been developed to support teachers to do so.

Although this document is primarily written for **teachers** who have to develop their own Learning Programmes, cognisance is taken of the fact that other Learning Programme developers will also use these Guidelines.

1.2 PURPOSE OF THE TEACHER'S GUIDE FOR THE DEVELOPMENT OF LEARNING PROGRAMMES

These policy Guidelines have been developed at national level (with provincial participation) to assure that teaching, learning and assessment practices are developed effectively so that learners can achieve the Learning Outcomes as set out in the RNCS.

The purposes of these Guidelines are to guide teachers in the development of a Learning programme by:
- providing Guidelines to teachers on *how to* develop a Learning Programme;
- providing the *essential features and underlying principles* of a Learning Programme;
- promoting and encouraging adherence to the RNCS and support for its implementation; and
- providing a framework for teacher development and training.

These Guidelines are intended to be implemented in conjunction with other policies that promote and support education transformation so that the Critical and Developmental Outcomes, which underpin teaching and learning across the South African school curriculum, are attained. For example, the *White Paper 6: Special Needs Education – Building an Inclusive Education and Training System* needs to be read to provide background information on issues related to barriers to learning, as these have crucial impact on what happens in the classroom. The *Assessment Guidelines for Inclusive Education* document stresses the need for alternative teaching and assessment strategies, and provides recommendations on how to overcome barriers to learning. Addressing barriers to learning is an important responsibility of teachers when developing Learning Programmes.

These Guidelines also need to be read together with the RNCS. The RNCS contains Learning Area Statements for each Learning Area that spell out the Learning Outcomes (LOs) and Assessment Standards (AS) per grade and the Overview.

1.3 DEFINITIONS

The RNCS indicates that LEARNING PROGRAMMES should be organised as follows:
- Planning for the whole phase. This is called a **Learning Programme.**
- Planning for a year and grade within a phase. This is called a **Work Schedule.**
- Planning for groups of linked activities or single activities. These are called **Lesson Plans.**

1.3.1 Learning Programme

A **Learning Programm**e is a *phase-long plan* that provides a framework for planning, organising and managing classroom practice for each phase. It specifies the scope for teaching, learning and assessment for the phase and is a "structured and systematic arrangement of activites that promote the attainment of Learning Outcomes and Assessment Standards for the Phase" (RNCS Overview, 2002). A Learning Programme is a tool for ensuring that the Learning Outcomes for each Learning Area are effectively and comprehensively attended to in a sequential and balanced way across the phase.

The Learning Programme thus interprets and sequences the Learning Outcomes and Assessment Standards as spelt out in the RNCS into planned teaching, learning and assessment activities for a phase. It spells out what core knowledge and concepts will be used in attaining the Learning Outcomes for the phase. It plans for how different contexts and local realities, like the needs of the community, school and learners, will be considered.

The Learning Programme also considers how integration within and across Learning Areas will happen, as well as what resources are available and needed to deliver teaching and learning activities.

A Learning Programme will in turn, be translated into yearlong, grade specific *Work Schedules* and shorter activity-long *Lesson Plans.*

1.3.2 Work Schedule

A **Work Schedule** is a *yearlong programme* that shows how teaching, learning and assessment will be sequenced and paced in a *particular grade.* It is a delivery tool, a means of working towards the achievement of the Learning Outcomes specified in the Learning Programme, and incorporates the Assessment Standards that will be achieved in that grade.

1.3.3 Lesson Plan

A **Lesson Plan** is the next level of planning and is drawn directly from the Work Schedule. It describes concretely and in detail teaching, learning and assessment activities that are "to be implemented in any given period[of time]" (RNCS Overview, 2002). A Lesson Plan could range

in duration from a single activity to a term's teaching, learning and assessment and, in terms of actual time, may last from a day to a week or a month. It includes *HOW* (i.e. teaching style, approach and methodology) teaching, learning and assessment activities are to be managed in the classroom.

1.4 THE PURPOSE OF A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLAN

Learning Programmes, Work Schedules and Lesson Plans represent different stages of planning. While the team of teachers that teach in a phase develops a Learning Programme, the teachers of a particular grade within a phase develop a Work Schedule from the Learning Programme. The class/Learning Area teacher, in turn, develops the Lesson Plans for his/her class. At each level of planning more detail is added to that of the previous level as is described below. Quite apart from the detail shown at each stage, the whole process is informed (at each level) by the same and very important factors described in 1.5.

1.4.1 From the RNCS to the Learning Programme

A Learning Programme translates the RNCS into phase-long plans that detail (at a minimum):
- The sequencing of Learning Outcomes and Assessment Standards across the phase to ensure a coherent teaching, learning and assessment programme;
- The core knowledge and concepts or knowledge foci selected to be used to attain the Learning Outcomes;
- The context that ensures that teaching and learning is appropriate to the needs that exist in the community, school and classroom; and
- The time allocation and weighting given to the different Learning Outcomes and Assessment standards in the phase.

When developing the Learning Programme teachers also need to *consider*:
- how integration within and across the Learning Areas will happen;
- the resources needed and those to be used when determining the teaching, learning and assessment activities; and
- any special or national events likely to be included in the school calendar.

These considerations are taken to more depth and given much more detail when planning the Work Schedule and Lesson Plans.

A team planning approach will promote coherence, integration and cohesion in the Learning Programme for the phase. Such an approach also provides for a framework for the development and effective use of Learning and Teaching Support Materials.

1.4.2 From the Learning Programme to the Work Schedule

A Work Schedule provides the teachers in a grade with a yearlong programme based on the Learning Programme. It develops on the sequencing, context, and core knowledge and concepts choices made at Learning Programme level. The teachers responsible for the Learning Programme for a particular grade within a phase will produce the Work Schedule for their grade

group by drawing on the Learning Programme for that phase.

In addition to the detail already provided in the Learning Programme, teachers will in developing the Work Schedule, plan:

- The assessment programme for the year. They will need to ensure a spread of different assessment forms across the year in keeping with the assessment guidelines for each Learning Area;
- The use of resources needed; and
- Integration within and across Learning Areas.

1.4.3 From the Work Schedule to the Lesson Plan

The Lesson Plan provides detailed structure for teaching, learning and assessment activities. It could range from a single lesson to a few months of activities. It provides the day-to-day details for teaching, learning and assessment. It also enables, for example, events of major importance internationally, nationally or locally, to be incorporated in the curriculum in a structured, yet flexible way. The World Summit on Sustainable Development held in Johannesburg in 2002, national commemoration and holidays, and other examples are opportunities around which a Lesson Plan could be built. The Lesson Plans are designed to ensure opportunities for learners to achieve the Learning Outcomes and Assessment Standards of that Learning Area.

The following elements should be contained in the Lesson Plan:

- Those elements already determined in the Learning Programme and Work Schedule, namely:
  - ▶ The Learning Outcomes and Assessment Standards,
  - ▶ The context and/or core knowledge and concepts selections for the lesson,
  - ▶ The assessment tasks to be used in the lesson,
  - ▶ The resources needed for the lessons, and
  - ▶ Integration opportunities;
- The actual dates over which the Lesson Plan will stretch;
- Conceptual links to previous and future Lesson Plans;
- Details and sequencing of the teaching, learning and assessment activities that will make up the Lesson Plan;
- Any particular teaching approach and method to be used; and
- Special and important notes regarding the needs of the learners in the class for whom the teacher is preparing the Lesson Plan.

Individual teachers will prepare their own Lesson Plans to support teaching, learning and assessment in their particular classrooms.

The figure below indicates the relationship among the three different stages of planning.

Figure 1: Relationship among the three different stages of planning.
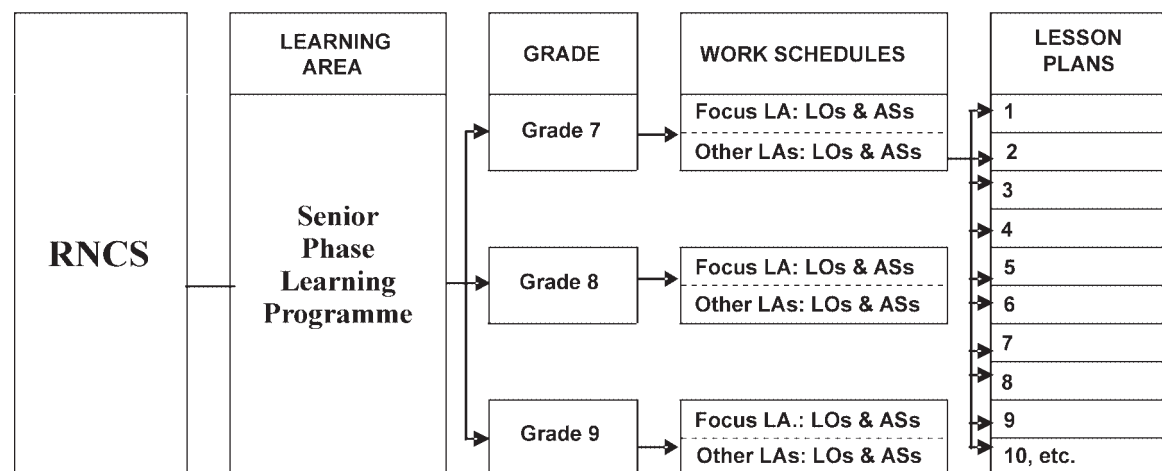
NOTE: *In the above diagram Lesson Plans are only indicated for Grade 7, but would also appear alongside Grades 8 and 9 in the final column when the Learning Programme has been planned in its entirety.*

1.5   ISSUES TO BE CONSIDERED WHEN DEVELOPING LEARNING PROGRAMMES, WORK SCHEDULES AND LESSON PLANS

The aim of a Learning Programme is to design and sequence teaching, learning and assessment activities that will result in meaningful and relevant learning. Teachers need to find ways of making the planning process a manageable one, so that the process of planning is facilitative rather than being a tedious task. For example, there is not much point in rewriting Learning Outcomes and Assessment Standards each time an activity is developed. Numbering the Assessment Standards and then referring to the numbered Assessment Standards may be easier.

To achieve the aim of Learning Programmes, Work Schedules and Lesson Plans, the following aspects have to be considered during planning:

1.5.1   Philosophy and Policy

- The RNCS is an embodiment of the nation's social values, and its expectations of roles, rights and responsibilities of the democratic South African citizen as expressed in the Constitution. Full discussion on this section is not included here as it is required that teachers read the RNCS for the discussion and detail on the philosophy and policy underpinning the RNCS.
- Outcomes-based education (OBE) philosophy and practice with the Critical and Developmental Outcomes is the underlying educational philosophy.
- Other national and local policies also impact on effective delivery.

1.5.2   Principles Underpinning the Curriculum

The RNCS is underpinned by principles that are crucial for working towards the aims of the education system. These are, amongst others:
- Social Justice   • a Healthy Environment   • Human Rights   • Inclusivity

In simple terms **social justice** refers to one's responsibility to care for others to the common good of society. Social justice serves to remind all humanity (government and civil society) that the needs of all individuals and societies should be met within the constraints imposed by the biosphere, and that all should have equal opportunity to improve their living conditions.

A **healthy environment** cannot be attained independent of people, their lifestyles and choices, their rights and social justice. Environment includes the social, political, economic and biophysical dimensions of all life and life-support systems (air, water and soil).

Human rights and their infringement are grounded in the daily experiences of people within their local environments. They are an inextricable part of our lives – so much so that we often take for granted the protection they offer us.

Inclusivity deals with a number of social justice and human rights issues, and at the same time taps into the rich diversity of our learners and communities for effective and meaningful decision-making and functioning for a healthy environment. Schools are encouraged to create cultures and practices that ensure the full participation of all learners irrespective of their cultures, race, language, economic background and ability. All learners come with their own experiences, interests, strengths and barriers to learning which need to be accommodated.

In developing Learning Programmes, educators and other curriculum developers will need to pay attention to these principles and to find ways of developing teaching, learning and assessment activities and providing Learning and Teaching Support Materials that offer learners opportunities to explore these principles.

1.5.3. Time Allocation and Weighting

- The RNCS overview document details the time allocated to each Learning Area in both the Intermediate and Senior phases, and to Learning Programmes in the Foundation Phase.
- These Guidelines also make recommendations with respect to how Learning Outcomes should be weighted with respect to each other.

To be able to develop Learning Programmes, teachers need to be aware of these allocations and weightings, as well as how these translate into hours and periods in the school(s) for which they are developing the Learning Programme.

1.5.4 Integration

Integrated learning is central to outcomes-based education. The historically fragmented nature of knowledge can be overcome if attention is paid to relevant integration both within Learning Areas, and across Learning Areas.

Teachers need to have a clear understanding of the role of integration within their Learning Programmes. The key, however, is the balance to be struck between integration and conceptual progression. That is, integration must support conceptual development rather than being introduced for its own sake. Teachers must therefore be aware of and look for opportunities for integration both within and across Learning Areas.

1.5.5 Resources

Different Learning Areas, and in turn different Learning Programmes, will rely on different resources for their success. Teachers will have to be familiar with the resources needed and the resources available as they develop their programmes. Care should be taken not to develop Learning Programmes where lack of access to resources will discriminate against learners. Teachers must also be sensitive to the limitations of learners who experience barriers to learning and how their progress may be affected by availability of resources.

1.5.6 Inclusivity and Barriers to Learning

The RNCS assumes an inclusive approach to teaching, learning and assessment. Learning Programmes need to address any barriers that learners for whom the programme is being developed may experience. Teachers need to be aware of the social, emotional, physical and other needs of the learners as they develop their Learning Programmes. For ensuring that matters of Inclusivity are addressed, teachers need to consider any particular barriers to learning and/or assessment that exist in different Learning Areas and make provision for these when developing Learning Programmes.

1.5.7 Differences between Learning Areas and Learning Area Statements

While each of the Learning Area Statements has been developed according to the same framework and philosophy, careful examination will show that subtle differences exist between them. These differences are a natural consequence of the peculiarities of each of the Learning Areas. The implication of the differences between Learning Areas and Learning Area Statements for Learning Programme, Work Schedule and Lesson Plan development is that such development in each Learning Area will have to take note of these peculiarities. Furthermore, as teachers in one Learning Area look for integration opportunities with other Learning Areas, they should be aware of the peculiarities of those other Learning Areas.

Some of the most striking differences are the following:

Natural Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists "Core Knowledge and Concepts" – these provide the context in which at least 70% of teaching, learning and assessment should take place, the other 30% can come from local contexts. The Core Knowledge and Concepts are presented by phase and organised into four main content areas or knowledge strands:

- *Life and Living*
  - ▶ Living Processes and Healthy Living
  - ▶ Interactions in Environments
  - ▶ Biodiversity, Change and Continuity

- *Energy and Change*
  - ▶ Energy Transfers and Systems
  - ▶ Energy and Development in South Africa

- *Planet Earth and Beyond*
  - ▸ Our Place in Space
  - ▸ Atmosphere and Weather
  - ▸ The Changing Earth

- *Matter and Materials*
  - ▸ Properties and Uses of Materials
  - ▸ Structures, Reactions and Changes of Materials

Technology does not have a separate chapter listing knowledge focus or contexts, but Learning Outcome 2 (Technological Knowledge and Understanding) identifies three core knowledge areas for the Learning Area and organises the Assessment Standards for the Learning Outcome accordingly:

- *Structures*

- *Processing*

- *Systems and Control*

It should also be noted that **Natural Sciences** and **Technology** have the same Learning Outcome 3 (Technology: Technology, Society and the Environment, and Natural Sciences: Science, Society and the Environment). This is a deliberate design feature of these two Learning Areas intended to facilitate integration between the Learning Areas, both short-term integration as well as the combining of the Learning Areas into one Learning Programme in the Intermediate Phase.

Social Sciences has a separate chapter (chapter 5) in the Learning Area Statement that lists the "Knowledge Focus Framework." This is grade-by-grade specific and provides knowledge/topics for both History and Geography.

While **Arts and Culture** also does not have a separate chapter on knowledge, the Assessment Standards for each Learning Outcome are classified under the following "art forms":

- *Dance*

- *Drama*

- *Music*

- *Visual Arts*

- *Composite*—only for some Learning Outcomes and only in some Grades

The Arts and Culture Learning Area Statement lists, furthermore, on pages 7 and 8 organising principles for each grade in each phase and for each Learning Outcome in each grade, a further organising principle for the Assessment Standards.

Languages do not have a list of knowledge contexts in the same way that some of the Learning Areas already mentioned do. However, lists of *recommended texts* are provided by grade in Chapters 2, 3 and 4 of the Learning Area Statement.

1.5.8   Clustering of Assessment Standards

Teachers, when planning assessment activities, recording learner performance and reporting on learner progress will look to the Assessment Standards for descriptions of the level at which learners should demonstrate their achievement of the various Learning Outcomes. Having selected the Learning Outcomes and when planning teaching, learning and assessment, teachers may find that certain Assessment Standards can be grouped or **clustered** together quite naturally.

In **some Learning Area**s (certainly not all), it would not be practical to teach to each and every Assessment Standard for each Learning Outcome. Firstly, the Assessment Standards in those Learning Areas do not stand alone, and secondly, there are simply too many Assessment Standards per Learning Outcome for the teacher to be able to deal with them individually. In such cases, the teacher on examining the Assessment Standards, may realise that they group quite naturally into **clusters** of Assessment Standards. These clusters can in turn be used for planning.

For example, in Mathematics in the Intermediate Phase, there are some eleven Assessment Standards for Learning Outcome 1 (Numbers, Operations and Relationships). An examination of these Assessment Standards suggests that they can quite naturally be organised into the following Assessment Standards clusters:
- Recognising, classifying and representing numbers
- Applications of numbers to problems
- Calculation types involving numbers
- Properties of numbers

The Mathematics Learning Area statement neither clusters nor suggests clustering. While the Mathematics Guideline does suggest clustering and even recommends possible clusters, it is up to the teacher to decide whether or not to cluster the Assessment Standards.

While the clustering of Assessment Standards is something that teachers may choose to do, the following should be noted when clustering Assessment Standards:
- Clustering of Assessment Standards should not occur across Learning Outcomes. Recording and reporting needs to be against Learning Outcomes and the selected Assessment Standards. Clustering Assessment Standards across Learning Outcomes would make reporting and recording impossible.
- Learning Outcomes are never clustered. While we may develop Lesson Plans with more than one Learning Outcome, we would consider this to be an example of integration and not clustering.
- When clustering Assessment Standards, it is not allowed that *new* Assessment Standards are written as a result of the clustering.
- While clustering of Assessment Standards is possible for planning the teaching, learning and assessment activities, teachers record learner performance against the individual Assessment Standards in that cluster.

Guidelines on how to deal with the Learning Outcomes and Assessment Standards of each Learning Area are provided in the Learning Area specific section of each Learning Area's Guideline.

1.6   DEVELOPMENT PROCESS

While the development process suggested in this document may appear tightly sequenced and ordered, teachers will, in practice, find themselves going back and forth between steps.

1.6.1   Developing a Learning Programme

Once teachers have taken all the philosophy, policy and other issues already described into account, the following steps are suggested as a more detailed guide for this task:

- *Select the Learning Outcomes*
  The Learning Outcomes (and how they are attended to) are what drive the development process.   It is important that teachers decide which Learning Outcomes are to be focused on at a particular time and how they are packaged together. The Learning Area specific section that follows will indicate how Learning Outcomes can be packaged or explored.

- *Identify Assessment Standards*
  Teachers need to identify the Assessment Standards (or at least clusters of standards) for each Learning Outcome that will be targeted at a particular time within the Learning Programme. Assessment is planned to ensure that evidence is provided of how learners are performing against the Assessment Standards. When *recording* learner performance, teachers will show how each learner is meeting the Assessment Standard(s) and at what level the Learning Outcomes are being attained. Teachers will then *report* on every learner's performance and progress against the Learning Outcomes.

  More detail on the assessment programme, forms of assessment, and recording and reporting processes for each Learning Area is provided in the Assessment Guidelines for the different Learning Areas.

- *Determine the teaching, learning and assessment context(s) and/or core knowledge and concepts*
  Two main kinds of contexts have been identified for inclusion in Learning Programme development, and where appropriate teachers need to be explicit about these.

  One level is the broad consideration of the social, economic, cultural and environmental contexts of the learners. This can also include the local needs of the learners, of the school and the surrounding community.

  The other level is the Learning Area with contexts unique to the Learning Area and the specifics required by the Learning Area (see 1.5.7 above). Such contexts are reflected in the kinds of examples used, the types of projects given, the language used, the barriers being addressed, and the teaching, learning and assessment activities.   Context must make specific provision for learners with disabilities.

When dealing with core knowledge and concepts, teachers must select core knowledge and concepts that address the identified Learning Outcomes and Assessment Standards. In Learning Areas where this information is not provided, teachers need to determine their own.

- *Allocate time*
  Teachers need to allocate appropriate weighting and allocation of time to each Learning Outcome and its associated Assessment Standards – as per the weightings discussed in the Learning Area specific sections of the document. It is also important to check that the time allocated to the Learning Programme is consistent with the time allocations of each Learning Area within the phase.

  After this process, it is recommended that teachers should stand back and examine the Learning Programmes in terms of the various features discussed in this chapter. It is also important to analyse all the Learning Programmes for a phase so that implications of one programme on another in terms of learner work load can be resolved. In this way, it is imagined that the time allocation for each programme will be modified and finalised through continued reflection and refinement.

  Learners who experience barriers to learning must be accommodated through flexibility in terms of time allocated to complete activities. Additional time may be given or alternatively learners may be allowed to complete their tasks at a later stage. There must be recognition of the fact that completing only part of the task also has value. These arrangements are planned as part of the individual support for each learner who has a barrier to learning.

- *Integration and resources*
  Integration and the selection and use of resources have already been discussed in detail in 1.5.4 and 1.5.5 above. Teachers will also need to consider integration and resourcing when planning a Learning Programme. While they may only show the details regarding resources and integration in the Work Schedules, they must apply their minds to these issues at the time of Learning Programme development.

1.6.2 Developing a Work Schedule

A Work Schedule must be developed for each year in the Learning Programme. A Work Schedule gives a greater level of detail for each aspect or element of the Learning Programme and adds further detail with respect to other aspects.

It should be emphasized that the process of developing a Work Schedule should not be seen as a process that occurs in a linear way, but as a holistic and integrated process. The following should be considered when developing a Work Schedule:

- *Details from the Learning Programme*
  In developing the Learning Programme decisions have already been taken about the sequencing of Lesson Plans, the Learning Outcomes and Assessment Standards that will be focused on by each Lesson Plan, the selection of contexts and/or knowledge and the time allocation to the Lesson Plans. If necessary the teacher(s) developing the Work Schedule may want to amplify these details.

- *Assessment tasks*
  The Department of Education has developed Assessment Guidelines for each Learning Area. Among other details, these documents spell out the forms of assessment to be completed by each learner in each grade. At the time of planning the Work Schedule, the teacher(s) should decide when to use each of the assessment forms to ensure both their most appropriate application and to spread the assessment demands on the learners evenly across the year.

- *Resources required*
  In developing the Work Schedules, teachers will need to consider in detail the resources that will be required for each Lesson Plan and may need to re-sequence units according to the availability of the resources.

- *Integration*
  In developing the Work Schedule, teachers will have to consider in greater detail, matters of integration. In the case of integration across Learning Areas, this may include meeting with the teachers from the other Learning Area(s) to ensure that the anticipated integration is workable in terms of their respective Work Schedules.

1.6.3 Developing a Lesson Plan

Lesson Plans are developed from the yearlong Work Schedule by individual teachers. A Lesson Plan is assumed to be a complete and coherent series of teaching, learning and assessment activities. It can consist of a single activity or several activities spread over a few days or a number of weeks.

In as much as Learning Programme and Work Schedule design is influenced by philosophy, policy and several other factors already discussed in 1.5, Lesson Plan development is further informed by the classroom realities of the teacher's class.

Realities of the classroom that have an impact on planning a Lesson Plan include:

- *Learning styles*
  Since different learners have particular and preferred learning styles, every class is certain to contain groups of learners who assimilate information and develop understanding in different ways. Before a teacher is able to develop a Lesson Plan s/he must have a clear sense of the different learning styles of the learners in the class. S/he must also have a sense of those activities that are likely to succeed with particular individuals or groups and those that are unlikely to, and must plan to accommodate all learners in the class.

- *Teaching approach and methodology*
  Teachers must decide how they will approach their teaching and what methods they will use. The nature of the Learning Area often determines what approach and which methods will best support the teaching, learning and assessment activities in the particular Learning Area.

- *Barriers to learning*
  While it is possible to list many different types of barriers to learning in general, not all of these will apply in every class. Similarly there may be barriers to learning that are particular

to individual learners only. When developing a Lesson Plan the teachers must have a clear sense of barriers to learning that exist in the class so that they can overcome these through the way in which they structure activities and also through the activities that they select.

- *Resources available to the school and class*
  Different schools have access to different types of resources, and so while a particular Lesson Plan may work well in one school, it may fail in another because of a difference in the available resources — both types and quantity — available to teachers and their classes.

- *What learners already know*
  It is important to be aware of the prior learning that is both required for different Lesson Plans and the levels of this prior learning present in the class for whom the teacher is developing a Lesson Plan. Learners could demonstrate different levels of knowledge and concept development from the same learning experience. What learners already know becomes an important point of departure for planning what will happen next in an activity.

  At times teachers may wish to perform some form of baseline assessment to be able to establish the level of prior learning and accordingly plan appropriate support for the learners.

- *School policies*
  In the same way that national education policy will impact on Learning Programme design, so too will the policies of the school impact on both the design of the Lesson Plan and its execution.

  When the above issues have been considered, the teacher is finally ready to develop the Lesson Plan in detail. Within the planning, the teacher has to:
  ▸ Develop and/or source teaching, learning and assessment activities;
  ▸ Identify the role of outcomes and concepts from other Learning Areas;
  ▸ Decide on assessment strategies and select or develop instruments to be used; and
  ▸ Plan how to support learners who experience barriers to learning.

  After a Lesson Plan has been developed, the execution remains. In the execution of a Lesson Plan the teacher will become aware of issues that may not have been anticipated. These will need to be incorporated and should, in turn, be considered when planning the next Lesson Plan(s). Like Learning Programme and Work Schedule development, Lesson Plan development is not a linear process, but rather one of continual modification, reflection, revision and refinement.

The figure below indicates the factors that inform the development of Learning Programmes, Work Schedules and Lesson Plans. It also shows how the levels of planning in a Learning Programme proceed from the RNCS to the Learning Programme to the Work Schedule to the Lesson Plan.

Figure 2: The planning process and factors taken into account when developing Learning Programmes.
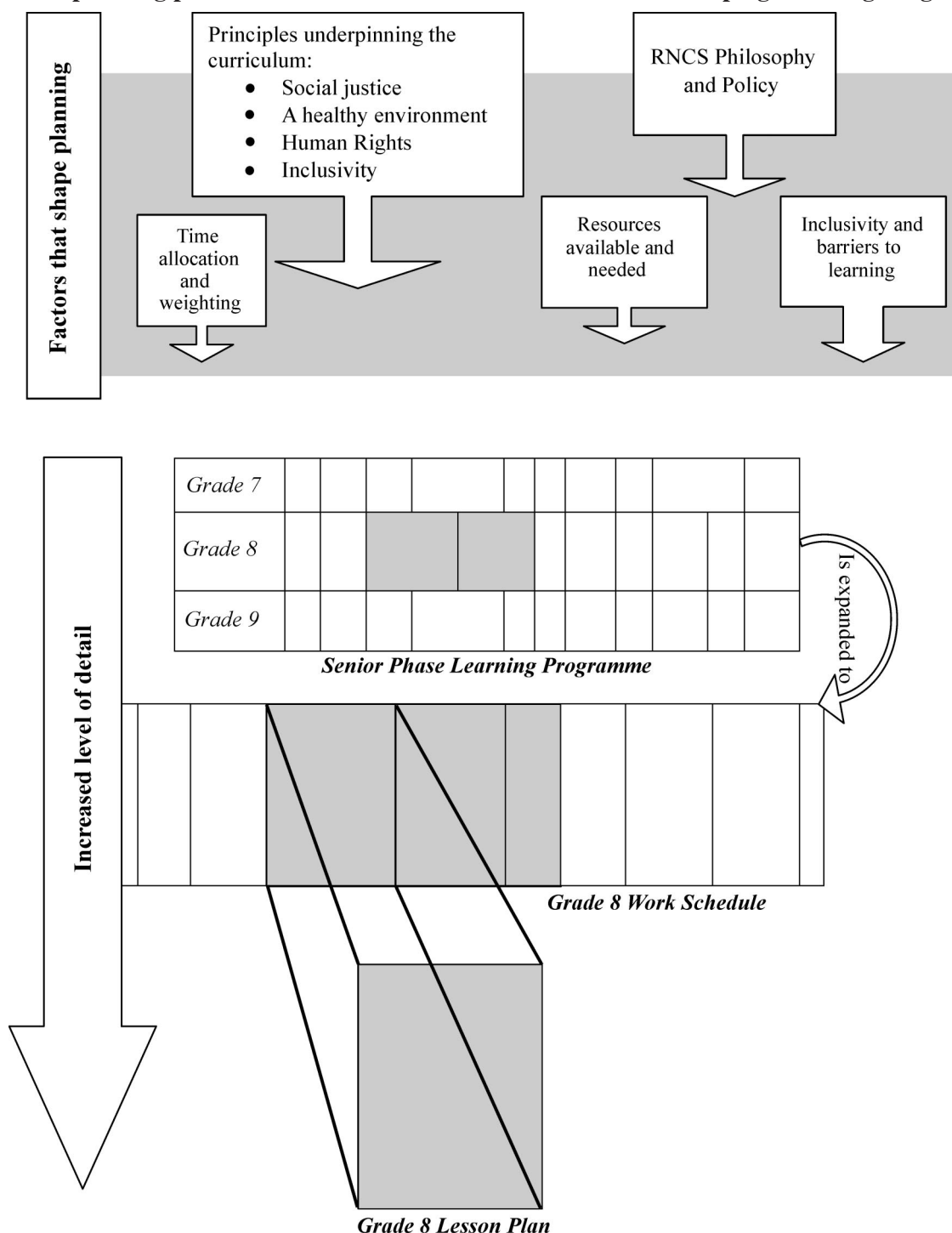
1.7   ASSESSMENT

1.7.1   Nature of Assessment

The assessment requirements of the curriculum policy have presented strong challenges to most educators. This section is therefore provided to support the implementation of sound assessment practices.

The assessment practices that are encouraged through the RNCS for Grades R-9 (Schools) are continuous, planned and integrated processes of gathering information about the performance of learners measured against the Learning Outcomes. The level at which the learner is to be assessed is provided by the Assessment Standards which are progressive from grade to grade. A Learning Programme, Work Schedule and Lesson Plan design should ensure that assessment is an integral part of teaching, learning and assessment.

Planning assessment to include the assessment of learners who experience barriers to learning is important. It is likely that in every classroom there would be some learners who experience barriers to learning. However, these barriers will not always be the same and could be situated in the learning context, i.e. inflexible methodology, lack of resources or in the learners themselves, i.e. sensory, physical, intellectual disabilities or disease/illness. They can also arise from the social context, i.e. poverty, violence or difficult home conditions. When planning an assessment activity, the teacher should have a clear sense of the wide range of barriers that may inhibit learning and the achievement of the Learning Outcomes and how to address them. The key is to determine what exactly is being assessed, (i.e. concepts, application, skill) and to develop assessment tasks in such a way that learners have a variety of options to demonstrate their learning with respect to the Learning Outcomes and Assessment Standards as outlined in the RNCS. (For more details on alternative methods of assessment, please refer to *Curriculum 2005: Assessment Guidelines for Inclusion, May 2002.)*

Assessment should:
- enhance individual growth and development, monitor the progress of learners and facilitate learning;
- find out what a learner knows, understands and/or can do;
- make judgements based on valid and appropriate evidence – these judgements should then enable us to make well informed decisions about what a learner needs to learn next;
- give an indication of the success of the programme of learning including how appropriate resources have been;
- include a variety of techniques;
- encourage learners to go beyond simple recall of data or facts;
- close the gap between the classroom and the real world;
- include opportunities for learners to perform tasks and solve problems; and
- make provision for adaptive methods of assessment.

1.7.2 Planning for Assessment

Assessment cannot be neutral with respect to what is taught and learned. Any assessment is an expression of values on teaching, learning and assessment. We need to view assessment as a critical and integrated part of the teaching-learning process. As planning for teaching, learning and assessment activities begins with a Learning Programme, planning for assessment should also be integrated in these plans.

When planning for assessment the following documents should provide the framework for planning:
- The Assessment Policy for the General Education and Training Band, Grades R-9 and ABET (December 1998);
- The RNCS (The Overview and the Learning Area Statements);
- Assessment Guidelines for each Learning Area; and
- Assessment Guidelines for Inclusion.

The planning for assessment in the Learning Programme should give schools an indication of resources and time needed for assessment in that phase. To do this teachers need to know what knowledge, skills, attitudes and values the learners are expected to possess so that they are able to integrate the assessment programme within teaching and learning activities.

In a *Learning Programme* teachers need to:
- Mention all the **possible forms of assessment** they are likely to use in determining the achievement of the Learning Outcomes. In doing this also take the Assessment Standards into consideration;
- Mention the **resources** they are likely to need (including assistive devices);
- Take the **context and core knowledge and concepts** into consideration; and
- Indicate the **time** that will be needed.

In the *Work Schedule* planning for assessment focuses on a grade. When planning a Work Schedule considerations should be given to the following:
- Learning Outcomes give guidance by indicating **what** should be assessed;
- Assessment Standards indicate the **level** at which the Learning Outcome should be assessed;
- Indicate the **assessment strategies** or different forms of assessment teachers plan to use;
- Indicate the **resources** teachers will use; and
- Take into consideration the **diverse needs** of the learners.

In a *Lesson Plan* teachers should:
- Indicate **how** the Learning Outcomes would be assessed;
- Consider the **level** at which the Learning Outcomes would be assessed using the Assessment Standards;
- Also consider the **context,** the availability of **resources** and the **diverse needs** of learners; and
- Give a detailed description of how they plan to use the various **assessment strategy(ies)** and/or different form(s) of assessment, how these will be integrated within teaching and learning, and what will be recorded.

For each level of planning in the Learning Programme, the Work Schedule and the Lesson Plan, teachers need to describe the following clearly:

- **When** they are going to assess;
- **How** they are going to assess;
- What **resources** they are going to use; and
- How they are going to support the **diverse needs** of learners.

1.7.3 Assessment Strategies

A wide range of assessment strategies may be used to measure learner performance. Teachers can select these depending on the purpose of assessment. These will also depend on a specific Learning Area. The forms/types chosen must provide a range of opportunities for learners to demonstrate attainment of knowledge, skills, values and attitudes. The following are some of the various forms/types of assessment that could be used by the teachers to assess learner achievement:

a) Tests
b) Performance-based assessment
c) Interviews
d) Questionnaires
e) Structured questions
f) Assignments
g) Case studies
h) Practical exercises/demonstrations
i) Projects
j) Role-plays
k) Simulations
l) Aural/Oral Questions
m) Observations
n) Self-report assessment

These assessment strategies and the different forms of assessment for each of the Learning Areas are discussed at length in the Assessment Guidelines for each Learning Area.

SECTION 2
THE SOCIAL SCIENCES LEARNING PROGRAMME

2.1   SYNOPSIS

The Social Sciences Learning Area consists of History and Geography, both of which are of equal importance within the Learning Area. That we have used History and Geography in this order does not mean that one is more important than the other.

Social Sciences aims to contribute to the development of informed, critical and responsible citizens who are able to play constructive roles in a culturally diverse and changing society. It also aims to equip learners to contribute to the development of a just and democratic South African society. To this end, Social Sciences make a crucial contribution to understanding and transforming society and the environment. It is important that young people understand that they are able to make choices for positive change.

The values of the South African Constitution form the basis of all values in Social Sciences. These values are, for example, vital for understanding and addressing human rights and environmental justice in South Africa. Social Sciences should make a crucial contribution to transforming society and the environment by helping learners to apply the values that are embodied in the Constitution to their lives and those around them.

When working with History and Geography within Social Sciences, issues of race, gender, class, xenophobia and genocide and the impact these have had in the past and present should be explored. These are critical issues that need to be explored as part of the process of transforming society and the environment. In so doing, learners will explore issues of power relations, how political power is exercised, gender relations and the influence these have had and continue to have on people's lives. These issues are located strongly in Learning Outcome 3 in both Geography and History, and in Grade 9 History, the knowledge foci emphasise human rights issues.

Social Sciences, in all of is aspects, contributes to the realisation of the vision for South Africa as stated in the White Paper (1995):

> 'A prosperous, truly united, democratic and internationally competitive country with literate, creative and critical citizens leading productive, self-fulfilled lives in a country free of violence, discrimination and prejudice.' *(White Paper on Education and Training, 1995.)*

2.2   RELATIONSHIP BETWEEN OUTCOMES

Relationship between Learning Outcomes and Critical Outcomes

The seven critical and five developmental outcomes are a list of outcomes that are derived from the Constitution and are contained in the *South Africa Qualifications Act (1995)*.

The critical outcomes envisage learners who will be able to:
- Identify and solve problems and make decisions using critical and creative thinking.
- Work effectively with others as members of a team, group, organisation and community.

- Organise and manage themselves and their activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, symbolic and/or language skills in various modes.
- Use Science and Technology effectively and critically showing responsibility towards the environment and health of others.
- Demonstrate an understanding of the world as a set of related systems by recongising that problem-solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:
- Reflect on and explore a variety of strategies to learn more effectively.
- Participate as responsible citizens in the life of local, national, and global communities.
- Be culturally and aesthetically sensitive across a range of social contexts.
- Explore education and career opportunities.
- Develop entrepreneurial opportunities.

Most of these outcomes are supported in one way or another throughout the Social Sciences Learning Area. For instance, learners are encouraged to solve problems, make decisions, develop critical and creative thinking, evaluate and communicate knowledge and information.

Learning Outcomes in Social Sciences

The table below shows the relationship of the History and Geography Learning Outcomes within Social Sciences. The Learning Outcomes emphasise enquiry learning, the construction of knowledge and the development of skills, leading to the conceptual basis of the Learning Area and transfer through interpretation and the application of learning to problems past, present and future. The Learning Outcomes are interrelated/working together in the contexts in which they are applied. They also provide the means by which the methodology is structured in the classroom.

The Learning Outcomes are the same for all phases.

LO	History	Geography
1 **Enquiry**	The learner will be able to use enquiry skills to investigate the past and present	The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes
2 **Knowledge and Understanding**	The learner will be able to demonstrate historical knowledge and understanding	The learner will be able to demonstrate geographical and environmental knowledge and understanding
3 **Exploring Issues**	The learner will be able to interpret aspects of history	The learner will be able to make informed decisions about social and environmental issues and problems

2.3   ASSESSMENT STANDARDS

- The Assessment Standards show progression in the development of concepts, knowledge, skills and processes from grade to grade through the phases. They describe the minimum expected level of performance and range of performance for each of the Learning Outcomes for each grade. The performance of learners in the Learning Outcomes is measured against whether or not the learner is able to give evidence of being able to do what is asked in the Assessment Standards. Each phase builds on the knowledge, understanding and skills developed in the previous phase.

- The Learning Outcomes and Assessment Standards in Social Sciences transform the way History and Geography is taught. Questioning and critical thinking are central to both History and Geography and are crucial to the development of young people as critically responsible citizens in our democracy. The Assessment Standards of Geography and History address issues of bias and stereotypes, and in History, omissions and gaps in sources dealing with the past. In History, Learning Outcome 3 is about historical interpretation and factors such as different value systems and identity that influence interpretation and the writing of History. In Geography, Learning Outcome 3 deals with various environmental issues and includes the impact of inequality, poverty, social and environmental disputes including rights, gender, social, economic and political demands. Issues of identity and human rights have also been built into the knowledge focus framework in Social Sciences. Therefore the Assessment Standards and the skills, and the key questions asked when dealing with knowledge focus must highlight Social Justice, Healthy Environment, Human Rights and Inclusivity. The use of key questions is important to the development of critical thinking

Knowledge focus framework in Social Sciences

Chapter 5 of the Social Sciences Learning Area Statement provides a knowledge focus framework .

The Learning Outcomes, Assessment Standards and the knowledge focus framework context are interrelated and work closely together.

The knowledge focus framework for Social Sciences has been selected with certain principles in mind:
- to give learners a broad overview and understanding of important knowledge, concepts, skills, attitudes and values should they not continue with History or Geography beyond Grade 9.
- to locate South Africa within Africa and the rest of the world in a way which shows the links rather than divisions
- that certain topics and issues will be better handled in the FET band.
- to give a deeper understanding of the history of all South Africans
- in Geography, to give a critical understanding of space and access to resources, and of environmental justice.
- To give sufficient scope for integrated concepts, learning activities and reflection used in Social Sciences with other Learning Areas particularly Natural Sciences , Economic and Management Sciences , Arts and Culture , Languages and Life Orientation

- *High level of skills and knowledge for all*
  The Assessment Standards are there to ensure that the Learning Outcomes are attained. The skills and knowledge to be attained are at a minimum level, and should be applied within increasingly complex data, sources and contexts.

■ *Indigenous knowledge*
The rich heritage of indigenous knowledge found within the diverse/multicultural society we live in has worth and must be emphasized.

Some specific examples are:

Grade 6 LO 3 (History)	Grade 5 LO 3 (Geography)
Assessment Standard Distinguishes opinions from facts and information [source interpretation]. *Knowledge focus* Organisation of African Societies: Kingdoms in Southern Africa and exploration and exploitation from the fourteehth century onwards	*Assessment Standard* Identifies challenges to societies and settlements with a focus on the spread of diseases *Knowledge focus* Distribution of disease types including Cholera (Health and wefare)
Grade 9 LO 1 (History)	**Grade 9 LO 1 (Geography)**
Assessment Standard Asks significant questions to evaluate the sources (i.e. to identify bias and stereotypes, omissions and gaps *Knowledge focus* The focus of the Grade 9 knowledge is on Human Rights issues.	*Assessment Standard* Asks significant questions to evaluate sources, for example to identify bias and stereotypes, omissions and gaps. *Knowledge focus* The knowledge focus would be sustainable development and sustainability. (Inclusivity)

2.4   LEARNING AND TEACHING IN SOCIAL SCIENCES

Our aim throughout the GET band is to involve learners in 'doing' History and Geography. 'doing History' and 'doing Geography' in the classroom is a collaborative enquiry process involving both teachers and learners working with the 'raw materials' of History and Geography. The interactive approach encourages critical thinking, which is a crucial life skill in a democratic world.

Social Sciences is concerned with both what and how learners learn.

This Learning Area emphasizes the construction of knowledge by encouraging learners to ask questions and to find answers about society and the environment in which they live at the same time developing the principle of social justice. The enquiry approach provides an approach to questioning, investigating and finding answers — or at least to reach decisions based on sources of information and ways of making judgments. In addition, the Learning Outcomes and Assessment Standards in Social Sciences transform the way History and Geography will be taught.

2.4.1 Broad Principles of Working with Learning Outcomes and Assessment Standards

> **LEARNING OUTCOMES:**
>
> **Statements of what learners should know, demonstrate and be able to do at the end of the GET**

> **Knowledge Framework which creates the context**

> **ASSESSMENT STANDARDS**
>
> **Describe the level at which learners should demonstrate their achievement of the Learning Outcomes**

> **Assessment of learning**

> **WHAT?**

> **WHY?**

> **HOW?**

> **WHEN?**

> **Feedback to:**

> **LEARNER about progress**

> **PARENTS/ other parties to inform/report on learners' progress**

> **TEACHER to inform teaching and devise possible other strategies**

2.4.2 A Detailed Enquiry Process in Social Sciences

The Learning Area is based on the enquiry skills learning process, which may take on different forms at different times. It may not always need to be as complex as the graphic below suggests. The process should, however, encourage learners to work with evidence, consider the logic of arguments and be given opportunities to consider their own values, opinions and judgements in relation to those of their peers. The model below provides a framework for conducting a full and

comprehensive enquiry, which can be adapted to suit different issues in different contexts, and to suit learners at various phases of development. The diagram also shows how the construction of knowledge and the development of interpretation skills is based on the foundation of enquiry.

Questions below that could be asked by learners and teachers:

What is the topic/issue?
Why should we learn
about this topic/issue?

Interest
- Identify topics/issues
- Decide on a topic/issue
- Pose a focus question
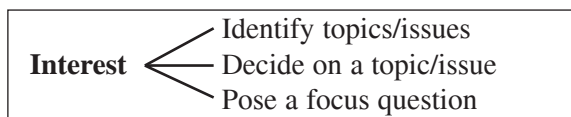
What do we feel about the
topic/issue?
Who else feels strongly
about the topic/issue?
What are their views?

Explore
- Current knowledge of topic/issue
- Learners' values, beliefs and attitudes about the topic/issue
- Controversial aspects
- How and why a particular topic/issue was selected
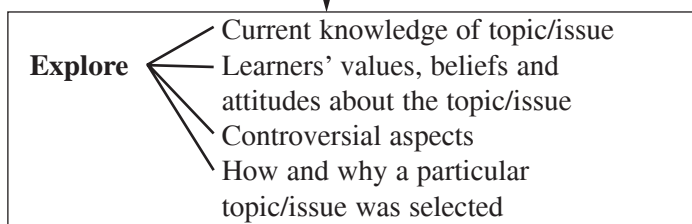
What do we want to find out?
How can we do this best?

Identify
- Questions that are manageable for learners
- Possible sources of information
- Skills necessary to undertake the enquiry
- Possible outcomes/actions
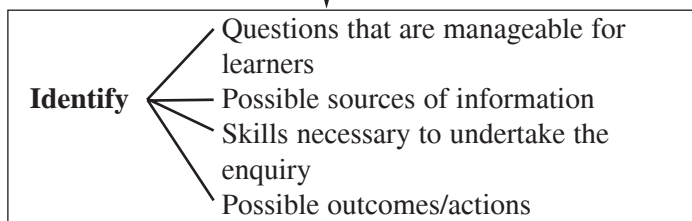
How will we gather information?

Gather information
- Find sources
- Record
- Organise
- Classify

Critical thinking
(is the information accurate, representative, worthwhile?)
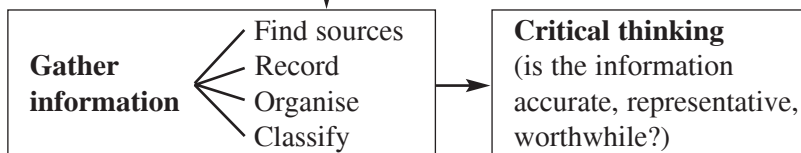
How can we sort the information?
How do elements of information
relate to each other?

Analyse information
- Sort into parts
- Interpret to find meaning
- Search for relationships and trends
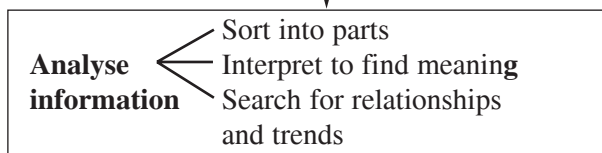
What conclusions can be drawn?
What evidence supports these
conclusions?

Conclude
- Synthesise information
- Make judgements
- Substantiate conclusions
- Determine consequences
- Consider alternative solutions
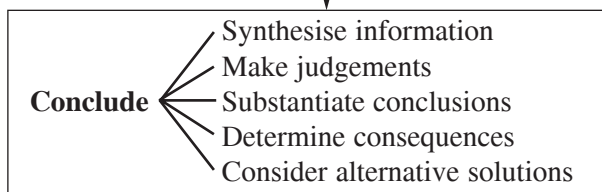
What can be done about the
findings?
What actions could
be taken?

Take action
- Present findings
- Identify appropriate action
- Where possible, take action
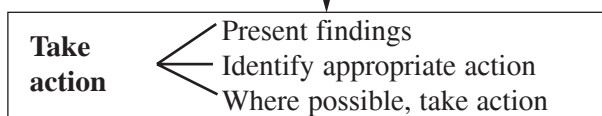
How do I feel about the topic/
issue now?
How has my view
changed?

Reflection
- Outcomes of the enquiry
- Alternative explanations
- What has been learnt?

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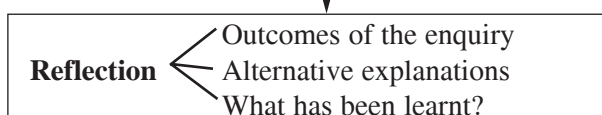
2.4.3   Some Principles for Teaching Social Sciences

Learner have to be challenged at all times to achieve at their highest potential. Therefore the following are seen as key principles for effective teaching and learning in Social Sciences:

- *Questioning*
  Learners need to be encouraged to create and frame their own questions. Encourage critical thinking by:
    - Challenging learners to question
    - Developing the learners' questioning skills
    - Asking learners for their own understanding
    - Encouraging learners to seek alternatives before deciding on an answer
    - Encouraging learners to give reasons for saying or suggesting certain things
    - Asking learners to justify their choices
    - Providing opportunities for learners to classify, analyse and create
    - Engaging learners in dialogue
    - Providing opportunities for focused discussion with their peers
    - Challenging stereotypes and prejudice

- *Authenticity*
  Whenever possible use real things in the classroom: real objects to look at and handle, real documentary and visual sources. Find sources that appeal to learner. These should speak to the learner rather than to the teacher. Historians can use items from the past. Geographers could use fieldwork maps, photographs and current newspapers.

- *Study in depth*
  Use fewer sources in greater depth. Care needs to be taken when choosing sources to make sure that there is enough information for meaningful work. Do smaller topics in more detail. Real learning comes when learners are given the opportunity of doing in-depth investigations **rather than skimming over a number of topics.**

- *Accessibility*
  Where appropriate, it is better to use sources as they are, rather than adapting and simplifying them. However, this means that very often teachers will need to work with learners to make the sources accessible to them. Use sources, which will interest and engage the learners.

- *Communication*
  Learners must be able to communicate their findings to the rest of the class and to others within and outside of the school community.

[Adapted from the *Nuffield Primary History Project,* UK]

2.4.4 Key Questions

The use of key questions is important to the development of critical thinking. They give learners a way of thinking about issues as a historian or a geographer. The following table gives examples of important questions to ask in History and Geography, and shows how these questions not only guide enquiry but also develop language and other skills.

History	Skills and Language	Geography
What is it?	Naming, identifying, defining	What is it?
Where is/was it?	Locating, determine distribution & pattern	Where is it?
What was it like in?	Observing, describing, comparing	What is it like (now)?
Why was it like this?	Reasoning, explaining	Why is it like this?
How did it change?	Observation, identification, analysis	How did it come to be like this?
Why did it change?	Predicting, speculating, hypothesising	How is it changing and what might happen next?
What do I think/feel about what happened?	Evaluating, caring	What do I think/feel about it? What do others feel?

2.4.5 Working with Sources in Social Sciences

The following diagram shows the variety of sources, which can be used in both History and Geography within Social Sciences.

ORAL	**WRITTEN**	**VISUAL**
Interviews and reminiscences Oral traditions Myths and legends Poems Songs Stories Questionnaire responses	Census data Documents Letters Newspapers Magazines Diaries, Reports Pamphlets Books Advertisements Internet, CD Rom	Photographs Cartoons Maps and plans Aerial photographs Satellite images Paintings and drawings Film, television, video Statues and carvings Internet, CD Rom

POSSIBLE SOURCE

ARCHAEOLOGICAL	**PHYSICAL**	**LANDSCAPE**
Ruined or buried sites and buildings Pollen traces Fossils Artefacts (objects found on sites) i.e. pottery, bone, coins, charcoal, tools, weapons, etc.	Objects surviving from the past i.e. passes, Historic buildings Monuments Statues and sculptures Carvings Everyday objects: i.e. furniture, clothing jewellery, vehicles	Settlements and their plans Buildings and Sites Roads, tracks, paths Bridges, railways, harbours Effects of human activity on the environment Aerial photographs Physical landscape features i.e. passes, plains, bays, caves

2.4.6 Conceptual Knowledge and Understanding in History

In History, we use concepts to make sense of the past. The concepts developed in the Assessment Standards are the core concepts of History. As the learners work through the knowledge focus framework, they will encounter other concepts such as government, parliament, industrialisation, democracy, communism and fascism.

- *Chronology and time*
  A sense of order and the relationship of events to each other in time are fundamental to the study of History. Chronology is the way in which the past is organised, providing a map of the past. Younger learners should begin to develop their ability to arrange time through sequencing activities. In the Foundation Phase this could be done by arranging events from a familiar story or the day's events into a specific order... In the Intermediate Phase more complex examples might involve three or four photographs. Learners could be asked to explain and justify the order in which they have placed the photographs.

- *Similarity and difference*
  Similarity does not mean 'the same'. It means alike in some ways but not identical.

- *Change and continuity*
  Change and continuity can be investigated when comparisons are made over a period of time. Continuity is much a much harder concept to understand than change. Key questions to be asked:
  Change   What changed?
  Continuity   How long did it last?

- *Cause and effect*
  When looking at how things change we also need to consider the causes and effects of those changes. Recognising causes and effects relating to History is complex. Key questions to be asked
  Cause   Why did it happen?
  Effect   What was the result?

2.4.7 Suggestions for Working with Sources in History

- *Documents*
  - Choose documents that will appeal to the learners
  - Read documents with Intermediate Phase learners on an overhead projector. Senior Phase learners are more capable of working with documents on their own or in pairs.
  - Older learners could be given a key question to answer by reading the document. This means that they will read the document with a purpose.
  - Discuss words which learners do not understand, or provide a glossary with the document.
  - Either give questions or ask learners to ask questions about the document. See if they can work out the answers themselves.

- *Oral sources*

  Oral history is an important resource for finding out about the past. Learners should be encouraged to interview people. These interviews can also be used in class as oral sources. When working with oral sources learners need to be made aware that:

  ▶ memories may be faulty

  ▶ older people often remember the past as much better or much worse than the present

  ▶ not everything is remembered and the person might choose not to tell everything that s/he remembers

  ▶ although oral sources may be unreliable, they are still useful, reflecting what people felt about events in the past and showing how these events have been remembered

  ▶ oral sources should be cross-checked with other types of sources.

- *Visual sources*

  Visual sources include pictures, photographs, drawings, cartoons, portraits, posters, .maps and plans, films, television, video, statues, carvings, internet and CD-Rom. Useful questions to ask include:

  ▶ What can this picture tell me about the people, place or events shown in the pictures?

  ▶ Why was the picture made/taken? Was it a family photograph, for propaganda, an official photograph or a portrait?

  ▶ What message is the picture putting across?

  ▶ Does the picture come from the time shown or was it made later?

  ▶ Can I trust the information in this picture? How can I check?

  ▶ What else would I like to know about this picture, or about what it depicts?

2.4.8 Artefacts in the Classroom

Learners need to learn how to 'read' and 'question' objects if they are to use them as resources for their understanding of history. Working with artefacts develops observation skills. Some useful questions to ask about artefacts:

What does it look and feel like?	What colour is it?
	What is it made of?
	Is it natural or manufactured?
	Is the object complete?
	Has it been altered or mended?
How was it made?	Is it hand made or machine made?
What was it made for?	How was it used or how did it work?
	Has it ever been used for a different purpose?
How old is it?	Do we know when it was made or used?
	Do we know where it has come from or where it was found?
	Does it look old, and if so, why?

Is it well designed?	Is it decorated?
	Were the best materials used?
	Do you like the way it looks?
	Would other people like it?
What is it worth?	To the people who made it?
	To the people who used it?
	To the people who keep it?
	To you?
	To a bank?
	To a museum?
What phase does it come from? found?	Does it tell you something about the place where it was
	Does the place tell you something about the use/meaning of the item?

2.4.9 Conceptual Knowledge and Understanding in Geography

The study of Geography concerns the understanding of the interrelationships between people and environment in various places or regions at various times. It is a spatial science that deals with the analysis of human and environment interactions on the Earth. These spatial patterns change over time for a variety of reasons. Sometimes these changes are influenced by political power, or by the way in which resources are distributed, or through personal choices. These are complex issues and require careful analysis if we are to understand how and why the world is changing. It is critical that all learners should develop an informed perspective about these issues so that they will use their capacity to address changes and contribute to changes in a positive way.

Explains the characteristics of spatial patterns in various locations, places and regions

The interrelationships between people and the environment

Studies the distribution of people, resources and features on Earth

The knowledge, skills and values that are developed in the Assessment Standards are core knowledge, skills and values used in Geography. The key organising principles are presented below.

- *People, places, resources and the environment*
  Learners in the Intermediate Phase will begin to recognise and describe how and why people live in certain localities and the impact of human activities on these places. In the Senior Phase, learners will progress in their development and understanding and will be able to explain these interrelationships whilst developing critical perspectives. The key concepts that are used in this section will help learners to identify spatial patterns that they encounter in everyday life. It will help them to explain how and why these patterns exist and to suggest why some of these patterns need to change or should be transformed in some way.

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- *Change over time*

  Spatial patterns change over time. In order to understand why patterns are present and how these are likely to change in the future, learners need to be aware of and develop critical perspectives about how these factors have caused present day realities. For example, learners will need to explain ways in which a settlement has formed and how it functions in a particular way.

- *Similarity and difference (comparisons)*

  Comparisons are used to describe and explain the similarities and difference of spatial patterns between different places, regions and environments.
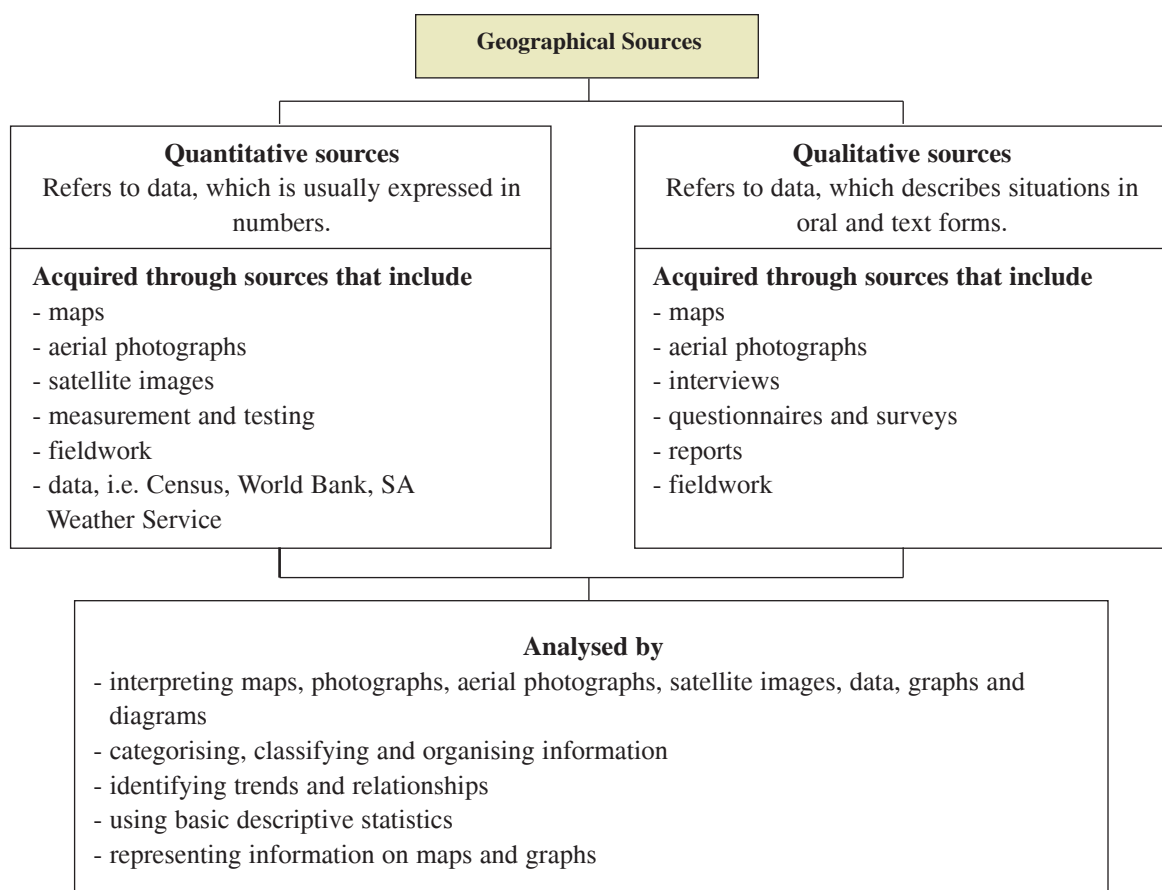
- *Cause and effect*

  Events and processes are often explained by describing their causes and effects. Key questions to be asked

Cause	Why did it happen? Where did it happen?
Effect	What was the result? Where did the results occur?

2.4.10 Working with Sources of Information in Geography

A wide variety of sources will enhance the scope of teaching, learning and assessment. Too much information, however, will often overwhelm the learner and clarity will be lost. The diagram below presents a variety of sources of information, which are typically used in Geography and suggests how these sources of information are analysed. These sources should be included in various ways in the design of a Learning Programme.

Geographical Sources

Quantitative sources
Refers to data, which is usually expressed in numbers.

Acquired through sources that include
- maps
- aerial photographs
- satellite images
- measurement and testing
- fieldwork
- data, i.e. Census, World Bank, SA
  Weather Service

Qualitative sources
Refers to data, which describes situations in oral and text forms.

Acquired through sources that include
- maps
- aerial photographs
- interviews
- questionnaires and surveys
- reports
- fieldwork

Analysed by
- interpreting maps, photographs, aerial photographs, satellite images, data, graphs and
  diagrams
- categorising, classifying and organising information
- identifying trends and relationships
- using basic descriptive statistics
- representing information on maps and graphs

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2.4.11 Appropriate Learning Activities in Geography

The table below provides a range of learning activities that are frequently used in Geography to ensure that skills are acquired. These activities should be included at various stages in a Learning Programme to ensure that learners are exposed to a range of skills that can be assessed.

Written	Graphic	Oral	Others
Topic report	Making a mind map	Dialogue	Library work
Essay	Drawing a chart	Explanation	Fieldwork
Paragraph	Making a poster	Debate	Atlas work
Newspaper item	Making a collage	Presentation	
Case study	Sketching	Drama	
Short report	Drawing maps	Interview	
Letter	Reading maps	Game	
Dialogue	Interpreting maps	Problem solving	
Mind map	Section drawing	Simulation	
Explanation	Construct a time line		
Listing	Model building		
Sequencing			
Making a table			
Defining			
Labelling a source			
Logs and journals			
Problem solving			
Tests			

2.4.12 Fieldwork and Site Visits

Planning and managing fieldwork, site and museum visits

Learners must see the world around them with their own eyes. Exploring the local environment is a good place to start with. It is also an ideal way to integrate History and Geography in a natural way. Fieldwork does not have to be expensive. It can also be done with minimal disruption to the school timetable.

Things to do in planning fieldwork or a site visit

Always check that you have:
- arranged the necessary permission
- made the purpose of the visit clear to all colleagues, helpers and learners
- confirmed any bookings in writing
- obtained permission slips from parents of learners if the activity is outside the school grounds
- enough staff to accompany the learners on the trip
- informed other colleagues that you will be out of school for part of the day or for a few lessons (if this is necessary)
- organised appropriate provision for any learner with special needs
- gathered the necessary equipment and medical aid kits

- compiled an accurate register of all learners on the field work activity
- left emergency contact numbers with the school administrative staff.
- Prepare an activity sheet

On site

Field visits and fieldwork should be more than just casual observation and lecture-style presentation from the teacher or 'expert' presenter. It should involve:
- careful planned observations and recording, including drawing
- comparison and deduction
- reading, writing and comprehension
- measuring and estimating
- map and plan reading
- number and scientific skills
- social skills, discussing, sharing and communicating
- fun experience

Activity sheets for site visits/excursions

It is important to guide learners to think about what they are seeing and doing when on outings or excursions. An 'activity' sheet should assist in focussing learners' thinking and looking and guide them to address unanswered issues. A test of a good activity sheet is:
- does it lead to direct observation?
- are the answers useful?
- was it designed specifically for this visit and these learners?
- does it lead to an activity such as drawing, deducing, or seeking evidence?
- are the questions open-ended rather than closed?
- are learners asked to reflect on their visit by asking what was most interesting to them and explaining why or by asking what they like the least and again providing an explanation.

Some suggestions for drawing up activity sheets

The following are some simple rules for making an activity sheet as useful as possible.
- The activity sheet should be clear and well laid out
- The text should not be too crowded or contain too many tasks or directions
- There should be a variety of activities
- How? Why? Which? When? produce better answers than instructions to 'do …'
- Answers should require a variety of responses: draw, estimate, decide, etc.
- Vocabulary should be straightforward.

Follow up in the classroom

Follow-up work done back at school to reinforce the skills, ideas and information gathered during the visit is important.
- If learners have had an activity sheet, get the learners to use the information gathered for further work and research.
- If learners are asked to write an account of the visit, guide them to focus on the unique

features of the site rather than giving a straight 'story' of the day.
- Learners could be asked to make a display of written work, maps, drawings or photographs to tell other classes about the visit.
- Learners could develop a class museum or exhibition.
- The follow-up work could be combined with Arts and Culture. Learners could make a frieze, collage, create models, draw or sketch while on the visit.

2.5   ASSESSMENT IN SOCIAL SCIENCES

The main purpose of assessing learner should be to **enhance individual growth and development, to monitor the progress of learners and to facilitate their learning.**

Assessment is essential to outcomes based education because it must be possible to ascertain whether a learner has achieved, what is required at each grade.

To help learners reach their full potential assessment should be:
- Transparent and clearly focused.
- Integrated with teaching and learning.
- Based on predetermined criteria of standards.
- Participative i.e. involving the learners actively, using relevant knowledge in real- life contexts.
- Varied in terms of methods and contexts and
- Valid, reliable, fair, learner-paced and flexible enough to allow for expanded opportunities.

Assessments need to be developed from the Assessment Standards for each of the assessment activities developed. The Assessment Standards in Social Sciences relate directly to learning in History and Geography and will form the basis for judging progress towards achieving the Learning Outcomes and Assessment Standards from grade to grade. The Learning Outcomes and Assessment Standards in Social Sciences have been designed, to be used together, as they speak to each other. However, for assessment purposes, Assessment Standards might be foregrounded i.e. cause and effect in History, or mapwork skills in Geography. Assessment would then focus on these Assessment Standards. At other times, a number of Assessment Standards could be assessed in the same activity.

There will also be times when process (such as group work) and presentation skills will also be assessed and examples of the criteria which could be used for this will be found in the *Assessment Guidelines for Social Sciences* of the National Department of Education.

2.6   OVERCOMING BARRIERS TO TEACHING, LEARNING AND ASSESSMENT

White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001) is built on a new philosophy of education and training. Inclusion addresses the constitutional imperatives of access, redress, equity and quality education for all. This new way of thinking makes it very clear that all learners need to be taught and assessed within the same curriculum and assessment framework. In a nutshell, inclusion is a move away from categorisation to support. It has implications for learning and teaching alike and manifests within the education system in the following areas:

One curriculum for all

Curriculum is a mirror that reflects what is happening in a school and classroom setting. If learners are studying in different curricula then complex messages are sent about their status in the school and about their status as learners and persons. The physical presence of learners in classrooms is no guarantee of their involvement in class and school activities. Integration may happen but this is not necessarily inclusion.

Inclusion is centrally a curriculum issue since curricula create the most significant barrier to learning and exclusion for many learners, whether they are in 'special' schools and settings or in 'ordinary' schools and settings. These barriers to learning arise from various interlocking parts of the curriculum such as:
- the knowledge focus context of learning programmes;
- the language and medium of teaching;
- the management and organization of classrooms;
- learning style and pace; time frames for completion of curricula;
- materials and equipment which have to be available; and
- assessment methods and techniques.

Barriers to learning and development

These barriers can stem from various factors:
- *Systemic* i.e. lack of basic and appropriate learning support materials, assistive devices, inadequate facilities at schools, overcrowded classrooms etc. language.
- *Societal* i.e. severe poverty, late enrolment at school, violence, those affected by HIV/AIDS.
- *Intrinsic* (disabilities within the learner,) i.e. a learner who is blind, has a physical disability, HIV/AIDS.

In Social Sciences there are four issues that raise particular concern:
- Ideas, concepts and terms are communicated through language. In teaching and learning Social Sciences the use of language is vital because it informs our understanding of concepts and terms. Learners may have great difficulty trying to accommodate complex terms and concepts. Their understanding may be dependent on the acquisition of a language of learning and teaching as an additional language of learning. These learners may be greatly disadvantaged by the medium in which they are learning. To counter these problems, learners should be given every opportunity to express their understanding of concepts and terms in discussions, through orals or one-on-one communication with the teacher. Translating concepts into the vernacular or mother tongue should be encouraged.
- Controversial issues are encountered throughout the Social Sciences. Issues are introduced because they are likely to be relevant to learners, and they add value and interest. Concepts and understanding are frequently illustrated through issues, which are presented as case studies. However, while controversial issues are to be encouraged in the teaching and learning of Social Science, they must be dealt with in a sensitive manner in which the rights of learners and those of their parents or guardians are respected. Many controversial issues can be dealt with by following an enquiry process in which bias, stereotyping and transparency are foregrounded in the search for truth. Controversial issues provide excellent opportunities for learners to explore their own values, to clarify these in relation to

their peers and to reason logically despite an emotional response, which frequently goes hand in hand with the study of relevant issues.

- Social Sciences introduces learners to a wide variety of visual sources such as pictures, videos, images, maps and graphics. These sources of information pose immense difficulties for the visually impaired learners. Further, learners who are deaf learners may face difficulties when conducting interviews or in acquiring information throughauditory modes. Learners who are wheelchair-bound will have difficulty undertaking certain fieldwork activities. Teachers need to be aware of these barriers and creative in finding ways to include these learners in every way possible. Alternative methods of achieving the activities that include pictures/graphics must be thought of if they cannot be described adequately though this should be a last resort.
- Fieldwork activities are encouraged in the Social Sciences because they help learners to see the world around them and they cause learners to ask questions and initiate inquiry processes. While it is not envisaged that learners should have to travel any distance from their schools, it is recognized that some meaningful learning activities could involve some cost, for example, visiting a museum or going to visit a farm. These activities should never become prohibitive for learners because of a cost factor. The issue of fieldwork and the organisation of these events was dealt with in more detail in section 2.4.12.

2.7 ISSUES IN DESIGNING A LEARNING PROGRAMME, WORK SCHEDULE AND LESSON PLANS FOR SOCIAL SCIENCES

Some broad principles of planning

- Learning Outcome 1 in both History and Geography is the outcome, that will be used most often as it forms the basis for enquiry in Social Sciences.
- All of the Assessment Standards need to be distributed over the years.
- The knowledge focus will be arranged over the year according to teaching weeks
- Think about the sources you will need to gather to make the learning activities meaningful.
- Think about the time needed for assessment.
- Think about the excursions/field trips that make the experience more relevant. Do they have to take place at a certain time of the year?
- Think of the other school activities that will impact on the learning and teaching time.
- Be flexible in applying the year plan as there may be unexpected events which will be worthwhile to explore.

The relationship between Learning Outcomes, Assessment Standards and the knowledge focus framework in the Social Sciences

The *Learning Outcomes* and *Assessment Standards* for History and Geography set out in the Social Sciences Learning Area Statement will be your starting point in designing a Learning Programme. The knowledge focus can then be divided into topics or themes around which teaching and learning can be focused. The topics or themes will create a context for the assessment standards you selected and vice versa.

Having selected the learning Outcomes and Assessment Standards, you need to select the content/context from the knowledge focus framework . The selection of the content/context may in turn lead to the

selection of further Assessment Standards. In both, History and Geography it is expected that any learning activity will draw Assessment Standards from all of the Learning Outcomes since these are considered to be integrated.

For example, in dealing with the History topic *Early African civilisation (Egypt/Nubia)* in Grade 5, you would need to consider what knowledge focus/concepts you need to cover. This should include what civilisation is, where Egypt/Nubia is, what period of time we are referring to when we talk of ancient Egypt/Nubia, the importance of the Nile River, other characteristics of Egyptian society including farming, the development of cities, the pyramids, writing (hieroglyphics), priests and temples and so on.

Similarly, you are likely to cover all the Assessment Standards for Learning Outcome 1 (History) in dealing with *Egyptian civilisation.* You will definitely cover the first Assessment Standard of Learning Outcome 2 (History) — *Use dates and terms such as decade, century, relating to the passing of time and arrange them in order.* And you can ensure coverage of the second Assessment Standard of Learning Outcome 3 — *Identify and select items that represent an aspect of the past being studied, to contribute to a class display or school museum.*

Over the course of the year, you would need to ensure that all the Assessment Standards stipulated for the grade have been attained.

Links within the Learning Area and between other Learning Areas

- There are many natural links between History and Geography within Social Sciences in their Learning Outcomes, Assessment Standards and content/concept selections from the knowledge focus framework. Encourage these links wherever possible, but without straining the possibilities.
- There will also be many **natural links** between Social Sciences and other Learning Areas such as Arts and Culture, Natural Sciences, Life Orientation and Economic and Management Sciences , which should be made. Many of these will be obvious from the knowledge focus you selected.
- Planning together as a whole staff team will enable teachers to explore the obvious and natural links between the different Learning Areas in the phase and to set up coherent Learning Programmes
- Opportunities such as fieldwork, site visits, projects, learning and similar activities should be explored with teachers involved in these and other Learning Areas.

2.7.1 Learning Programmes for Social Sciences

A Learning Programme describes in broad terms the Learning Outcomes to be achieved, and the Assessment Standards to be attained and the knowledge focus to be reached per phase. Put together over three phases, the Learning Programme becomes a roadmap of learning to be done over the 9 years of the GET-band . (see for practical examples at p 53 ff)

2.7.2 Developing a Work Schedule for Social Sciences

Option 1

In developing a year plan, consider how many weeks of teaching there are in the year. There are about 40 teaching weeks in each grade in the Intermediate Phase.

Next, divide the knowledge focus framework for both History and Geography into topics or themes. The example given is for Intermediate Phase. (See page: ff)

For example, there are roughly four History topics and four Geography topics in Grade 5.

Grade 5 History topics:
- An early African civilisation — Egyptian/Nubia
- One early civilisation from the rest of the world, i.e. the Indus River Valley
- Early Southern African societies until 1600
- Provincial histories

Grade 5 Geography topics:
- The physical structure of South Africa
  - ▶ Relationships between physical features and human activities
  - ▶ Climatic regions of South Africa
- Links between natural resources and economic activities (like mining and manufacturing) in South Africa
- Population: distribution and density patterns in South Africa
- Health and Welfare

Now allocate roughly equal time to each topic in your year plan. Since there are approximately 30 teaching weeks in Grade 5 and eight topics to cover, each topic should be allocated roughly 4 weeks. You can always adjust your plan if necessary as you implement it.

As outlined above, you should select relevant Learning Outcomes and Assessment Standards for each topic. Remember to ensure coverage of all the Assessment Standards stipulated for the grade. As an example, the Learning Outcome 2 (History) for Grade 5 is formulated as follows: *The learner will be able to demonstrate historical knowledge and understanding.* One of the accompanying Assessment Standards is formulated as follows: *Gives reasons for and explains the results of events that have changed the ways that people live in a given context.* Paging through the knowledge focus framework for Grade 5 on the history side reference is made to the study of e**arly civilisations (Egypt/Nubia) but also the key characteristics of these societies, for example the role the environment in shaping the societies and use of resources.** Therefore it becomes clear that one needs to understand the yearly flow-over of the Nile and why this helps to sustain food production to such an extent, that food storage was not uncommon in the years 1900BC. This could easily be compared to the Khoi-khoin, who virtually depended on the desert plants(narras) to feed them, as long-range provision for the future is not a feature of small-scale societies. To find out how the early societies organised themselves, specifically in this case the Nubians.

What follows are extracts of year plans showing Term 1 of Grade 5 Social Sciences. These are only examples that are provided as a guideline; they should not be regarded as policy.

Option 1: A

One teacher for both History and Geography, alternating a History topic with a Geography topic

Grade 5: Term 1			Social Sciences Year Plan				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO3 (AS1)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)

Option 1: B

One teacher for both History and Geography, where a History block of two terms gets taught followed by a Geography block of two terms or the other way round.

| Grade 5: Term 1 & 2			Social Sciences Year Plan: History				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Early SA Societies	Early SA Societies	Early SA Societies	Early SA Societies
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO3 (AS1)	LO1(AS 1-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO2(AS1) LO3 (AS1)
Week 9	**Week 10**	**Week 11**	**Week 12**	**Week 13**	**Week 14**	**Week 15**	**Week 16**
Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Types of physical resources	Types of physical resources	Use of resources in SA	Use of resources in SA
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)

Option 1: C

Two teachers, one for History and one for Geography, where both disciplines are taught concurrently and therefore have half the amount of time each week as compared with A and B.

Grade 5: Term 1			Social Sciences Year Plan: History and Geography				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS2-4) LO 2(AS1)	LO1(AS2-4) LO 2(AS2)	LO1(AS2-4) LO2 (AS3)	LO1(AS2-4)	LO1(AS2-4) LO3 (AS1)	LO1(AS2-4)	LO1(AS2-4)	LO1(AS2-4)
Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-5)	LO1(AS 2-5)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)	LO2(AS 1-3)	LO2(AS 1-3)

2.7.3 Items to Consider when Developing a Lesson Plan in Social Sciences

The diagram below shows the important aspects of planning to consider when developing lesson plans.

It is important to remember that the Learning Outcomes and Assessment Standards should reflect the knowledge focus.
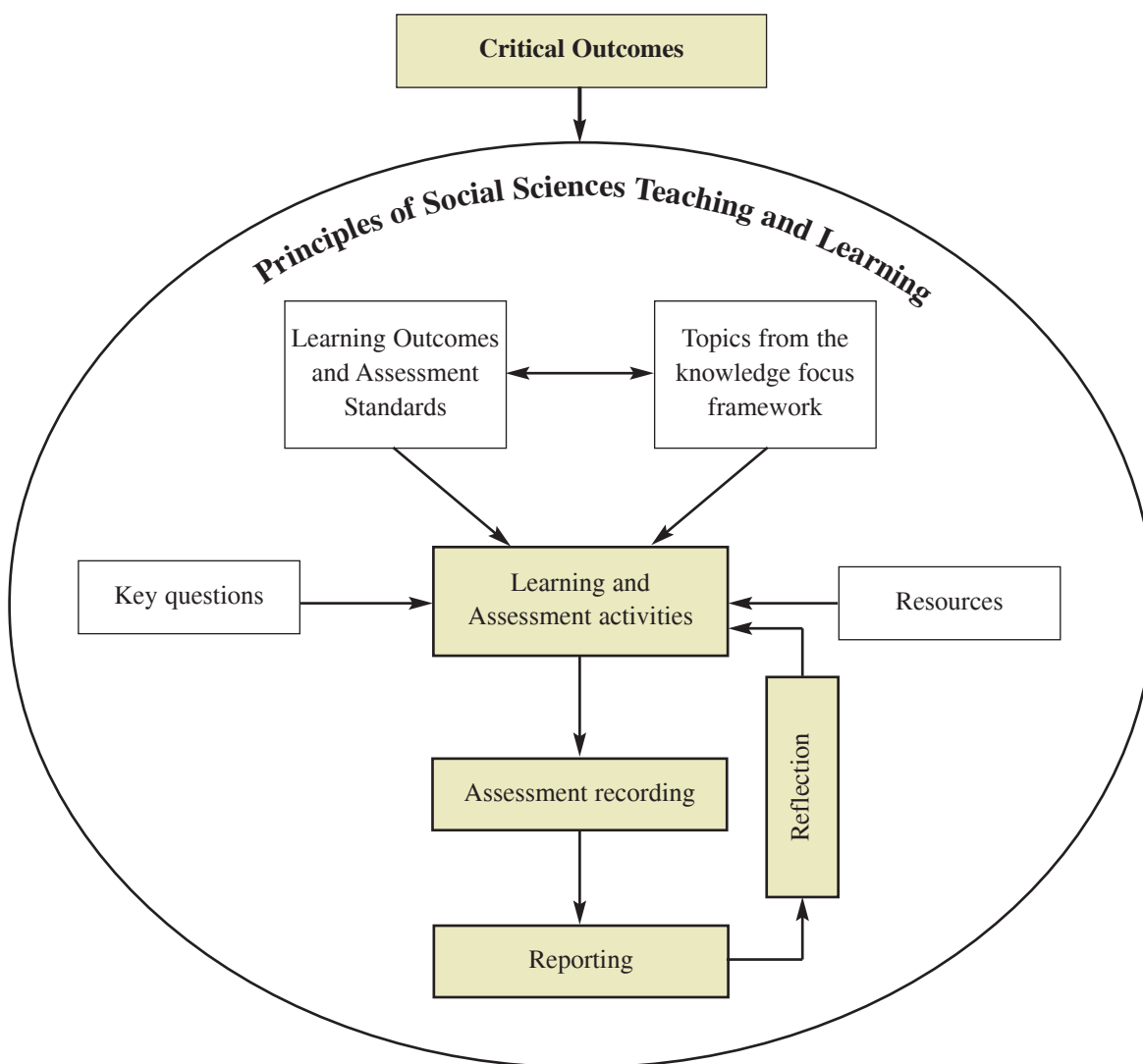
A lesson plan is a coherent/or complete unit of work/a section/a topic/or a series of lessons. A lesson plan can vary in length from a few to many lessons and includes assessment. Examples of lesson plans are included in Section 5.

Planning lesson plans carefully will ensure that:
- the Learning Outcomes and Assessment Standards are central to teaching and learning.
- learners are actively involved.
- resources required will be obtained.
- the assessment activities and assessment criteria (by which you will determine learner progress) have been decided.

The Social Sciences Learning Programme

- the learners will know the criteria against which they will be assessed before starting on the unit of work.

In short, planning ahead ensures that the classroom teaching and learning experience is competently and professionally managed. Two examples of planning frameworks have been included in Section 4. You may choose to use one or other of these, or to draw up your own planning sheet.

From lesson plans to reporting and recording: the planning route

The diagram above shows the elements of planning which need to be considered when drawing up a lesson plan. These also correspond with the planning sheets in Section 4. In one example, the outcomes and Assessment Standards are given and need only be ticked off on the sheet. In the other example, these will be written in together with the other information. The selection from the knowledge focus framework is the context in which the Learning Outcomes and Assessment Standards are demonstrated.

| **Learning Outcomes & Assessment Standards** | *Learning Outcomes and Assessment Standards:* In outcome-based education, learners work towards achieving the Learning Outcomes of a Learning Area. The Assessment Standards describe the level at which learners demonstrate their achievements of the learning Outcomes and will also clarify the direction of the lessons. |

| **Key questions** | *Key questions* will focus attention on the issues, problems, topics and skills that are being handled in the lesson. Teachers and learners may pose key questions. These are an essential beginning to the enquiry route of Learning Outcome 1 in both History and Geography. |

| **Learning activities** | *Learning activities* should be selected to develop the knowledge, skills and understanding specified in the Assessment Standards. It is necessary to allow learners multiple opportunities to gain competence at the levels required. Vary the learning activities to cater for different learning styles. |

| **Assessment activities** | *Assessment activities* are the tasks set in order to assess and record learners' progress towards attaining the Learning Outcomes. The assessment activities are not necessarily different from the ongoing learning activities, but are specifically identified from these activities for assessment purposes. Special assessment activities can also be devised. Learners working with the teacher can determine the components of an assessment activity. |

| **Recording** | *Recording* the learning activities will take any one of many forms: |

- observations leading to anecdotal notes;
- evidence gathered from teacher-, self-, peer- or group-assessment of activities placed in learners' portfolios;
- rating scales derived from criteria for assessment activities; and
- marks derived from selected assessment activities.

Only significant assessment activities will be recorded on recording sheets. The recording sheets will vary from school to school and from province to province.

Feedback and reporting

Feedback to learners is crucial to the learning process. It is also important that we report regularly on learners' progress to all role-players. The basis of the reporting will be on the learners' progress towards attaining the Assessment Standards and Learning Outcomes. Reporting should spell out clearly where the learner is and where there needs to be improvement. It must be possible to substantiate the reports from the evidence gathered during the year and placed in the assessment portfolio.

Reflection

Reflection is an important activity for the teacher and learners. It helps the teacher to make a note of the successful aspects of the lesson plan . It should also draw attention to aspects that did not work as well as they could have done. Reflection should also note ways of improving the lesson the following year. This may include noting specific recommendations for altering the range of Assessment Standards, knowledge focus selection, learning activities and assessment activities. An example of a reflection sheet is included in Section 4. Learners should be encouraged to reflect on their own work and to set goals for future work.

SECTION 3
INTERMEDIATE PHASE

3.1   THE INTERMEDIATE PHASE LEARNER

The Intermediate Phase is important in that it provides for a specific group of learners in the approximate age group 8-14 in grades 4-6. In this phase, learners are:

- Becoming more sensitive to how their actions affect others;
- Beginning to consider the needs, desires and points of view of others;
- Able to function co-operatively in the completion of group tasks with increasing ease;
- Enjoying the challenge of tackling independent tasks;
- Beginning to reveal the desire to take control of their own learning;
- Attempting to satisfy their curiosity about the world around them through active participation and critical enquiry in the learning process;
- Beginning to seek more order; while still manifesting spontaneity and creativity;
- Becoming more deliberate and methodical in their approach;
- Increasingly able to apply acquired methods in new contexts;
- Increasingly able to access, record and manipulate information; and
- Increasingly able to investigate, compare and assess critically.

3.2   LEARNING PROGRAMME OPTIONS IN THE INTERMEDIATE PHASE

This section provides guidelines for the development of Learning Programmes in the Intermediate Phase. Three options on how to develop a Learning Programme are discussed in this section. When designing a Learning Programme, Work Schedule or Learning Unit, it is important to remember that assessment tasks and the recording of learner performance are planned together as part of the activities being developed.

Even though guidelines are provided by the Department of Education at a national level, provinces will develop further guidelines where necessary in order to accommodate diversity. Schools could propose the number and nature of the integrated Learning Programmes based on their own school contexts. These integrated Learning Programmes must ensure that the prescribed outcomes for each Learning Area are dealt with effectively and comprehensively.

The purpose of developing integrated Learning Programmes is to address the following:

- Even though there are eight Learning Areas, with their own knowledge domains, it is important to remember that knowledge does not exist in isolation. There are natural connections between and across Learning Areas, and knowledge in one Learning Area is relevant and can be used to achieve outcomes in another Learning Area.
- When planning, it is useful to consider using the Learning Outcomes in one Learning Area to enrich another Learning Area. The linkage though should reflect a natural connectedness, and should not be a forced link for the sake of linking with another Learning Area.

- Using the option for integration, allows for effective management of available staff and issues of overload in the diverse school contexts that exist. At Intermediate Phase, it may be that the following situations prevail:
  - 1 teacher is responsible for teaching all Learning Areas in a grade
  - 1 teacher is responsible for teaching more than one Learning Area in different grades
  - 1 teacher teaches across Learning Areas and across grades
  (There may be other arrangements in different schools.)

The options presented are meant to address these situations especially as teachers will develop the Learning Programmes themselves.

It is understood that eight Learning Areas MUST be implemented in the Intermediate Phase. Also Languages and Mathematics will be distinct Learning Programmes. This is important for reporting and recording purposes. Irrespective of how Learning Areas are integrated, reporting is done against the Learning Outcomes of each of the Learning Areas. Teachers will record learner performance against the Learning Outcomes and Assessment Standards selected for developing an activity.

3.2.1   What the Integration of Learning Areas Means

Integrating Learning Areas should enhance the knowledge, skills, attitude and values embedded in the Learning Outcomes of each Learning Area. Learning outcomes have been translated into the Assessment Standards relevant to each grade and although planning starts with Learning Outcomes, it is how Assessment Standards are integrated that is important. Some Assessment Standards can stand alone while others may be clustered with Assessment Standards from other Learning Areas.

The Learning Area knowledge, concepts or themes are NOT the starting point when planning integration. However, they are important vehicles for achieving the outcomes and are to be considered as part of the planning. Each Learning Area has its own concepts and knowledge domain, but achieving knowledge on its own without developing appropriate skills is not what we strive for in an outcomes-based curriculum.

The integration of Learning Areas into Learning Programmes will have implications for planning.

3.2.2   Implications for Planning

When planning it is important to take into consideration:
- That the planning needs to involve all teachers at school and/or at a grade level
- How well the teacher knows the other Learning Areas in order to be able to integrate and assess effectively
- The integrity of the Learning Areas must be maintained and learning in each Learning Area must not be compromised
- Coverage of all Learning Outcomes and Assessment Standards in each Learning Area must be ensured.
- That the planning for assessment is done as part of the planning for activities. This is important when integrating across Learning Areas as well as when integrating within a Learning Area. It is also important for avoiding overload in teaching and learning, and teachers feeling that they are doing "too much" assessment.

Intermediate Phase

- That the time utilization must be in line with national policy
- Different approaches to teaching and learning can be used to support classroom practice. For example, the investigative and practical approach to teaching Natural Sciences will best suit the Learning Outcomes.
- That the effective use of available resources must be planned, and that resources that are not available but needed must be identified and provided.

3.2.3 Options to be Considered

The following options are suggested for integrating (or combining) Learning Areas into Learning Programmes, remembering that Languages and Mathematics are distinct Learning Programmes. Planning an integrated Learning Programme always starts with identifying and combining the relevant Learning Outcomes of those Learning Areas being integrated. Even when planning from a Learning Programme to a Learning Unit, teachers start with integrating the Learning Outcomes and Assessment Standards.

Option 1: Learning Programmes are derived directly from Learning Areas

This implies that the Learning Areas themselves are the Learning Programmes.

This does not mean there are not opportunities within the Learning Programme to integrate, especially if it is to enrich teaching and learning. In this option teachers may want to cluster Learning Outcomes and Assessment Standards within the Learning Area.

Teachers assess learner performance in line with the Assessment Standards and report against the Learning Outcomes.

Option 2: One Learning Area is integrated with another Learning Area

For example:
- Natural Sciences and Technology, or
- Economics Management Sciences and Technology, or
- Economics Management Sciences and Social Sciences, or
- Life Orientation and Arts & Culture, or any other combination of Learning Areas.

In this option, match the Learning Outcomes of both Learning Areas, and cluster the appropriate Assessment Standards. There are instances within an integrated Learning Programme where some Learning Outcomes can be dealt with separately.

Teachers are **NOT** to write *new* Learning Outcomes or new Assessment Standards.

They assess against the clusters **of Assessment Standards and record against these Assessment Standards as defined in the activity or task. They report against Learning Outcomes.**

Option 3: Short-term integration with other Learning Areas

In this option there is short-term integration across Learning Areas for enrichment where natural connections with other Learning Outcomes and Assessment Standards are established

For example:
- LO with SS and A&C
- EMS with TECH and LO
- NS with SS (Geography)
- Tech with A&C
  (or any other combinations)

Teachers assess and record against the Learning Outcomes and Assessment Standards of each of the Learning Areas that have been integrated. Reporting is done against the Learning Outcomes.

The illustrations that follow provide examples of how these options are planned in the different Learning Areas.

3.3   ILLUSTRATIONS OF LEARNING PROGRAMMES

In an overview the task at hand could be sketched as follows:

Learning Programme

Work Schedule

Lesson Plan

Intermediate Phase

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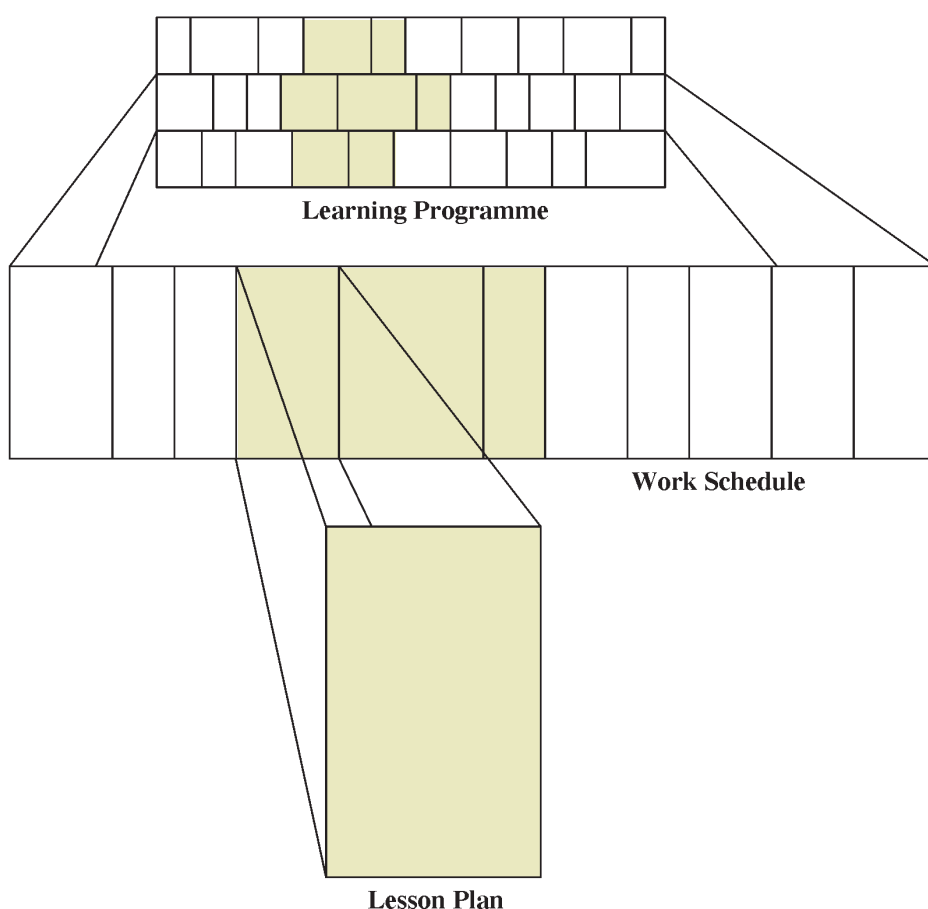
The diagram above is the main template that will guide you. The shaded areas indicate the minimum level of illustration. By going through these examples, you will know:

- How to make a Learning Programme
- How to make a Work Schedule
- How to develop a related Lesson Plan.

The following is the minimum that is shown in the completed cells for each level:

Learning Programme: (in the example we have given a narrative way of dealing with a Learning Programme, but this can be written in many other ways as well. Important is, that the basic elements are in it):

- Learning Outcome
- Assessment Standard(s)
- Context (only if applicable to the Learning Area) — Social Sciences will draw on their Knowledge Focus Framework here,

Work Schedule:

- The same detail as in the corresponding cells in the Learning Programme, with, in addition:
- Assessment tasks (remember that you want to be seen to be 'spreading' the five different assessment task types specified for your Learning Area)
- Resources required (if any)
- Integration opportunities

Lesson Plan:

- The same detail as in the corresponding cell in the Work Schedule, with, in addition:
- Duration of the lesson
- Looking backward and looking forward — brief comments
- Sequenced list of learning and assessment activities
- Evidence of catering for the special needs of learners experiencing barriers to learning

Learning Programme Social Sciences

Social Sciences consist of two distinct fields: History and Geography, both of which are of equal importance within the Learning Area. History and Geography are in this order does not mean that one is more important than the other.

Social Sciences aims to contribute to the development of informed, critical and responsible citizens who are able to play constructive roles in a culturally diverse and changing society. It also aims to equip learners to contribute to the development of a just and democratic South African society. To this end, Social Sciences should make a crucial contribution to understanding and transforming society and the environment. It is important that young people understand that they are able to make choices for positive change.

The Learning Outcomes are the same for all phases.

LO	History	Geography
1 **Enquiry**	The learner will be able to use enquiry skills to investigate the past and present	The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes
2 **Knowledge and Understandin**g	The learner will be able to demonstrate historical knowledge and understanding	The learner will be able to demonstrate geographical and environmental knowledge and understanding
3 **Exploratory Issues**	The learner will beable to interpret aspects of history	The learner will be able to make informed decisions about social and environmental issues and problems

The Assessment Standards show progression in the development of concepts, knowledge, skills and processes from grade to grade through the phases. They describe the minimum level of performance and range of performance for each of the Learning Outcomes for each grade. The performance of learners in the Learning Outcomes is measured against whether or not the learner is able to give evidence of being able to do what is asked in the Assessment Standards. Each phase builds on the knowledge, understanding and skills developed in the previous phase.

In the **Foundation Phase** the skills pertaining to the Social Sciences Learning Outcomes and Assessment Standards are primarily found within the learning programme: Life Skills (see Foundation Phase document).

In the **Intermediate Phase** *the focus of Social Sciences is on the history of the local area or district and its corresponding settlement features, resources and services within the settlement, important people, the history of transport and travel over time, food production in South Africa, access to food and water, mapwork as well as giving a broad historical overview of the origins of major world religions. This choice of the knowledge focus framework builds on the fascination that the surrounding has on the learner, the interest he/she has to explore older cultures or people as well as serving the sense of orientation of space; from the known to more complex unknown spaces, thereby understanding that the hometown is situated in a context of province and country. Mapwork in the Geography section gets special attention. Through easy to understand maps learners learn how complex reality can be made visible through an abstraction. Compulsory Excursions are also important to undertake, as this forces learners to observe closely as well as gives them the chance to use learnt skills in real life contexts.*

In the **Senior Phase** the Social Sciences focus on human evolution, early trading systems, moving frontiers, systems of democracy, the French Revolution, industrialisation, population growth and change, British control and resistance to it, colonialism, technologies of the 20th century (World War I), transportation, Human rights issues and World War II, Apartheid in South Africa, patterns of social inequalities in South Africa, social and environmental conflicts in South Africa, the nuclear age and Cold

War, natural hazards, natural resources, map-work, settlements, approaches to development, sustainable use of resources.

With regard to **assessment:** all forms of assessment will be attempted in each grade, but care must be given to contextualise assessment activities and to ensure progression across the grades in a phase.

With regard to **resources:** for this learning area it is of utmost importance that relevant teaching and learning support materials are provided, be it atlases, history books, maps or eco-boxes etc..

Our aim throughout the GET band is to involve learners in 'doing' History and Geography. 'Doing History' and 'doing Geography' in the classroom is a collaborative enquiry process involving both teachers and learners working with the 'raw materials' of History and Geography. The interactive approach encourages the critical thinking, which is a crucial life skill in a democratic world.

This Learning Area emphasizes the construction of knowledge by encouraging learners to ask questions and to find answers about society and the environment in which they live supporting the principle of social justice. The enquiry approach provides an approach to questioning, investigating and finding answers — or at least to reach decisions based on sources of information and ways of making judgments. In addition, the outcomes and assessment standards in Social Sciences transform the way history and geography will be taught.

Whatever has been said in the paragraphs above — its function is to give an overview of the elements to consider while developing a school-based learning programme. **This might have different formats i.e. a table format**. In understanding the term Learning Programme do not forget that it contains work schedules as well. Therefore you can assume that the above is the broad framework, which forms the basis to derive a work schedule from and which allows for school based planning in the broad sense, i.e. when to do the visit to the museum with which class etc..

3.4   DEVELOPING A WORK SCHEDULE IN SOCIAL SCIENCES

Option 1

In developing a work schedule, consider how many weeks of teaching there are in the year. There are about 40 teaching weeks in each grade in the Intermediate Phase.

Next, divide the knowledge focus framework for both History and Geography into topics or themes. The example given is for Intermediate Phase.

For example, there are roughly four History topics and four Geography topics in Grade 5.

Grade 5 History topics:
- Early civilisations: an early African civilisation: Egypt/Nubia
- One early civilisation from the rest of the world, i.e. the Indus River Valley
- Early southern African societies until 1600
- Provincial histories

Grade 5 Geography topics:
- The physical structure of South Africa
  - Relationships between physical features and human activities

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- Climatic regions of South Africa
- Links between natural resources and economic activities (like mining and manufacturing) in South Africa
  ▸ Population: distribution and density patterns in South Africa
  ▸ Health and welfare

Now allocate roughly equal time to each topic in your year plan. Since there are approximately 30 teaching weeks in Grade 5 and eight topics to cover, each topic should be allocated roughly 4 weeks. You can always adjust your plan if necessary as you implement it.

As outlined above, you should select relevant learning outcomes and assessment standards for each topic. Remember to ensure coverage of all the assessment standards stipulated for the grade. Allocate the expected form of assessment as well as resources required and indicate integration opportunities.

What follows are extracts of year plans showing Term 1 of Grade 5 Social Sciences. These are only examples that are provided as a guideline; they should not be regarded as policy.

Option 1: A

One teacher for both History and Geography, alternating a History topic with a Geography topic

Grade 5: Term 1				Social Sciences Year Plan			
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO3 (AS1)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)

Option 1: B

One teacher for both History and Geography, where a History block of two terms gets taught followed by a Geography block of two terms or the other way round.

Grade 5: Term 1 & 2				Social Sciences Year Plan: History			
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Early SA Societies	Early SA Societies	Early SA Societies	Early SA Societies
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO3 (AS1)	LO1(AS 1-4) LO2(AS 2)	LO1(AS 2-4) LO2(AS 1)	LO1(AS 2-4) LO2(AS 3)	LO1(AS 2-4) LO2(AS1) LO3 (AS1)
Week 9	**Week 10**	**Week 11**	**Week 12**	**Week 13**	**Week 14**	**Week 15**	**Week 16**
Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Types of physical resources	Types of physical resources	Use of resources in SA	Use of resources in SA
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)

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Option 1: C

Two teachers, one for History and one for Geography, where both disciplines are taught concurrently and therefore have half the amount of time each week as compared with A and B.

Grade 5: Term 1			Social Sciences Year Plan: History and Geography				
Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**	**Week 8**
Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories	Provincial Histories
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS2-4) LO 2(AS1)	LO1(AS2-4) LO 2(AS2)	LO1(AS2-4) LO2 (AS3)	LO1(AS2-4)	LO1(AS2-4) LO3 (AS1)	LO1(AS2-4)	LO1(AS2-4)	LO1(AS2-4)
Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.	Build of S.A.
LOs/ASs	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**	**LOs/ASs**
LO1(AS 2-5)	LO1(AS 2-5)	LO1(AS 2-5)	LO1(AS 2-5)	LO2(AS 1-3)	LO2(AS 1-3)	LO2(AS 1-3)	LO2(AS 1-3)

Intermediate Phase Work Schedule Grade 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	The history of local area or district:				Oral histories and traditions (Use stories from people in the community)			
	People (**H**) LO1: AS3/4	**Places** School Sites (**H**) LO1: AS 3/4	**Resources Monuments Museums** (**H**) LO1: AS 3; LO3: AS3	**Beliefs Symbols** (**H**) LO1: AS 3	**Names of places** (**H**) LO1: AS2/3	**Names of places** (**H**) LO1: AS 2/3	**Names of rivers** (**H**) LO1: AS2/3	**Names of mountains** (**H**) LO1: AS 2/3
Geography	Settlement Features					Resources within the settlement and difficulties faced by those without access to them		
	Types of buildings Roads (**G**) LO2: AS 1-3	Classification Rural/ Urban (**G**) LO2: AS 1-3	Size of settlements (**G**) LO2: AS 1-3	Types of facilities and functions (**G**) LO2: AS 1-3	Businesses Industries (**G**) LO2: AS 1-3	Land and water (**G**) LO3: AS 1-3	Sewage and waste services (**G**) LO3: AS 1-3	Medical and education services (**G**) LO3: AS 1-3
	Mapwork Map symbols, keys, plan views, grid system, referencing and directions (8 points of the compass) Physical , political and provincial maps of South Africa. Concept of Provinces and capital cities. (**G**) LO1: AS 1, AS 2(a) – 2(d);							

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	Oral histories and traditions (Use stories from people in the community)		People as historical sources Rural/urban		Human Rights			
	Names of landmarks (**H**) LO1: AS 3/4	Indigenous environmental practises (**H**) LO2: AS 2	Interviews with Traditional leaders (**H**) LO1: AS 3/4	Interviews political and church leaders (**H**) LO1: AS 3/4	Stories of families (**H**) LO1: AS 3/4		Stories of communities. (Leaders political Church) (**H**) LO1: AS ¾ LO2: AS2	
Geography	Resources and services within the settlement and difficulties faced.		Food production in South Africa					
	Green areas, parks, open spaces and recreation facilities. (**G**) LO2: AS1, 2		Subsistence farming Commercial farming (**G**) LO2: AS3				Main crops grown (**G**) LO2: AS3	
	Mapwork as in weeks 1-8 Maps showing the different forms of agriculture that are being taught (**G**) LO1: AS1, 2(a)-2(c), 3							

	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
History	Human Rights	Leaders in South Africa and the Worlds over time.			Transport over time		Origins of major world religions reflected in South Africa.	
	Valuing human rights **(H)** LO1: AS3/4; LO2:AS3	Characteristics of great leaders male/females in South African context **(H)** LO1: AS3/4; LO2:AS3		World context **(H)** LO1: AS3/4; LO2:AS3	Land, Sea Air **(H)** LO1: AS3/4; LO2:AS3		African traditional religion **(H)** LO1: AS3/4; LO2:AS3	
Geo-graphy	Food production in South Africa							
	Main crops grown in South Africa **(G)** LO2: AS3				Main types of stock farming and animals reared in South Africa. **(G)** LO2: AS3			
	Mapwork map symbol and key, plan views, grid system and referencing, directions Maps showing where the different forms of agricultural activity in SA take place. **(G)** LO1: AS1, 2(a)-2(c), 3							

	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
History	Origins of major world religions reflected in South Africa.				Democracy and Human rights in the school and the community			
	Judaism **(H)** LO1: AS3/4	Christian-ity **(H)** LO1: AS3/4	Islam **(H)** LO1: AS3/4	Buddhism Hinduism **(H)** LO1: AS3/4	School Class Playground **(H)** LO1: AS3/4		Community **(H)** LO1: AS3/4	
Geo-graphy	Food production in South Africa		Access to Food and Water					
	Fish harvesting in South Africa **(G)** LO2: AS3; LO3: AS 1-3		Consequences of lack of access to food and proper nutrition **(G)** LO2: AS3; LO3: AS 1-3		Ways of accessing food and water in different contexts, past and present. **(G)** LO2: AS3; LO3: AS 1-3		Wise use and management of these resources. **(G)** LO2: AS3; LO3: AS 1-3	
	Basic maps of the world showing continents and oceans. Concept of continents, oceans, boundaries and capital cities **(G)** LO1: AS1, 2(a)-2(c), 3							

Intermediate Phase Work Schedule Grade 5

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History *Themes can be addressed as history only items or in an integrated manner as illustrated in the next column*	Provincial Histories (LO1; LO2; LO3) Resources: elderly people to be interviewed; pictures from surroundings as well as people; primary texts; secondary texts; Form of assessment: Research task and report writing					Early Civilisations (LO1; LO2; LO3) Secondary texts; charts; maps; historical reports Form of assessment: Task and report		
	Heritage Identity **(H)** LO1: AS1; 3; 4; LO2: AS 1-3; LO3: AS1 and 3. **(G)** LO1: AS1; 2b; 2c; LO2: AS2 /3 Lo3: 2/3	**Tradition and indigenous Knowledge** **(H)** LO1: AS1;2; 3; 4; LO2: AS 1-3; LO3: AS1 and 3. **(G)**LO1: AS1; 2b; 2c; LO2: AS2 /3 LO3:2/3	**Provincial govern-ment and symbols** **(H)** LO1: AS1 - 4; LO2: AS 2; **(G)** LO2: AS3	**Role of Democrat-ic elected leaders** **(H)** LO2: AS2	**Ways to parti-cipate in Democra-cy** **(H)** LO2: AS2	**African Civili-zation Egypt/ Nubia Origin** **(H)** LO1: AS1-4; LO2: AS1; LO3: AS3. **(G)** LO1: AS1; 2d and 4	**Use of resources: farming** **(H)** LO1: AS1-4; LO2: AS1-3; LO3: AS3 **(G)**LO1: AS1; 2d and 4	**Tech-nology and trade** **(H)** LO1: AS 1-4; LO2: AS1-3: LO3: AS3 **(G)** LO1: AS 3-4; LO2: AS3;
Geo-graphy	Ongoing throughout term: **The physical structure of South Africa.**							
	Location of physical features, mountains, highveld plateau coastal plains, rivers and other features of the landscape also oceans.**(G)** LO2:AS1; Relationship between physical features and human activity, including ways in which human activity changes the landscape. **(G)** LO2: AS2 and 3.							
	Mapwork Build on Grade 4 mapwork skills and include Field sketches, drawing maps, using indexes. **(G)** LO: AS1; 2(a)-2(d) Resources: Maps, atlasses Form of assessment: practical application of learnt skills;							

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	**Early civilizations Egypt/Nubia**		**Early civilization in the rest of the world.** (one example only)					
	Communi-cation **(H)** LO1: AS1-4; LO2: AS2/3; LO3: AS3. **(G)** LO1: AS1;2d and 4	**Belief systems** **(H)** LO1: AS1-4; LO2: AS1; LO3: AS3. **(G)** LO1: AS1; 2d and 4	**Origin**	**Use of resources: farming** **(H)** Lo1: AS1-4; LO2: AS1-3; Lo3: AS3 **(G)**LO1: AS1; 2d and 4	**Techno-logy and trade** **(H)** LO1: AS 1-4; LO2: AS1-3; LO3: AS3 **(G)** Lo1: AS3-4; LO2: AS3;	**Communi-cation** **(H)** LO1: AS1-4; LO2:AS2/ 3; LO3:AS3. **(G)** LO1: AS1;2d and 4	**Belief systems** **(H)** LO1: AS1-4; Lo2: AS1; Lo3: AS3. **(G)** LO1: AS1;2 d and 4	**Impact of environ-ment** **(G)** LO2: AS2 and 3 **(H)** LO1: AS1-4.
Geo-graphy	**Climatic regions of South Africa and Africa**				**Resources**			
	Temperature, rainfall and vegetation characteristics . Links to settlement and economic activities.**(G)** LO2:AS2-3;				Links between natural resources and economic activities, as well the impact of these in settlement now and in the past. **(G)** LO2:AS2-3			
	Mapwork Build on Grade 4 mapwork skills and include Field sketches, drawing maps, using indexes. **(G)** LO1: AS1; 2d; 3 and 4							

	Week 17	**Week 18**	**Week 19**	**Week 20**	**Week 21**	**Week 22**	**Week 23**	**Week 24**
History	**Early Southern African societies until 1600** (LO1; LO2; LO3)							
	Hunter gatherers **(H)** LO1:AS1-4; LO2: AS1-3; LO3: AS3 **(G)** LO2: AS2				**Herders** **(H)** LO1: AS1-4; LO2: AS1-3; LO3: AS3 **(G)** LO2: AS2			**African farmers (H)**LO2: AS1-3; LO3: AS3
Geography	**Resources**				**Population**			
	Renewable and non renewable resources, with a focus on water and energy. **(G)** LO2: AS 1, 2 and 3				Distribution and density patterns in South and Southern African. Natural and Social factors affecting them. **(G)** LO2: AS 1, 2 and 3			
	Mapwork skills including field sketches, drawing maps, using indexes Introduce the concept of scale and cross referencing information on different maps **(G)** LO1: AS1; 2d; 3 and 4							
	Week 25	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**	**Week 31**	**Week 32**
History	Early Southern African societies until 1600.							
	African farmers **(H)** LO2: AS1-3; LO3: AS3 **(G)** LO2: AS2			Cooperation and conflict **(H)** LO1: AS 1 and 3; LO2: AS 1 and 2		Impact of the environment on shaping societies. **(G)** LO2: AS3		
Geography	Health and welfare in South Africa							
	Distribution of diseases and disease types in SA including those associated with mining **(G)** LO3: AS1			Explore why some people are more at risk than others **(G)** LO3: AS2		Ways of reducing risks associated with disease, taking precautions and preventative actions. **(G)** LO3: AS3		
	Mapwork skills including field sketches, drawing maps, using indexes Introduce the concept of scale and cross referencing information on different maps **(G)** LO1: AS1; 2d; 3 and 4							

Intermediate Phase Work Schedule Grade 6

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	Organisation of African societies							
	Mapungubwe Origin, technology and trade, belief systems, farming, cooperation and conflict. **(H)** LO 1: AS 1-4; LO2: AS2/3				Thulamela Origin, technology and trade, belief systems, farming, cooperation and conflict. **(H)** LO 1: AS 1-4; LO2: AS2/3			
Geography	Population distribution global				Climate regions of the world			
	Distribution and density Identify key cities, regions and countries, make comparisons (G) LO2: AS1-3;				Cold and temperate regions Tropical and sub tropical regions			
					Temperature and rainfall conditions, biomes, link climatic regions to population distribution and resources. **(G)** LO2: AS1-3;			
	Mapwork — Build on skills developed in previous grades. Basic map projections and maps showing different data i.e. population, vegetation, climatic. Location of different countries and cities **(G)** LO1: AS1; 2(b); 3 and 4							
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	Organisation of African societies				Exploration and Exploitation from 14th century onwards			
	Great Zimbabwe: Origin, technology and trade, belief systems, farming, cooperation and conflict **(H)** LO 1: AS 1-4; LO2: AS2/3.				Europe **(H)** LO2: AS 2/3 **(G)** LO2: AS1-3		Asia **(H)** LO2: AS 2/3 **(G)** LO2: AS1-3	
Geography	Climatic regions		Trade and development					
	Desert regions		Ways in which primary products and exploitation of resources and labour in developing countries support economies of rich countries. Trade in raw materials in South and finished products from North **(G)** LO2: AS3					
	Temp, rainfall etc **(G)** LO1: AS1-4; LO2: AS1; LO3: AS2.							
	Mapwork Build on skills developed in previous grades. Basic map projections and maps showing different data i.e. population, vegetation climatic. Location of different countries and cities, trade and air routes **(G)** LO1: AS1; 2(b); 3 and 4							
	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
History	Exploration and exploitation from 14th century onwards						The history of medicine	
	The Americas **(H)** LO2: AS2/3		Africa **(H)** LO2: AS2/3		Impact on indigenous people **(H)** LO2: AS1-3		Medical discoveries **(H)** LO2: AS3; LO3: AS 1 and 3	
Geography	Development issues							
	Causes of poverty. Exploitation, disrespect for human rights, Environmental destruction, lack of access to resources, opportunities and unemployment **(G)** LO3: AS 1 and 2						Case studies of positive development projects exemplifying ways of sharing resources and reducing poverty **(G)** LO3: AS 3	
	Mapwork — Build on skills developed in previous grades. Basic map projections and maps showing different data i.e. population, vegetation climatic. Location of different countries and cities, trade and air routes. **(G)** LO1: AS 2(b) and 3							

	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
History	The history of medicine		Democracy in South Africa					
	Indigenous medicine and traditional healing (**H**) LO2: AS3; LO3: AS 1 and 3		**Definition and meaning** (**H**) LO2: AS3; LO3: AS 1 and 3	**Democracy in SA: Government Symbols** (**H**) LO2: AS3; LO3: AS 1 and 3		**Symbols** (**H**) LO2:AS3; LO3: AS 1 and 3	**Children's Charter Earth Charter** (**H**) LO2: AS3; LO3: AS 1 and 3	
Geo-graphy	Environmental issues: The contribution of societies to the loss of bio-diversity, such as disappearing wetlands, soil erosion, deforestation and extinction of plants and animals. (**G**)LO2: AS3							
	Mapwork Build on skills developed in previous grades. Basic map projections and maps showing different data i.e. population, vegetation climatic. Location of different countries and cities, trade and air routes. (**G**) LO1: AS1-4							

Option 2

- All 6 Learning Outcomes in Social Sciences form the basis of integration in each example. This is because the Learning Outcomes in Social Sciences are designed in such a way that they cannot be used independently of each other.
- Combining two Learning Areas is cumbersome and numerous problems arise. Firstly each Learning Area has been designed to stand on its own as direction in the RNCS and combinations result in diluting the integrity of the learning area.
- However combinations can be forged but care must be taken not to **force** this process. It is often more meaningful to explore all the natural short term links between a number of Learning Areas that to try to wholly integrate 2 Learning areas into 1.
- **Remember for assessment purposes all Learning Outcomes and Assessment Standards per Learning Area per grade have to be attained even in an integrated programme.**

3.5   ILLUSTRATIONS OF LESSON PLANS

The three examples we are giving are links with Arts and Culture and Natural Sciences and Economic and Management Sciences.

They use natural areas of linkage where the knowledge component of each learning area compliments each other and enhances a holistic learning experience for the learner.

LESSON PLAN

Learning Area: Social Sciences and Arts and Culture   **Grade:** 4

Duration: 4 weeks

The following Learning Outcomes will be addressed: SS LO 1-3

Core knowledge/Context:
The tools and utensil used for food production in hunter gatherer societies.

Key question/s:
- Where would you have found hunter gatherer societies that existed in Southern Africa?
- Find out where these societies originated from in Southern Africa?
- Investigate and explain design concepts such as shape, form, line and texture of crafts, artefacts, utensils
- Compare pictures the hunter gather societies and identify the tools and utensils that these people used in their food production.
- How do the utensils and tools compare with those used in modern day society for food production?
- How were these tools used to provide food for the community at that time and how this compare with food production in modern society?
- Articulate what the hunter gatherer would say about the effectiveness of their tools and utensils and compare this with what the early settler in South Africa might say about the same tools and utensils.
- If you lived in that society how would you improve food production?
- What materials would you need to design and make similar tools to those used? Collect the materials design and/or make the utensil.

LO 1: The Learner will be able to use enquiry skills to investigate the past and the present.	LO 2: The Learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
☑ record and organise information from a variety of sources (i.e. oral, written and visual sources, including maps, graphs And tables, objects, buildings, monu-Ments, museums). ☐ use information from sources to answer questions about people, events, objects and places in the past. ☐ communicate knowledge and understanding in a variety of ways including discussion, writing a paragraph, constructing a book, collage, poster, artwork, drama, dance and music.	☐ use common words and phrases relating to the passing of time, such as old, new, before, after, months, years. (chronology and time) ☐ give reasons for and explain the results of actions of people in the past in a given context. (cause and effect) ☑ identify similarities and differences between past and present ways of doing things in a given context. (similarity and difference)	☑ recognise that there can be two points of view about the same event in the past. (source interpretation) ☐ Select and give reasons for the selection of key objects, which represent an aspect of the past of the local area being studied. (representation)

LO 1: The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes.	LO 2: The learner is able to demonstrate geographical and environmental knowledge and understanding.	LO 3: The learner is able to make informed decisions about social and environmental issues and problems.
We know this when the learner is able to: ☑ identify information from various sources (maps, atlases, books) ☐ organise information under given headings. ☑ identify symbols used in different kinds of maps (include plan view, grids and map keys). ☐ locate places using a simple grid referencing system and directions. ☐ identify important political boundaries and key human and physical features on large scale maps. ☐ use information from sources (including own observations) to answer questions about people and places, such as: 'Why is it like that?'	We know this when the learner is able to: ☐ use geographical and environmental concepts and terms to report on enquiries in different ways (e.g. writing a paragraph, using a poster, artwork). We know this when the learner is able to: ☐ describe the features of the local settlement including land uses, and compare these with examples from other places. (people and places) ☐ describe the importance of access to resources and services for people living in settlements. (people and resources) ☑ describe how basic human needs were met in the past and are met at present. (people and environment)	We know this when the learner is able to: ☐ identify issues associated with resources and services in a particular context. (identify the issue) ☐ identify the factors that influence why some people have better access to resources compared to others in a particular context. (factors affecting issue) ☑ suggest ways to improve access to resources in a particular context. (make choices)

Arts and Culture Learning Outcome 2
The learner is able to reflect critically and creatively on artistic and cultural process, products and styles in past and Present contexts..

Visual Arts:- Response to and discusses images, designs and craft objects in popular cultures, pictures and photographs in terms of knowledge, line, shape, form colour, texture, space and material used using appropriate terminology

Arts and Culture Learning Outcome 1
The learner will be able to create, interpret and present work in each of the art forms.

Drama:- Make use of external resources to tell stories and portray characters.

Key questions	Learning activities
1 & 2	Locate where these societies were on maps.
3	Investigate and explain design concepts such as shape, form, line and texture of crafts, artefacts, utensils.
4,5 & 6	Compare and contrast the methods of food production at that time and the methods used in present times. Use pictures, artefacts, stories and examples to make this clear.
7 & 9	Identify what materials would you need to design and make similar tools to those used? Collect the materials design and/or make the utensil. Explore different perceptions about the tools and utensils used by the hunter gathers. Role play life in a hunter gatherer community as fully and as authentically that is possible.
8	Explore ideas how these communities could have improved food production given the circumstances they were in.

Assessment activity/ies	Brief explanation
☑ Written work ☑ Presentations ☑ Role-play ☐ Drama ☐ Journals ☐ Logs ☑ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	Explanation of the design concepts could be written or graphically presented. Groups could collect and display the materials needed to design and make items. Comparisons and contrasts can be articulated graphically in the form of collage or in paragraph form.

Assessment
(Derived from the Assessment Standards)

- Learners use 2 of the six prescribed forms of assessment
- Select and organise relevant pictures and maps in order to complete the tasks.
- Is able to describe similarities and differences between the hunter gatherer society and present day societies
- Is able to talk about images, designs, crafts using appropriate terminology.
- Is able to recognize different perceptions.
- Makes suggestions that would improve in the given context.
- Is able to role play with high degree of authenticity
- Is able to design and create replicas with a high degree of authenticity.

Data collection methods Assessor/s	Evaluator/s	Feedback/Reporting to
☑ Observation ☐ Listening ☑ Reading ☐ Interpreting ☐ Reviewing ☐ Questioning ☐ Conferencing ☐ Interviewing ☑ Listener's written observations	☑ Teacher ☑ Self ☑ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel	☑ Learners ☐ Parents ☐ Others

Intermediate Phase

LESSON PLAN

Learning Area: Social Sciences and Natural Sciences   **Grade:** 6

Duration: 4 weeks

Learning Outcomes:	Assessment Standards:

Core knowledge/Context:
- Indigenous Medicine
- Part of the world where this is practised
- Plants as a medicinal resource.

Key question/s:
- What health care was available to the early African Societies?
- What other cultures have used or still use similar types of traditional healing and indigenous medicine?
- What is the role of plants in modern medicine (include insect repellents)
- Where in the world these plants are found naturally and are commercially grown.
- What effect could environmental issues such as loss of biodiversity and deforestation have on medicine in the future?

LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to: ◆ identify sources to help answer questions about the topic (i.e. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums). ☐ select and record relevant information for specific purposes from a variety of sources (i.e. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums). ☐ arrange information logically and chronologically in answering questions about people, events, objects and places in the past. ☐ communicate historical knowledge and understanding by discussion and guided debate, through structured writing, by using graphs, tables, maps and diagrams and through artwork and drama. Use IT where available and appropriate.	We know this when the learner is able to: ☐ place events, people and changes on a timeline which includes terms such as 'BC', 'AD', 'CE', 'BCE'. (chronology and time) ☐ give reasons for and explain the results of key events and changes in more than one context. (cause and effect) ◆ identify some aspects of society which have changed and some which have stayed the same over time in more than one context. (change and continuity)	We know this when the learner is able to: ☐ compare two versions of an historical event using visual or written sources. ◆ distinguish opinions from fact and Information. (source interpretation) ☐ identify and select items that represent an aspect of the past being studied, to contribute to a class display, school museum or community archive. (representation)

LO 1: The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes.	LO 2: The learner is able to demonstrate geographical and environmental knowledge and understanding.	LO 3: The learner is able to make informed decisions about social and environmental issues and problems.
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
☐ identify sources of information, including simple statistics, to help answer the question about asocial or environmental issue or problem.	☐ explain why more people live in some places than in others. (people and places)	☐ identify inequalities within and between societies. (identify the issue)
☑ select and record relevant information from sources for specific purposes (including record ing and observing in the field).	☐ identify how access to different kinds of resources influences development in different places. (people and resources)	☐ analyse some of the factors that lead towards social and environmental inequality at different geographical scales and in different places. (factors affecting issue)
☐ locate relevant places on maps using latitude and longitude (degrees and minutes)	◆ describe some ways in which society has changed the environment. (people and environment)	◆ evaluate actions that lead to the sharing of resources and reducing poverty in a particular context. (making choices)
☐ use information to propose solutions to problems.		
☑ report on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams.		

Natural Science Learning Outcome 3:
The Learner will be able to demonstrate an understanding of the interrelationships between science and technology, science and the environment.

Understands science and technology in the context of history and indigenous knowledge: Describes similarities in problems and solutions in own and other societies the present, past and possible future.

Key questions	Learning activities
1	Discuss the concept of indigenous medicine and traditional healing.
1	Locate where early African societies that used indigenous medicine and traditional healing are on maps. Investigate what they formed the basis of their medicine and healing?
2	What other cultures have used or still use similar types of traditional healing and indigenous medicine locate where they lived or are living?
3	Investigate the role of plants in modern medicine (include insect repellents)
4	Where in the world these plants are found naturally. Locate the vegetation regions in the world where these are. Investigate where these are commercially grown (if at all).
5	Investigate the effects environmental issues such as loss of biodiversity and deforestation could have on medicine in the future? (Use case studies such as small scale pyrethrum farmer is Kenya as examples of sharing resources to reduce poverty)

Assessment activity/ies	Brief explanation
☑ Written work ☑ Presentations ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☑ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	Explanation of the concepts of indigenous medicine and traditional healing could be written. Results of the investigations could be written. The vegetations regions where these plants are found can be mapped and pictures certain plants in this category could be displayed.

Assessments
(Derived from the Assessment Standards)

- Select and organise relevant pictures and maps in order to complete the tasks.
- Is able to describe the way in which some aspects of society have stayed the same.
- Is able to map describe problems and solutions that could impact on the role of plants in medicine in present times and the future.

Data collection methods Assessor/s	Evaluator/s	Feedback/Reporting to
☑ Observation ☑ Listening ☑ Reading ☐ Interpreting ☐ Reviewing ☐ Questioning ☐ Conferencing ☐ Interviewing ☑ Listener's written observations	☑ Teacher ☑ Self ☑ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel	☑ Learners ☐ Parents ☐ Others

LESSON PLAN

Learning Area: Social Sciences and Economic and Management Sciences	**Grade:** 5

Duration: 4 weeks

Outcomes SS LO 1-3

Core knowledge/Context:
Lifestyles and living patterns that have existed and continue to exist in South Africa

Key question/s:
- What examples of lifestyles and living patterns can be found in South Africa's past?
- What were the main characteristics of these lifestyles?
- What sorts of lifestyles and living patterns are evident in South Africa presently?
- What are the main characteristics of the lifestyle and living patterns of present day?
- What resources were used by the societies in the past to sustain their lifestyle?
- What resources are used by South African Society presently to sustain the lifestyle and living patterns.
- How were/are resources abused in the past and present?
- What problems were faced by the past societies in terms of their resources and what are faced currently?
- How can the present problems be addressed?

LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
☐ with guidance select sources useful for finding information on the past (i.e. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	☐ use dates and terms such as decade, century, relating to the passing of time and arrange them in order. (chronology and time)	☐ recognise that there can be more than one version of an historical event (i.e. that there can be two accounts of the same story. (source interpretation)
☑ Record and categorise information from a variety of sources (i.e. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	☑ give reasons for and explain the results of events that have changed the ways that people live in a given context. (cause and effect)	☑ identify and select items that represent an aspect of the past being studied, to contribute to a class display or school museum. (representation)
☑ continue to use information from sources to answer questions about people, events, objects and places in the past.	☐ identify similarities and differences between the different ways of life in different places at different times. (similarity and difference)	
☐ communicate knowledge and understanding in a variety of ways including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance. Use IT where available and appropriate.		

LO 1: The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes.	LO 2: The learner is able to demonstrate Geographical and environmental knowledge and understanding.	LO 3: The learner is able to make informed decisions about social and environmental issues and problems.
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
☐ with guidance, select and use sources of useful geographical information (include graphs, maps and fieldwork outside the classroom. (use fieldwork)	☐ identify and describe major physical features of South Africa, including those of the home province. (people and places)	★ identify challenges to societies and settlements, with a focus on the spread of diseases. (identify the issue)
☐ distinguish between facts and opinions.	★ identify links between natural resources and economic activities in South Africa. (people and resources)	☐ explain the factors that cause some people to be more at risk of disease than others. (factors affecting issue)
★ categorise information.		☐ suggest the best way, from a range of alternatives, to reduce risks of disease. (make choices)
☐ draw sketch maps and/or plans from field observations and measurements.	☐ describe ways in which the physical environment influences human activity and how human activity influences the physical environment. (people and environment)	
☐ use an index to find places on a globe and on atlas maps.		
☐ identify and explore possible solutions to problems.		
☐ demonstrate knowledge and understanding of the issue through projects, discussion, debate and charts.		

EMS Learning Outcome 2:
The Learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on related processes.

Assessment Standard:
Describes the changes in lifestyles, living standards and patterns of consumption from self sufficient societies to modern societies.

Key questions	Learning activities
1 & 2	Locate on maps, where these societies existed. Research and find out how people in South Africa lived in the past. Look at the way they lived, what they ate, and what resources they used to live; research the lifestyle they had at that time.
3 & 4	Find out and list the main characteristics of living patterns and lifestyles found in South Africa today. Represent these graphically
5 & 6	By looking at the resources used by the different societies, identify some of the main reasons for the Change.
7 & 8	Investigate the use and abuse of resources in the past and the present.
9	Investigate why and how South Africa has got a label of being a consumer society, what does this mean, what are the effects of it and what (if anything) can be done about it).

Assessment activity/ies	Brief explanation
☑ Written work ☐ Presentations ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☑ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	• Look at what the learners have written about the lifestyles in the past. • Look at the graphic representation the learners have done on modern lifestyles and living patterns. • Look at the learners investigations into the use of resources in past and present times. • Look at the structure of possible interview used to find out about resources in the present time.

Assessment
(Derived from the Assessment Standards)

• Communicate knowledge and understanding in a variety of ways
• List relevant information in a logical order.
• Articulate contrasts and similarities clearly and concisely.
• Are solutions to problems realistic.
• Describes changes in life styles and living patterns

Data collection methods Assessor/s	Evaluator/s	Feedback/Reporting to
☑ Observation ☐ Listening ☐ Reading ☐ Interpreting ☑ Reviewing ☑ Questioning ☐ Conferencing ☐ Interviewing ☐ Listener's written observations	☐ Teacher ☐ Self ☐ Peer ☑ Another teacher ☐ Outside expert ☐ Class panel	☑ Learners ☐ Parents ☐ Others

3.6   INTERMEDIATE PHASE TEMPLATES AND EXEMPLARS

LESSON PLAN

Learning Area: Social Sciences — History	**Grade**: 6

Duration: ………………….

Learning Outcomes:	**Assessment Standards:**

Knowledge focus/topic:

Key questions:

LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to: ☐ identify sources to help answer questions about the topic (i.e. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums). ☐ select and record relevant information for specific purposes from a variety of sources (i.e. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums). ☐ arrange information logically and chronologically in answering questions about people, events, objects and places in the past. ☐ communicate historical knowledge and understanding by discussion and guided debate, through structured writing, by using graphs, tables, maps and diagrams and through artwork and drama. Use IT where available and appropriate.	We know this when the learner is able to: ☐ place events, people and changes on a timeline which includes terms such as 'BC', 'AD', 'CE', 'BCE'. (chronology and time) ☐ give reasons for and explain the results of key events and changes in more than one context. (cause and effect) ☐ identify some aspects of society which have changed and some which have stayed the same over time in more than one context. (change and continuity)	We know this when the learner is able to: ☐ compare two versions of an historical event using visual or written sources. ☐ distinguish opinions from fact and information. (source interpretation) ☐ identify and select items that represent an aspect of the past being studied, to contribute to a class display, school museum or community archive. (representation)

Possible links with Geography

Possible links with other Learning Areas

Key questions	Learning activities
1 2	....

Assessment activity/ies	Brief explanation
☐ Written work ☐ Presentations ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☐ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	

Assessments (Derived from the Assessment Standards)	Assessments (Derived from the Assessment Standards)

Data collection metods Assessor/s	Evaluator/s	Feedback/Reporting to
☐ Observation ☐ Listening ☐ Reading ☐ Interpreting ☐ Reviewing ☐ Questioning ☐ Conferencing ☐ Interviewing ☐ Listener's written observations ☐ ☐	☐ Teacher ☐ Self ☐ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel ☐ ☐	☐ Learners ☐ Parents ☐ Others

LESSON PLAN		
Learning Area: Geography		**Grade:** 5
Duration:		
Core knowledge/Context:		
Key questions:		

LO 1: The learner is able to use enquiry skills to investigate geographical and environmental concepts and processes.	LO 2: The learner is able to demonstrate geographical and environmental knowledge and understanding.	LO 3: The learner is able to make informed decisions about social and environmental issues and problems.
We know this when the learner is able to: ☐ with guidance, select and use sources of useful geographical information (include graphs, maps and fieldwork outside the classroom. (use fieldwork) ☐ distinguish between facts and opinions. ☐ categorise information. ☐ draw sketch maps and/or plans from field observations and measurements. ☐ use an index to find places on a globe and on atlas maps. ☐ identify and explore possible solutions to problems. ☐ demonstrate knowledge and understanding of the issue through projects, discussion, debate and charts.	We know this when th e learner is able to: ☐ identify and describe major physical features of South Africa, including those of the home province. (people and places) ☐ identify links between natural resources and economic activities in South Africa. (people and resources) ☐ describe ways in which the physical environment influences human activity and how human activity influences the physical environment. (people and environment)	We know this when the learner is able to: ☐ identify challenges to societies and settlements, with a focus on the spread of diseases. (identify the issue) ☐ explain the factors that cause some people to be more at risk of disease than others. (factors affecting issue) ☐ suggest the best way, from a range of alternatives, to reduce risks of disease. (make choices)

Possible links with History

Possible links with other Learning Areas

LESSON PLAN

Learning Area: Senior/Intermediate Geography/History

Duration: ....   **Grade:** ....

Core knowledge/Context:

Key questions:

Outcomes

LO	Assessment Standards
LO 1 Geographical/ Historical Enquiry	
LO 2 Geographical/ Historical Knowledge and Understanding	
LO 3 Making decisions about issues/Historical interpretation	

Integration

Between History and Geography

With other Learning Areas

Resources

Learning activities

Assessment activities
Assessments
(NB: The assessment criteria are derived from the assessment standards used)
Feedback
Learners
Others
Own evaluation

LESSON PLAN

Learning Area: Geography	**Grade:** 6

Duration: 6-10 pencils, plus homework.

Core knowledge/Context:
Causes and consequences of poverty

Key questions:
- What are the factors contributing to poverty?
- What are the main ways people suffer?
- Where in the world does this occur?
- What are the consequences of poverty?
- What can be done to reduce this problem?

Outcomes

LO	Assessment Standards
LO 1 Enquiry Skills	• Ask questions in order to begin investigating an issue or a problem. • Identify sources of information, including simple statistics, to help answer the question about a social or environmental issue or problem. • Select and record relevant information from sources for specific purposes (include recording and observing in the field). • Locate relevant places on maps using latitude and longitude (degrees and minutes). • Use information to propose solutions to problems. • Report on enquiries through discussion, debate, structured writing, graphs, tables, maps and diagrams.
LO 2 Knowledge and Under- standing	• Explain why more people live in some places than others. • Identify how access to different kinds of resources influences development in different places. • Describe some ways in which society has changed the environment.
LO 3 Making decisions about issues	• Identify inequalities within and between societies. • Analyse some of the factors that lead toward social and environmental inequality at different geographical scales and in different places. • Evaluate actions that lead to the sharing of resources and reducing poverty in a particular context.

Integration

Between History and Geography
Investigate countries that had a problem with poverty in the past and whether or not they overcame the problems.

With other Learning Areas
Natural Science: diseases associated with poverty.
Life Orientation: Balanced diet, what is needed to achieve this.

Resources
- Textbooks (if relevant)
- Atlases (School Atlas and Atlas of the Environment).
- Relevant websites
- Encyclopedias

Learning activities
- Find out about the bread line statistics for selected countries. Use this data to make comparisons.
- Explain the causes, consequences and suffering of poverty. (Do this in groups to report back).
- Draw maps to show affected areas.
- Analyse possible solutions and suggest appropriate solutions for your area if you identify the problem in your area.

Assessment activities
- Report back from groups.
- Graphic presentation of data.
- Written work on possible solutions.
- Plan of action for solution to local area.

Senior Phase

Assessments
● Data gathering.
● Graphic presentation:- neatness, correct information, headings, layout, in corporation of pictures and tables.
● Oral work.
● Writing ability.
Feedback
Learners
Others
Own evaluation

LESSON PLAN

Learning Area: History	Grade: 4

Duration: ....

Core knowledge/Context: Local History

Key questions:
- How has the area changed over time?
- What was life like in the time of the learners' grandparents?
- What important sites, buildings, monuments should be preserved?
- Why should they be preserved?

LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to: ✔ record and organise information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums). ✔ use information from sources to answer questions about people, events, objects and places in the past. ✔ communicate knowledge and understanding in a variety of ways including discussion, writing a paragraph, constructing a book, collage, poster, artwork, drama, dance and music.	We know this when the learner is able to: ✔ use common words and phrases relating to the passing of time, such as old, new, before, after, months, years. (chronology and time) ✔ give reasons for and explain the results of actions of people in the past in a given context. (cause and effect) ✔ identify similarities and differences between past and present ways of doing things in a given context. (similarity and difference)	We know this when the learner is able to: ✔ recognise that there can be two points of view about the same event in the past. (source interpretation) ✔ Select and give reasons for the selection of key objects, which represent an aspect of the past of the local area being studied. (representation)

Possible links with Geography

Links with geography throughout the unit.

Possible links with other Learning Areas

Life Orientation, Arts and Culture.

Key questions	Learning activities
	Resources: photographs, maps, activity sheet for field trip, older people for interviews, books for research, tourist brochures
	Introduce the topic with slides, or photographs about the area. Class discussion. Talk about some aspects of the history of the area.
	Give learners a map of a walk which the class will take. Discuss the route. Give activity sheet and discuss what will be expect ed of them on the walk.
	Do the walk, not only visiting historical sites but also local police station, community centre, depending on what is there.
	Interviews with older people: invite older members of the community to the school; prepare questions with learners and practice interviews. Children to ask the questions. Record answers either with tape recorder or write down answers.

Assessment activity/ies	Brief explanation
☐ Written work ☐ Presentations ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☐ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	Use information gained in above activities and provide books for further research. Design a tourist brochure for the area, which includes identifying buildings, monuments, sites for conservation and being able to say why the building, monument or site should be preserved. The tourist brochure must include a sketch map of a possible walk with interesting information about the walk.

Assessment

- Use common words and phrases relating to the passing of time, such as old, new, be fore, after, months, years. (chronology and time)
- Select and give reasons for the selection of key objects (in this case sites, buildings, etc), which represent an aspect of the past of the local area being studied. (representation)
- Communicate knowledge and understanding in a variety of ways

Data collection methods Assessor/s	Evaluator/s	Feedback/Reporting to
☐ Observation ☐ Listening ☐ Reading ☐ Interpreting ☐ Reviewing ☐ Questioning ☐ Conferencing ☐ Interviewing ☐ Listener's written observations	☐ Teacher ☐ Self ☐ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel	☐ Learners ☐ Parents ☐ Others

Linking History and Geography in Grade 4 in a Local Studies Activity

(Refer to the planning and managing fieldwork, site and museum visits.)

Investigating the local area is an ideal way of bringing Geography and History together. The following are some suggestions of how you might like to structure a local investigation. The example given is of a river flowing through an urban area.

Background to the investigation

It is important at a Grade 4 level for learners to have some information before they begin the investigation. This could be in the form of a narrative by the teacher telling them the story of the river in the past and present — i.e. layers of history.

The next step would be raising questions with the class to frame the investigation. These questions would need to be about the past as well as the present use and condition of the river and the area adjacent to the river.

Examples of questions, which can be answered in the narrative:
- Who lived near and used the river in the past?
- Where does the name of the river come from? Did it have another name?
- What does the name mean?
- What happened to the people who first lived there?

Questions to frame the investigation

What can we find out about the river if we walk along the banks:
- What clues are there about the past?
- What is happening along the river today? Are people living alongside the river?
- What is the condition of the river? Are there signs of pollution? Can we swim in the river? Can we use the water?
- Is the river being cared for? How do we know that the river is being cared for? Or not?
- How do people use the river?

Organising the investigation
Maps, photographs and sketch drawings of the river and the adjacent area, recording sheets used to report on different kinds of pollution, wildlife and so on.

Collecting and working with the information gathered along the river
It might be a good idea to organise the class in pairs to gather and process the data and other information. Activity sheets could include pictures of particular parts of the river, and learners asked at that point to write down what is still there and what has changed. They could be asked to colour, or label on their map of the river what type of buildings there are along the river, what use is being made of the river at each point. Recording sheets could be used to record and categorise the various types of pollution there might be. They could be asked about the vegetation along and in the river.

Suggesting solutions to problems raised in the investigation
In the follow-up classroom activities, learners could be asked to propose solutions to problems of pollution, homeless people living along the banks, or to suggest ways in which the river could be better used.

- Local Studies also provide ideal opportunities for integrating with other learning areas, for example in studying a river EMS should be included in studying past and present economic activities occurring along the river. Other Learning Areas such as Maths, Arts and Culture and Life Orientation could also be integrated.

The following planning sheet is an example that would be used in the teaching and learning of Geography to include a number of lessons.

LESSON PLAN

Learning Area: Social Sciences	**Grade:** 6

Duration: 8-10 periods

Core knowledge/Context:	Crisis in the Amazon Rainforest

Key questions (Learners may add their own key questions: LO 1.1)
1. What and where is the Amazon Basin?
2. What is a rainforest?
3. Why are rainforests called 'the lungs of the world'?
4. Why is the rainforest in danger?
5. Why save the rainforest?
6. How can I help?

Outcomes

LO	Assessment Standards
LO 1 Enquiry Skills	● Find information in simple atlas maps, textbook material and website printouts to help answer ● key questions ● Find information relevant to selected questions. (Use atlas maps wherever possible) ● Prepare short written report or web diagram on selected key questions Mapwork: Use latitude and longitude co-ordinates often when finding or comparing atlas map info
LO 2 Knowledge and Under-standing	● Explain (give reasons for) low population density in tropical rainforests (relate to climatic conditions, resources in the biome and technology ● Identify how development is related to access to resources: ● Traditional economy of Yanomami communities of Amazonia: patterns of land-use, living foods conditions, artefacts, ● Modern economy of imposed development: deforestation, mining, ranching, hydo-electric power schemes, smallholder colonization etc ● Describe some ways in which modern development has contributed to environmental damage and to the collapse of traditional Yanomami society ● Make a case study of the benefits proposed through the 'Terre firme' rainforest development programme: agroforestry, controlled product extraction, replanting, new farming methods, etc
	● Identify the inequalities between traditional Amazonian communities and the powerful exploiting institutions and companies ● Trace the steady disempowerment of the Yanomami people and the deterioration of their environment by the exploitation and 'development' of the rainforest resources (starting with rubber collection early in 20th century) ● Evaluate aspects of the 'Terre firme' rainforest development programme by writing a short (one sentence) comment against some of the main elements listed

Integration

Between History and Geography
● Discovery and colonial settlement of Brazil (and other rainforest regions)

With other learning areas
● Arts and culture: Learners can make copies or models of some Yanomamo artifacts to be displayed in their
● classroom.
● To set the scene for the 'Crisis in the Amazon Rainforest' unit.
● Learners can discuss the myths, cultural practices and beliefs of the Yanomamo (also known as Yanomami) or other Amazonian people.

Resources
1. Atlas maps showing equatorial climate, tropical rainforests, population distribution and density, natural products.
2. Johnson, C., Knowles. R, and Colchester, M, 1989: Rainforests: Land use options for Amazonia, OUP and WWF
3. Johnson, C., Knowles. R, and Colchester, M, 1989: Rainforests: Land use options for Amazonia Resource Pack, OUP and WWF
4. 'Tropical forests': pagea 186-195 in Window on the World 7, Juta, 1996
5. Printouts (some need to be simplified) from web sites to be available for learners to find information and answers.

An important aspect of these website materials is the **pictures, photographs and maps** they contain.
http://www.pbs.journeyintoamazonia/
http://www.amazonwatch.org
http://www.worldwildlife.org/amazon
http://www.amazonia.org
http://www.sci.mus.mn.us/greatestplaces/book_pages/amazon2.htm
http://www.eduweb.com/amazon.html
http://prince.thinkquest.org/5128/

6. The story of Chico Mendes
   http://www.lausd.k12.ca.us/Gage_MS/StudentPages/BioRpt/page2.html
   http://www.myhero.com/hero.asp?hero=chico Mendes
   http://www.pbs.org/journeytoamazonia/teacher chico.html

7. Information on Yanomamo (Yanomami) people from several sites, e.g.,
   http://www.uwgb.edu/galta/mrr/YANO/YANOMAMO.htm
   http://www.pbs.org/wgbh/nova/shaman/

8. This site for contact addresses for learners to become active in helping to save rainforests:
   http://fga.freac.fsu.edu/academy/pdf/get_active_2pdf

Learning activities

1. To initiate learner questions learners or teacher should read 'Fighter for Amazon ecology murdered' from resource 2 (page 64) or 4 (page 194) or other account of Chico Mendes (resource 6)
2. Learners ask questions (which are recorded) and agree on which aspects small groups (pairs) will investigate
3. Consult atlas maps, graphs. data and other resources to understand basics of the climate and vegetation of rainforests, where they are in the world and why the population density if often low there
4. Write short reports or construct web diagrams (whichever more appropriate) to answer the questions
5. Read about traditional economies of Amazonian communities (i.e., Yanomamo and Auca people) to identify the links between development and resource use
6. Identify the ways in which the environment and communities in the Amazon basin have been threatened and damaged by imposed development from outside
7. Identify who is responsible for the destruction
8. Suggest solutions to the problems and compare these with rainforest development programme (like Terre firme)

Assessment activities

1. Short written reports or web diagrams (whichever more appropriate) to answer questions (see activity 4 above)
2. Short statements of the environmental and social crisis in Amazonia with point-form statements on possible solutions

Assessments

1. Clear presentation
2. Evidence of understanding of cause-and-effect links appropriate to grade 6
3. Assessment activity 2 should be reasonably comprehensive in order to cover the following: environmental aspects would include forests and soil, while social aspects would include exploitation, poverty and deprivation of independence, human rights and power

Feedback

Learners....

Others

Own evaluation

LESSON PLAN

Learning Area: Integrating Social Sciences with Economic and Management Sciences

Duration: 15 hours	**Grade:** 6

Core knowledge/Context: Government actions to redress historic imbalances and poverty
Units: Economic growth and development
            Role of state.

EMS LO 2 The learner will be able to demonstrate an understanding of sustainable growth, reconstruction and development, and to reflect critically on the related processes.	**Socsci Geography LO1** The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes. **SS Geography LO3** The learner will be able to make informed decisions about social and environmental issues and problems.
Assessment Standards We know this when the learner. • Researches and analyses standards of living and patterns of consumption in modern societies where people specialise and trade to satisfy needs and wants. • Explains Economic actions taken against the apartheid government to bring about change (i.e. Sanctions, disinvestments) and how this impacted on change, growth and development. Identifies steps that can be taken by the government to redress • Historic imbalances and poverty (i.e. redistribution of resources, gender equity, capacity building, restoring people's equity, creating opportunity and empowerment)	**Assessment Standards** We know this when the learner. **LO1** • Identifies sources of information, including simple statistics, to help answer the question about a social or environmental issue or problem. **LO3** • Identifies inequalities within and between societies (identifies the issue) • Analyses some of the factors that lead toward social and environmental inequality at different geographical scales and in different places (factors affecting the issue) • Evaluates actions that lead to the sharing of resources and reducing poverty in a particular context (makes choices)

Learning activities

- Analyse a case study with social problems encountered in communities.
- Use different types of sources to collect information on social problems.
- Identify, list and discuss social problems in their communities.
- Research and analyse standards of living of communities.
- Look at employment opportunities, income, spending patterns, work ethics
- Investigate the factors that led to the different standards of living in communities.
- Use collected information to explain economic actions taken against the apartheid government (sanctions and disinvestments)
- Investigate the impact of economic actions on change, growth and development on the South African economy.
- Identify inequalities within and between communities.
- Analyse some of the factors that led to social inequality in different communities.
- Identify steps that can be taken by the government to redress historic imbalances and poverty. Look at redistribution of resources,
  gender equity, capacity building, restoring people's dignity, creating opportunity and empowerment.
- Discuss developmental projects in their community.
- Discuss how they, their families and their communities can contribute to the improvement of the standard of living.

Assessment activity/ies	What to look for
☑ Written work ☑ Presentations ☑ Assignment ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☐ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☑ Questionnaire ☐ Field work/site visits	● A written report on social problems. ● Oral presentation on economic actions (sanctions and disinvestments) ● Assignment on developmental projects in their community. ● Investigations into the use of resources in past and present times. ● The structure of a questionnaire used to find out about the learners' families and community's contribution towards the improvement the standard of living.

☑ Observation ☑ Listening ☐ Reading ☐ Interpreting ☑ Reviewing ☑ Questioning ☐ Conferencing ☐ Interviewing ☐ Listener's written observations	☑ Teacher ☑ Self ☐ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel	☑ Learners ☐ Parents ☐ Others

LESSON PLAN

Learning Area: Integrating Arts and Culture and Social Sciences	**Grade:** 6

Arts and Culture Learning Outcome 2 "Reflection"
Assessment Standard: Composite: Explores and discusses his/her concept of culture

Arts and Culture Learning Outcome 4: Expression and Communication"
Assessment Standards:
Dance & Music: Finds out about, tries out and explains a song-dance ritual such as a snake dance, rain dance, wedding dance, circle dance, reed dance, stick dance, etc referring to its purpose and structure - patterns, repetition and sequence
Drama: Dramatises a cultural ritual (religious ceremony or social celebration) showing the use of the elements of drama such as patterns, repetition and sequence. Explains the importance of this ritual for the people who participate in it.
Music: Researches, creates and presents music that conveys and suggests the symbolism of ritual.
Visual Arts: Demonstrates and describes the use of various artefacts in cultural rituals.

Social Sciences Learning Outcome 2: Historical Knowledge and Understanding Assessment Standard:
Identifies some aspects of society which have changed and some which have stayed the same over time in more than one context (change and continuity).
- National symbols such as coat of arms and national anthem; Kingdoms of Southern Africa i.e. Great Zimbabwe; Expression of wealth - cattle, gold, ivory and iron.

Activities
- Brainstorm concept of culture.
- Explore cultural ritual, symbols and artefacts in each art form.
- Investigate national symbols of past and present.
- Select an African Kingdom to investigate in terms of cultural aspects of society.

Integrated assessment criteria for continuous assessment	Rating*	Example of comments:
Willingness to contribute to group discussion, offering points of view and opinions.		Participated fully and listened to others' opinions
Ability to express some notion of culture as a concept and notions of how culture changes over time.		Understands and can explain the concept
Communicates their findings effectively.		Explains clearly and with confidence
Is able to identify: - Purpose - Importance of ritual - Message or intent - Structure – patterns, repetition, sequence - Symbolism in ritual - Use of artefacts in rituals		Achieved most standards.

* Key to rating: 1 - few   2- some   3 - most   4 - all

Examples of Rubrics

In most cases a nationally determined four-level system of assessing will be used. Some examples of how these could be written follow:

Example 1: History, Intermediate Phase

Learning Outcome 3   **Grade:** 6

Levels	Assessment Standard 1	Assessment Standard 3
1 **Attempted but not understood**	Not able to recognise more than one version of the past; needs more support.	Not able to identify and select items; needs more support.
2 **Able to understand at a basic level, but needs support**	Recognises that there can be two versions of an historical event, but finds it difficult to compare the versions. Is not clear about the difference between opinion and facts and information.	Is able to identify and select items representing an aspect of the past, but needs support in suggesting how the item might contribute to a class display, a school museum or community archive.
3 **Has met the criteria at this level**	Is able to compare two versions of an historical event using visual or written sources and is able to distinguish opinions from facts and information in the sources.	Is able to identify and select items that represent an aspect of the past being studied, to contribute to a class display, school museum or community archive.
4 **Performs beyond the expected level**	Is able to compare two versions of an event, recognising how and why the event has been interpreted differently. Is able to distinguish opinions from facts and information in the sources and give reasons for the opinions in the source.	Is able to identify and select items representing an aspect of the past and is able to suggest how an archaeologist might use the object to try to understand about aspects of the past.

Example 2: Learning Outcome 1 — The ability to raise questions and think through answers to questions.

This table could be given to each learner together with instruction for the task.

Grade 5

Criteria	1	2	3	4
Asks questions of sources.				
Able to select sources for finding information to answer questions.				
Able to record and categorise information from the sources.				
Uses the information to formulate answers.				
Communicates the knowledge effectively.				

Code explanation: 1: Attempted but not yet able to do   2: Able to do with support
                                      3: Has met the criteria at this level   4: Performed beyond the expected level

Example 2: Geography, Intermediate Phase

Learning Outcome 3   **Grade:** 5

Levels	Assessment Standard 1	Assessment Standard 2	Assessment Standard 3
1 **Attempted but not able at all**	Is unable to identify major physical features of South Africa either to locate these on maps or to describe the nature of these features.	Is unable to identify or describe the link between a natural resource and economic activities.	Is unable to describe the link between human activities and influence on the environment.
2 **Able to at a basic level, but needs support**	Is able to identify major physical features of South Africa, including those in the home province but is unable to describe these with much confidence or understanding.	Is able to identify some links between natural resources and economic activities and with support is able to recognize a few more links and to apply these to the South African economy.	Is able to describe some ways in which human activities influence the physical environment but needs support to explain how the environment influences human activity.
3 **Has met the criteria at this level**	Is able to identify and describe major physical features in South Africa and those of the home provinces.	Is able to identify links between natural resources and economic activities in South Africa.	Is able to describe a number of ways in which the physical environment influences human activity and how human activity influences the physical environment.
4 **Performs beyond the expected level**	Is able to identify and describe major features of South Africa and those in the home provinces, and offers a logical interpretation explaining how and why these features are present in many of these regions.	Is able to identify and discuss the link between natural resources and economic activities in South Africa, and offers suitable comparisons with places elsewhere.	Is able to critically evaluate the impact of human activities on the environment and ways in which the environment often determines different types of human activities.

SECTION 4
SENIOR PHASE

4.1   THE SENIOR PHASE LEARNER

It may be better to give a summary of discussions around this point, which may be considered, when developing activities for the learner in the Senior Phase:

- Learners are becoming more independent.
- They are becoming clearer about own interests.
- They mature physically and sexually.
- They mature cognitively and socially in an use lateral reasoning.
- They have some understanding of probability, correlation, combinations, prepositional reasoning and other higher level cognitive skills.
- They have the ability to perform controlled experimentation, keeping all but one factor constant.
- They have the ability to hypothesise variables before experimentation to reverse direction between reality and possibility.
- They can also use inter-propositional operations, combining propositions by conjunction, disjunction, negation and implication.
- They continually anticipate the reactions of others to their appearance and behaviour.
- Peer influence plays a major role in their social development.
- They believe that one must be sensitive about infringing on the right of others and always avoid violating rules made by their peers.
- They respect ideas and values of others, but rely on their own intellect and values in making personal decisions.

In this phase learners should be provided with opportunities to acquire, develop and apply a range of more advanced knowledge, understanding and skills. Breadth, depth, access and entitlement are particularly important to ensure that learners are given a sound basis from which to take advantage of choices at the FET phase. Learners should know enough about the nature of the options to ensure their decisions about future choices are informed ones. Learners in this phase are becoming more independent and clearer about own interests.

The phase suggests that the essence of the curriculum at the Senior Phase is transitional, to inform choice and to enable independence on the part of the learner. The Senior Phase is there to bridge the gap between consolidation and extension at the Intermediate Phase and choice at the Further Education and Training (FET) Phase.

Changes during adolescence

Many changes occur in learners from the age of 12 to the age of 15 years. This is the last stage of childhood (adolescence) before they reach adulthood. They mature physically, sexually, cognitively and socially in an independent manner.

Learners further develop abstract thought. They concentrate on thinking in abstract terms and hypothesise and use lateral reasoning. At this level sophistication of thought processes really begins and

with appropriate support, the learner can analyse events and have some understanding of probability, correlations, combinations, prepositional reasoning and other higher-level cognitive skills.

The learner at this age also has the ability to perform controlled experimentation, keeping all but one factor constant. He/She has the ability to hypothesise variables before experimentation to reverse direction between reality and possibility. They can also use inter-propositional operations, combining propositions by conjunction, disjunction, negation and implication.

It is important during this phase to get them focused on critical and creative thinking skills, attitude development and the understanding of their role in society.

The learners also become aware of new aspects about themselves which have an influence on the development of the concept of self. The adolescent is continually anticipating the reactions of others to their appearance and behaviour. Peer influence plays a major role in their social development. The development of a positive self regard (self worth) is paramount during this stage.

Moral development is inextricably intertwined with the cognitive and social development. Their capability for abstract thinking influences moral judgement and decisions. They still concentrate on social responsibilities, but are moving towards independent morality.

They also believe that one must be sensitive about infringing on the rights of others (peers), but rely heavily on their own intellect and values in making personal decisions.

In this phase learners are increasingly able to apply abstract reasoning. They are able to engage in discussion and debate and are willing to accept multiple solutions to single problems. School learning needs increasingly to be seen to be relevant in the world and learners meaningfully prepared to play responsible roles as citizens in a democratic society.

4.2   ILLUSTRATIONS OF LEARNING PROGRAMMES

The Learning Programme for Social Sciences

Social Sciences consist of two distinct fields: History and Geography, both of which are of equal importance within the Learning Area. The fact that History and Geography are in this order does not mean that one is more important than the other.

Social Sciences aims to contribute to the development of informed, critical and responsible citizens who are able to play constructive roles in a culturally diverse and changing society. It also aims to equip learners to contribute to the development of a just and democratic South African society. To this end, Social Sciences should make a crucial contribution to understanding and transforming society and the environment. It is important that young people understand that they are able to make choices for positive change.

The Learning Outcomes are the same for all phases.

LO	History	Geography
1 **Enquiry Skills**	The learner will be able to use enquiry skills to investigate the past and present	The learner will be able to use enquiry skills to investigate geographical and environmental concepts and processes
2 **Knowledge and Understanding**	The learner will be able to demonstrate historical knowledge and understanding	The learner will be able to demonstrate geographical and environmental knowledge and understanding
3 **Interpretation and Exploration of Issues**	The learner will be able to interpret aspects of history	The learner will be able to make informed decisions about social and environmental issues and problems

The Assessment Standards show progression in the development of concepts, knowledge, skills and processes from grade to grade through the phases. They describe the expected level of performance and range of performance for each of the Learning Outcomes for each grade. The performance of learners in the Learning Outcomes is measured against whether or not the learner is able to give evidence of being able to do what is asked in the Assessment Standards. Each phase builds on the knowledge, understanding and skills developed in the previous phase.

In the **senior phase** the focus is on human evolution, early trading systems, moving frontiers, systems of democracy, the French Revolution, industrialisation, population growth and change, British control and resistance to it, colonialism, technologies of the 20th century (world war I), transportation, Human rights issues and world war II, Apartheid in South Africa, patterns of social inequalities in South Africa, social and environmental conflicts in South Africa, the nuclear age and Cold War, natural hazards, natural resources, map-work, settlements, approaches to development, sustainable use of resources.

The aim throughout the GET band is to involve learners in 'doing' History and Geography. 'Doing History' and 'doing Geography' in the classroom is a collaborative enquiry process involving both teachers and learners working with the 'raw materials' of History and Geography. The interactive approach encourages the critical thinking, which is a crucial life skill in a democratic world.

This Learning Area emphasizes the construction of knowledge by encouraging learners to ask questions and to find answers about society and the environment in which they live supporting the principle of social justice. The enquiry approach provides an approach to questioning, investigating and finding answers — or at least to reach decisions based on sources of information and ways of making judgments. In addition, the outcomes and assessment standards in Social Sciences transform the way history and geography will be taught.

4.3 ILLUSTRATIONS OF WORK SCHEDULES

Grade 7

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	**Human Evolution**							
	Early hominid discoveries in South Africa and East Africa **(H)** LO1: AS1-4; LO2:AS3; LO3: AS1, 3(a) and (b)			Becoming human in Southern Africa **(H)** LO1: AS1-4		Rock Art as an expression of hunter-gatherer society and worldview. **(H)** LO1: AS1-4		
Geography	Natural Hazards (e.g. drought, floods, earthquake volcanoes and tropical cyclones							
	Simple explanations of how they occur; **(G)** LO2: AS1-3							
	Physical processes **(G)** LO2: AS1			climate change **(G)** LO2: AS1			poor environmental management; **(G)** LO2: AS1	
	Mapwork: extracting information from maps and photos: Locating where the hazards occurred on maps. **(G)** LO1: AS2(a), 2(b), 2(c) and 4							

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	A broad overview of early trading systems							
	Indian Ocean and East Africa Arab trade. Swahili coastal communities **(H)** LO1: AS1-4; LO2: AS3; LO3: AS1, 3(a) and (b)				Links with Great Zimbabwe – ninth to sixteenth century **(H)** LO1: AS1-4; LO2: AS3; LO3: AS1, 3(a) and (b)			
Geography	Natural Hazards: **(G)**LO2:AS1-3							
	Distinguish between disasters and hazards **(G)**LO2: AS1/3		Impact of hazards on people lives **(G)**LO2: AS1-3		Why are some people more at risk than others **(G)**LO2: AS1-3		Who is at risk. Management of risk and risk reduction **(G)**LO2: AS3	
	Mapwork: extracting information from maps and photos: Locating where the hazards occurred on maps. Measuring distances on maps atlases and globes and converting to reality. **(G)** LO1: AS2(a), 2(b), 2(c) and 4							

	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
History	A broad overview of early trading systems							
	West Africa and trans – Saharan trade: **(H)** LO1: AS1-4; LO2: AS3; LO3: AS1,3(a) and (b)			Centres of learning, historical reporting, Ninth to sixteenth centuries **(H)** LO2: AS3; LO3: AS 3(b)		Africa and the Atlantic Slave trade. **(H)** LO1: AS1-4; LO2: AS3; Lo3: AS1,3(a) and (b)		
	Gold Salt	Slaves Ancient Trade routes						
Geography	Population Growth and Change							
	Factors affecting population growth and change.							
	Age and Gender structures. **(G)** LO2: AS3		Life expectancy, fertility **(G)** LO2: AS3		Ageing populations Mortality **(G)** LO2: AS3		Population movement, immigration, emigration **(G)** LO2: AS3	
	Mapwork: extracting information from maps and photos: Locating where the hazards occurred on maps. Measuring distances on maps atlases and globes and converting to reality **(G)** LO1: AS2(a), 2(b), 2(c),3 and 4							

	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
History	A broad overview of early trading systems			Moving frontiers				
	European trading system in Middle Ages **(H)** LO2: AS 1/2	Dutch Settlement, the Indian Ocean slave trade and slavery at the Cape **(H)** LO1: AS1-4		Contact, conflict and dispossession on Cape Eastern and Northern Frontiers **(H)** LO1: AS1-4			Contact, conflict and dispossession: Frontiers in America 19th century. Systems of democracy American revolution **(H)** LO1: AS1-4	
Geo-graphy	Processes affecting population growth and change.							
	Disease / poverty Focus on the impact of HIV/AIDS **(G)** LO3: AS 1-3	Attitude to birth and death **(G)** LO3: AS 2(a)(b)	Rural - Urban Migra-tion **(G)** LO3: AS3	Conflict and war Genocide forced migrations **(G)** LO3: AS2(b)		Cause an effect relationship on different scales **(G)** LO1: AS2(b)		
						SA compared to Africa. Africa compared to World. **(G)** LO1: AS 1-4		
	Map work: extracting information from maps and photos: Locating where the hazards occurred on maps. Measuring distances on maps atlases and globes and converting to reality Comparing orthophotos with reality where possible. **(G)** LO1: AS2(a), 2(b), 2(c), 3 and 4							

Senior Phase Work Schedule Grade 8

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	Changing worlds							
	French Revolution	The Industrial revolution, changing technology, agriculture and trade, exploitation, new world of work, Trade unionism, the growth of urban areas, social problems and political rights.**(H)**LO2: AS 1-3						
Geo-graphy	Settlement	Settlement patterns			Factors affecting Settlement patterns			
	Functions of cities **(G)** LO2: AS1/2	Internal structures of settlements. Location patterns in SA and else where **(G)** LO2: AS1/3			Physical, environmental social, political and economic. **(G)** LO2: AS2			
	Mapwork: extracting information from maps and orthophotos. Settlement information Identifying features on maps and orthophotos. Settlement features Comparing distances on maps and orthophotos. Between settlements **(G)** LO1: AS1-4							
	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	Changing worlds							
	Industrialisation in South Africa: gold mines, diamond mines, changing work conditions, land issues (1913 land act), urbanisation. **(H)**LO2: AS 1-3					Sugar and labour in Natal and early trade union movements. **(H)**LO2: AS 3		
Geo-graphy	Transportation							
	Effect on trade and response to demand for trade **(G)** LO3: AS3(a)(b)		Role in providing access to opportunities **(G)** LO3: AS2		Effect on shape and structure of settlement **(G)** LO2: AS1/2		Transport between settlements **(G)** LO2: AS3	
	Mapwork: extracting information from maps and orthophotos. Information on transport Identifying features on maps and orthophotos. Features relating to transport Comparing distances on maps and orthophotos. Transport routes i.e. road and rail. **(G)** LO1: AS1-4							

	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
History	Resisting British control. **(H)**LO1: AS1-4				Colonialism in the 19th and 20th Centuries and Exploitation of resources.			
	Wars Zulu/ British **(H)** LO2: AS1/2	Wars Pedi/ British **(H)** LO2: AS1/2	South African War **(H)** LO1: AS1-4 **(H)** LO2: AS1/2		Industrial revolution and colonial expansion **(H)** LO2: AS1/2/3		African societies responding to colonialism. **(H)** LO2: AS1/2/3	
Geo- graphy	Patterns of social inequalities in South Africa Comparison with other developing and developed parts of the world							
	Status of women **(G)** LO1: AS1-4		Exploitation of labour including child labour **(G)** LO2 : AS1-3		Access to education and training, housing and other services and resources – who gets what. **(G)** LO2: AS2			
	Mapwork: Extracting information from maps and orthophotos. Identifying features on maps and orthophotos. Comparing distances on maps and orthophotos. **(G)** LO1:AS1-4							

	Week 24	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
History	Changing ideas and technologies							
	Industrialisa- tion and growing nationalism in Europe **(H)** LO2: AS1 and 3	Conflict over colonies and the outbreak of World War One **(H)** LO2: AS1, 2, 3		Trench war-fare **(H)** LO2: AS1 and 3	Changing roles Women in World War One **(H)** LO3: AS1-3		Impact of World War One on South Africa. **(H)** LO2: AS1 and 3	
Geo- graphy	Natural resources (i.e. types of marine life, wild life, water, forests and soil in SA and worldwide).							
	How they are being used **(G)** LO3: AS 1	Conservation and protection of resources. Why conservation is necessary Threats to conservation **(G)** LO3: AS 1/3(b)				New opportunities to conserve resources (i.e. community development, eco-tourism, ways to share resources in a Sustainable manner **(G)** LO3: AS 1/3(a)(b)		
	Mapwork: Extracting information from maps and orthophotos. About natural resources Identifying features on maps and orthophotos. Features associated with natural resources Comparing distances on maps and orthophotos. Between different areas of natural resources **(G)** LO1: AS1-4							

Senior Phase Work Schedule Grade 9

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	Human rights issues during and after World War Two					End of World War Two Struggle for human rights		
	Nazi Germany The Aryan identity Definition of identity How and why the holocaust happened Choices people had in Nazi German **(H)** LO2:AS1, 2(a)(b)					UN declaration of human rights **(H)** LO2:AS2(a)(b)	United States Civil rights movement **(H)** LO2:AS2 (a)(b)	Human rights and anti-colonial struggles in Africa. **(H)** LO2:AS2 (a)(b)
Geography	Development Issues Approaches to development and applicability to SA and elsewhere						The role of science and technology	
	Concepts of developing and developed sustainable development and sustainability. **(G)** LO2:AS3						Effect on development **(G)** LO2:AS2	
	Mapwork: Extracting, analysing and comparing information from maps, atlases, satellite images and aerial photographs. **(G)** LO1: AS2(b)(c)							

	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15	Week 16
History	Apartheid in South Africa. (H) LO2: AS2(a)(b); LO3: AS 1(a)(b)/2							
	Impact of World War Two **(H)**LO2: AS1/3	What was Apartheid and how it affect people lives **(H)**LO2:AS 1/3	Repression and resistance to apartheid in the 1950's **(H)**LO2: AS1/3	Repression and armed struggle in the 1960's **(H)**LO2: AS1/3	The home-lands **(H)** LO1: AS1-4		Growth of mass demo-cratic move-ments in 1970's &80"s **(H)**LO2: AS 1-3	SA in the 1990's leading up to First democratic elections and constitution **(H)**LO2: AS1-3
Geography	The role of science and technology						Sustainable use of resources	
	The Green revolution **(G)** LO2: AS2/3		Modification of crops **(G)** LO2: AS2/3		Use of appropriate technology **(G)** LO2: AS2/3		Principles of Agenda 21 **(G)** LO2: AS2/3	
	Mapwork: Extracting, analysing and comparing information from maps, atlases satellite images and aerial photographs **(G)** LO1: 1-4							

	Week 17	Week 18	Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
History	The Nuclear Age and the Cold War							
	The changing nature of war: Hiroshima and Nagasaki Issues of EHL			Ideologies: Communism and Capitalism		The Super Powers: Arms race, conflict over territory, Space Race. Collapse of communism and apartheid		
Geography	Sustainable use of resources and Environmental problems							
	Dependence of all people on natural resources for livelihoods and survival			The need for everybody to participate in management of resources. The need for all our actions to ensure future sustainability. The need for everyone to be actively involved in addressing environmental problems.				
	Mapwork: Extracting, analysing and comparing information from maps, atlases satellite images and aerial photographs. Correlating information with observations in the field.							

	Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32
History	Issues of our time							
	Crime against humanity, apartheid and the TRC vs Holocaust and Nuremberg Trials			Xenophobia and genocide i.e. Rwanda and the Balkans		The effects of globalisation on Africa	New vision for Africa: Africa's economic recovery	
Geography	Social and Environmental Conflicts in South Africa Making use of relevant case studies wherever possible.							
	Comparisons with other countries in Africa and elsewhere.			The role of power, control and discrimination (including racism and xenophobia in shaping access to and use of resources such as land, food, water, housing and jobs.				
	Mapwork: Extracting, analysing and comparing information from maps, atlases satellite images and aerial photographs. Correlating information with observations in the field							

4.4   ILLUSTRATIONS OF LESSON PLANS

LESSON PLAN

Learning Area: Social Sciences — History   **Grade:** 7

Duration: ……………

Core knowledge/Focus:
Africa and Atlantic share trade (sixteenth to nineteenth centuries)

Key questions:
1.   What is a slave?
2.   How did owners control slaves at the Cape?
3.   What was the response of slaves to the forms of control?

LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
☐ identify and select a variety of historical and archaeological sources relevant to an enquiry.	☐ develop timelines and create diagrams to illustrate periods and events in the past. (chronology and time)	☒ understand how and why some events in the past have been interpreted differently.
☒ compile and organise information from a number of sources to obtain evidence about aspects of the past.	☒ describe and make links between reasons for and results of key events and changes. (cause and effect)	☐ recognise that accounts written some time after the event may differ from contemporary accounts. (source interpretation)
☒ interpret and find information from simple graphical and statistical sources (e.g. graphs, population figures, census returns, tables).	☐ explain why certain aspects of society in different contexts have or have not changed over time. (change and continuity)	☐ recognise that different value systems and traditions may influence the way we interpret events in the past. (influences on interpretation)
☒ use the information from the sources to present well thought out answers to questions.		☐ describe how archaeologists work with material remains of the past and make deductions from selected material remains of the past.
☒ communicate knowledge and understanding by formulating arguments based on evidence from the sources either in a debate, by producing longer pieces of historical writing, through artwork, graphics and drama. Use IT where available and appropriate.		☐ explain the ways in which people remember events in the past.

Possible links with Geography
Learners could discuss the climate and farming in the Western Cape and discuss why most of the slaves were in Cape Town and the wine producing areas rather than in the interior cattle farming regions.

Possible links with other Learning Areas
Life Orientation and Human Rights - slavery as an abuse of human rights. What about today? Is there still have slavery?

Key question/s	Learning activities
1 2 3	**Sources: picture, advertisement, documents, map, court records.** ● Paired work. Picture and auction advert. Negotiate a definition of slave based on evidence in sources. ● Paired work. Two more sources. Teacher-led class discussion on forms of control; then pairs draw up a table with evidence from 4 sources. ● Class discussion. 3 more sources. General discussion of slave responses and nature of resistance. ● Individual Work. Cause and effect writing frame. Compile information from sources on control (cause) and response of slaves (effect)

Assessment activity/ies	Brief explanation
☒ Written work ☐ Presentations ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☐ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	Learners to use the evidence they have collected from the sources to write a response to a South African historian who said that slavery at the Cape was a mild form of slavery. Use a writing frame first to organise the information. **The historian said that slavery at the Cape was a mild form of slavery.** I agree/disagree. The information from the sources shows… The slaves themselves resisted slavery by… My own opinion about slavery at the Cape is… I think the historian said slavery was mild because…

Assessment
(Derived from the Assessment Standards)

Assessment Standards: LO 1 Compile and organise information; communicate knowledge and understanding by formulating arguments based on evidence from the sources.

Rubrics and levels:
Compile and organise information   The learner:
(1) was unable to sort and organise the information (2) tried to organise the information, but some mistakes (3) extracted most of the information from the sources and organised it effectively (4) selected and organised all of the relevant information from the sources

Formulated argument based on evidence   The learner:
(1) attempted to formulate an argument with guidance (2) attempted to formulate an argument but did not link it to the Evidence (3) formulated an argument but did not always link it to the evidence (4) formulated an argument and consistently used the evidence from the sources to support the argument.

Data collection methods Assessor/s	Evaluator/s	Feedback/Reporting to
☐ Observation ☐ Listening ☒ Reading ☐ Interpreting ☐ Reviewing ☐ Questioning ☐ Conferencing ☐ Interviewing ☐ Listener's written observations	☒ Teacher ☐ Self ☐ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel	☒ Learners ☐ Parents ☐ Others

LESSON PLAN

Learning Area: Social Sciences — Geography	**Grade:** 7

Duration: 4 lessons

Core knowledge/Context:	Refugees

Key questions
- What is a refugee?
- What does it mean to migrate, emigrate and immigrate? What is the difference between these concepts?
- What is an asylum?
- Is the movement of refugees only in Africa?
- What are the causes of refugee movements? Consider push and pull factors.
- What are the consequences of refugee movements?
- Where do refugee seek asylum?
- What can be done to reduce this problem?

Outcomes

LO	Assessment Standards
LO 1 Enquiry Skills	2. Identify a variety of geographical and environmental sources relevant to an enquiry. 3a. Organise and interpret information relevant to the enquiry from simple graphs, maps, and statistical sources. 3b. Measure distances on globes, at lases and maps using line scales. 3c. Use local maps and/or orthophoto maps to locate and investigate the issue and its context (compare with field observations). 4. Use information to suggest answers, propose alternatives and possible solutions. 5. Report on the enquiry using evidence from sources including maps, diagrams and graphics. Where possible use computers in the presentation.
LO 3 Making decisions about issues	2a. Identify the factors that contribute to population growth and change. 2b. Identify processes that affect population growth and change in various places (Factors affecting issue). 3. Suggest ways of responding to issues associated with population growth and change in a particular context.

Integration

Between History and Geography
Investigate causes and effects of the movement of refugees.

With other learning areas
Life Orientation.

Resources
- Textbooks (if relevant).
- Atlases (School Atlases and Atlas of the Environment).
- Relevant websites, i.e. United Nations Development
- Programme.
- Encyclopedias.
- Newspaper reports.
- Site visits.

Learning activities
- Find statistics of refugees for select countries. Use this data to make comparisons.
- Explain the causes, consequences and suffering of refugees. (Do this in groups to report back)
- Draw maps to show affected areas worldwide.
- Read poems, stories and other accounts of children who become refugees.
- Analyse possible solutions and suggest appropriate solutions for your area.

Assessment activities
● Report back from groups.
● Graphic presentation of data displayed on maps.
● Calculate distances on maps to establish distances that refugees may have travelled.
● Written work on possible solutions.
● Plan of action, i.e. invite a refugee to speak about how life has changed.

Assessments
● Data gathering.
● Graphic presentation:- neatness, correct information, headings, layout, incorporation of pictures and tables.
● Oral work (reading aloud).
● Writing ability.

Feedback
Learners…
Others
Own evaluation

Reflection on teaching and learning
● Did the theme encourage learners to have greater empathy for children similar to themselves who have lost their homes and homelands?
● Did the activities encourage greater open-mindedness and respect for others?
● Did the learners recognise that refugee crisis is a world wide one?
● Did the activities strengthen the learners' map reading and interpretation skills?
● Did the learners become more aware of other regions of the world where population movements frequently occur?
● Did the learners gain new insights into why people are forced to move because of the circumstances in their home country?
● Did the learners have fun?

LESSON PLAN

Learning Area: Social Sciences — History   **Grade:** 9

Duration:...........................

Core knowledge/Context: Repression and the growth of the mass democratic movement in the 1970s and 1980s: Black Consciousness Movement and Steve Biko

Key questions:
- Why did the apartheid government react in the way it did to the Black Consciousness Movement and Steve Biko?
- What were the contradictions and gaps in the reports about Steve Biko's death?
- What is the learner's interpretation of what happened to Steve Biko based on the sources?

LO 1: The learner is able to use enquiry skills to investigate the past and the present.	LO 2: The learner is able to demonstrate historical knowledge and understanding.	LO 3: The learner is able to interpret aspects of history.
We know this when the learner is able to: ☑ investigate a topic by asking key questions and identify a variety of relevant sources to explore this topic. ☑ ask significant questions to evaluate the sources, i.e. to identify bias and stereotypes, omissions and gaps. ☑ analyse the information in the sources. ☑ present an independent line of argument in answering questions posed and justify, using evidence, the conclusions reached. ☑ communicate knowledge and understanding by constructing his/her own interpretation and argument based on the historical sources. This should include extended writing, artwork, graphics and drama. Use IT where available and appropriate.	We know this when the learner is able to: ☐ place events, people and changes in the periods of history studied within a chronological framework. (chronology and time) ☑ identify categories of causes and effects such as immediate and long-term, direct and indirect. (cause and effect) ☑ explain and analyse the reasons for and results of events in history. (cause and effect) ☐ recognise that change and development does not always mean progress. (change and continuity)	We know this when the learner is able to: ☐ understand the contested nature of content and that historians construct histories when writing about events from the past. ☑ construct an interpretation based on sources, giving reasons for his/her interpretation. (source interpretation) ☐ identify issues which influence the way history is written. (influences on interpretation) ☐ explain the ways in which symbols are used to remember events and people from the past and how oral histories can contribute to our understanding of the symbols. (representation)

Possible links with Geography

Possible links with other Learning Areas
Languages

Key questions	Learning activities
	Resources: Sources on the Black Consciousness Movement and the death of Steve Biko. Koki pens, newsprint, table to use for analysis of contradictions and gaps.
1	Work in groups of 3. Using sources ask learners to use the evidence to discuss the ideas of the BCM and to suggest reasons for the apartheid government's response to the BCM. Discuss and draw up a list on newsprint - left, ideas; right, reasons for government response.
2	Use sources on Biko's death in detention and table with headings Agree/Contradictions/Omissions. Learners discuss the information in groups, and then individually sort information from the sources under those headings and fill in the table.

Assessment activity/ies	Brief explanation
☑ Written work ☐ Presentations ☐ Role-play ☐ Drama ☐ Journals ☐ Logs ☐ Graphic representations ☐ Tests ☐ Essays ☐ Debates ☐ Interviews ☐ Field work/site visits	Individual written work after the group discussion. Learners write individual reports about the contradictions and gaps in the sources about Steve Biko's death, and give their own interpretation of what happened based on the evidence in the sources. These will be presented to the rest of the class the next day after the task has been set and learners will be required to justify their interpretation if queried by the class.

Assessment
(Derived from the Assessment Standards)

Evaluates the sources to identify contradictions, omissions and gaps.
Constructs an interpretation based on sources, giving reasons for his/her interpretation.

Data collection methods Assessor/s	Evaluator/s	Feedback/Reporting to
☐ Observation ☐ Listening ☑ Reading ☐ Interpreting ☐ Reviewing ☐ Questioning ☐ Conferencing ☐ Interviewing ☐ Listener's written observations	☑ Teacher ☐ Self ☐ Peer ☐ Another teacher ☐ Outside expert ☐ Class panel	☑ Learners ☑ Parents ☐ Others

Assessment Example 1: History, Senior Phase

Learning Outcome 3   **Grade:** 9

Levels	Assessment Standard 1	Assessment Standard 2	Assessment Standard 3
1 **Attempted but not able at all**	Is not clear about historical interpretation; needs more support.	Needs more support to understand the concept of identity.	Is able to recognise symbols of the past but needs more support in understanding how these symbols are used.
2 **Able to at a basic level, but needs support**	Is able to identify and give reasons for the different ways that the past is represented and interpreted, explain why history is not objective or neutral and that content is contested, but does not have the confidence to construct his/her own interpretation of the past without support.	Is able to recognise that our sense of identity may influence the way we interpret events in the past and with support is able to begin to identify broader issues which influence the way history is written.	Is able to explain what symbols of the past are, but is not always clear about how these symbols are used to remember events and people from the past.
3 **Has met the criteria at this level**	Is able to understand the contested nature of content and that historians construct histories when writing about events from the past, and is able to construct his/her own interpretation based on sources, giving reasons for the interpretation.	Is able to identify issues which influence the way history is written.	Is able to explain the ways in which symbols are used to remember events and people from the past and how oral histories can contribute to our understanding of the symbols.
4 **Performs beyond the expected level**	Is consistently able to provide his/her independent interpretation of the past based on the available sources, and to justify his/her interpretation with evidence.	Is consistently able to identify and discuss issues, which influence the way history is written when constructing his/her own interpretation of the past.	Is able to critically evaluate the use of symbols to remember events and people from the past.

Example 2: Geography, Senior Phase

Learning Outcome 3   **Grade:** 9

Levels	Assessment Standard 1	Assessment Standard 2	Assessment Standard 3
1 **Attempted but not yet able**	Is unable to offer any reasoned explanations.	Is unable to identify ways in which science and technology contribute to development.	Is unable to describe the theories and ideas that are associated with sustainable development or to apply these to people, places and environments.
2 **Able to do at a basic level, but needs support**	Is able to identify and give some reasons for different ways to in which approach development can be approached, but does not have the confidence to construct his/her own interpretation of without support.	Is able to recognize how science and/technology could contribute to development, and, with support, is able to begin to identify some of the development issues that are positive or negative.	Is able to describe some ideas about sustainable development, but is not always clear about how the theory can be applied to people, places and environments.
3 **Has met the criteria at this level**	Is able to provide a reasoned explanation of some approaches to development.	Is able to identify ways in which science and technology have contributed negatively and positively to development.	Is able to explain how sustainable development could impact positively on people, places and environments.
4 **Performs beyond the expected level**	Is consistently able to provide his/her independent interpretation of approaches to development and justify his/her interpretation.	Is able to identify and discuss critically how science and technology contributes to development.	Is able to critically evaluate how sustainable development could impact positively on people, places and environments.

Example 3: Learning Outcome 2 — Assessment of Continuity and Change

This table would be given to each learner together with the instructions for the task.

Grade: 8

1	Identifies some factors that have or have not changed over time.
2	Distinguishes between important and less important factors that have or have not changed over time.
3	Makes links between factors that have and have not changed over time and makes reasoned distinctions between major and minor factors.
4	Makes links between factors that have and have not changed over time and explains the changes in a wider historical and environmental context.

Possible Rubrics

Example 1

In using this table, a level is allocated to each of the criteria separately.

Criteria	Level 1	Level 2	Level 3	Level 4
Evaluates the sources to identify contradictions and omissions.	Is unable to identify contradictions and omissions and in the sources.	Has made an attempt to identify contradictions and omissions.	Has noted all the contradictions and omissions in the sources.	Has noted all the contradictions and omissions in the sources, and commented on the authorship of the sources as a reason for the contradictions.
Constructs an interpretation based on sources, giving reasons for his/her interpretation	Is unable to construct an interpretation.	As attempted an answer but there is little evidence on an independent interpretation.	Has given an independent interpretation of the events and has attempted to give reasons for his/her interpretation.	Has given an independent interpretation of the events, backed up with evidence from the sources. Has given reasons why he/she has given that particular interpretation. Argument is well structured.

Example 2

A rubric can be used if you want to give a combined level for the criteria set. The levels are set out horizontally and vertically. The learner is allocated a level for both and where the two meet across the grid, a combined level can be allocated. For example, if a learner performs at level 3 for noting contradictions/omissions and level 2 for interpretation, the combined level would be 2. If level 4 is allocated for contradictions and omissions and level 3 for interpretation, the combined level would be 3, or even 4 depending on how well written or presented the work is.

Contradictions/Omissions **Interpretation**	**Level 4** Has noted all the contradictions in the sources. Has identified omissions. Has commented on the authorship of the sources.	**Level 3** Has noted the contradictions in the sources. Has made an attempt to identify omissions in the evidence.	**Level 2** Has made an attempt to identify contradictions and omissions in the sources.	**Level 1** Has attempted an answer with support.
Level 4 Has given an independent interpretation backed up with evidence from the sources. Gives reasons for his/her interpretation. Argument is well structured.	4	4/3		
Level 3 Has given an independent interpretation of the events, but has not given reasons for the interpretation.	4/3	3	2	
Level 2 Has attempted an answer but there is little evidence on an independent interpretation.		2	2	2/1

Intermediate Phase

Learning Outcome 3   **Grade:** 6

Levels	Assessment Standard 1	Assessment Standard 2	Assessment Standard 3
1 **Attempted but not able**	Not able to recognise more than one version of the past; needs more support.	Is able to use common words and phrases relating to the passing of time, such as, old, new, before, after, months, years. (chronology and time), give reasons for and explain the results of actions of people in the past in a given context (cause and effect), is able to identify similarity and difference but not clear about the concepts of continuity and change.	Not able to identify and select items; needs more support.
2 **Able to do at a basic level, but needs support**	Recognises that there can be two versions of an historical event, but finds it difficult to compare the versions. Is not clear about the difference between opinion and facts and information.	Is able to use dates and terms such as decade, century, relating to the passing of time and arrange them in order (chronology and time), give reasons for and explain the results of events that have changed the ways that people live in a given context (cause and effect), and is beginning to understand the concepts of change and continuity.	Is able to identify and select items representing an aspect of the past, but needs support in suggesting how the item might contribute to a class display, a school museum or community archive.
3 **Has met the criteria at this level**	Is able to compare two versions of an historical event using visual or written sources and is able to distinguish opinions from facts and information in the sources.	Is able to place events, people and changes on a timeline which includes terms such as 'BC', 'AD', 'CE', 'BCE'. (chronology and time), give reasons for and explain the results of key events and changes in more than one context (cause and effect), and give reasons for and explain the results of key events and changes in more than one context. (change and continuity)	Is able to identify and select items that represent an aspect of the past being studied, to contribute to a class display, school museum or community archive.

Senior Phase

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Levels	Assessment Standard 1	Assessment Standard 2	Assessment Standard 3
4 **Performs beyond the expected level**	Is able to compare two versions of an event, recognising how and why the event has been interpreted differently. Is able to distinguish opinions from facts and information in the sources and give reasons for the opinions in the source.	Is able to do the above as well as develop timelines and create diagrams to illustrate periods and events in the past (chronology and time), describe and make links between reasons for and results of key events and changes (cause and effect) and explain why certain aspects of society in different contexts have or have not changed over time. (change and continuity)	Is able to identify and select items representing an aspect of the past and is able to suggest how an archaeologist might use the object to try to understand about aspects of the past.

SECTION 5
LEARNING AND TEACHING SUPPORT MATERIALS (LTSMs)

There are two sets of resources that will be valuable in a Social Sciences classroom. A basic set of resources, which will be part of the school equipment, and the personal resources a teacher collects over time.

Basic resources:
- Textbooks
- Atlas
- Globe
- Maps (geographical and historical)
- Synoptic charts
- Models
- Reference books
- Posters
- Cupboards which can lock
- Videos

Teacher resources could include:
- A variety of source material including newspaper and magazine articles, cartoons, pictures, posters
- Graphic data, tables, graphs
- A variety of assessment tools
- Examples of different approaches to activities
- Reference books
- Relevant NGEO, museum, archaeological sites contact details (of those in the area)
- Contact names and numbers of Learning Area committees in the area
- Other contact details of, i.e., the South African Weather Services, etc.

Useful resources and contacts for teaching Social Sciences i.e. websites, encyclopaedias, newspapers, journals, Time Magazine, Drum Magazine, Sowetan, etc, Apartheid Museum, UWC Robben Island Museum, Mayibuye Centre, Robben Island Museum, Holocaust Centre, etc, etc.