

Introduction

Study & Master Social Sciences closely follows the National Curriculum and Assessment Policy (CAPS) for Social Sciences. All the necessary content is covered and assessed in this Teacher’s Guide and the Learner’s Book, and there are also lots of extra ideas and resources to make Social Sciences come alive in the classroom.

Social Sciences consists of Geography and History, which are taught separately, but given the same amount of teaching time each term. Both should be taught and assessed as separate subjects during every term of the school year. Although Geography and History are taught separately, the curriculum is designed so that you can make links between the two in terms of content, skills and concepts.

Social Sciences									
Who?	Where?	What?	Why?	When?	How?	Should?	Could?	Is/Are?	(If?)
History					Geography				

The Social Sciences curriculum

- The general aims of the Social Sciences curriculum are to:
- Encourage learners to ask questions: Who? What? Where? When? Why? How? Should? Could? Is/Are? (and If? in Senior Phase).
 - Provide opportunities for learners to look at their own worlds in new ways.
 - Create opportunities for learners to develop a critical perspective.
 - Introduce learners to a world beyond their everyday life and reality.
 - Provide access to knowledge that learners might not otherwise be able to access.
 - Develop expertise and confidence in learners as a result of in-depth learning (suggested time for each topic is stated).
 - Facilitate learning through different forms of text (oral, written and visual).
 - Train learners to speculate, to debate, to make connections, to select, to prioritise, and to tackle real issues and important issues.
 - Provide opportunities for learners to write regularly, with a clear progression in length and complexity through the grades (evidence of learner’s work should be kept in the learner’s notebook, folder or file).

Resources for teaching and learning Social Sciences

- Each learner should have:
- A quality textbook that is suitable for the grade, context and language level of the learner, for example *Study & Master Social Sciences*.
 - A notebook (for writing in), which should be covered with paper (and plastic, if possible), kept neat, and looked after – this is an important record of the learner’s work.

- Access to wall maps (World map, Africa map and South Africa map).
- Access to a globe.
- Access to a set of atlases and dictionaries.
- Access to books about the History and Geography topics.
- Access to visual material about the History and Geography topics.

In Social Sciences learners should read and write often, starting with sentences and paragraphs and building up to longer pieces of work. A lot of this writing work can be achieved by working through the activities provided in the Learner’s Book of *Study & Master Social Sciences*. Other reliable and relevant sources of information that enrich the curriculum should also be used – carefully selected and reviewed by the teacher.

Additional resources:

- Magazines and newspapers with articles relevant to the topics.
- Access to a TV/DVD and/or CD player to present appropriate visual and audiovisual material.
- Access to the Internet and appropriate educational websites.
- Map/s of the learner’s local area.

The MapPack Project will give free maps and additional information to schools.

Contact them at The MapPack Project, Private Bag X10, Mowbray 7700, Phone: 021 658 4300, Email: ngi@ruraldevelopment.gov.za.

Teaching and learning History

History is the study of change and development in a society over time. History is also a process of enquiry that involves asking questions about the past: what happened?, when?, why?, etc. The teaching of History should encourage learners to be interested in and enjoy the study of the past and how it was shaped. Learners should develop an understanding of historical concepts, including historical sources and evidence.

The specific aims and skills of History

The specific aims and skills – summarised in the table on the next page – are met through the teaching of content, skills and concepts. The table lists the specific aims, and examples of skills.

Specific aims of History	Examples of skills involved
Find a variety of kinds of information about the past	<i>Use and bring together different sources of information</i>
Select relevant information	<i>Decide about the importance and relevance of information to choose and use for different purposes and contexts</i>
Decide whether information can be trusted	<i>Investigate where information came from, whether it is accurate, and what point of view is represented in the information</i>
See something that happened in the past from more than one point of view	<i>Contrast information and compare points of view about the same person or event</i>
Explain why events in the past are often interpreted differently	<i>Recognise and understand how and why different sources and people come to different conclusions</i>
Debate about what happened in the past on the basis of the available evidence	<i>Debate and discuss own and others' points of view about aspects of history, based on evidence</i>
Write history in an organised way, with a logical line of argument	<i>Write history texts which have an introduction, which set out relevant information in a structured way, and which come to a conclusion</i>
Demonstrate understanding of the importance of heritage and conservation	<i>Explain how and why people and events are publicly remembered and commemorated</i>

The study of History should also support democratic citizenship through:

- Explaining and encouraging the values of the Constitution.
- Encouraging civic responsibility and responsible leadership.
- Promoting human rights and peace.
- Preparing young people for local, regional, national, continental and global responsibility.

Concepts in History

History is in sources and in evidence, and it is also in the way sources and evidence are interpreted. There are many ways of looking at the same thing in the past. It may involve:

- Different points of view of people in the past with different positions in society.
- Different ways in which historians write about people and sources.
- Different ways in which people today see the lives of people in the past.

This requires a **multi-perspective** approach.

Other important concepts in History that learners should understand are:

- **Cause and effect:** The reasons for events and the results of these events, and the way that humans behave in the events and as a result of those events.
- **Change and continuity:** Over a period of time it is possible to compare and contrast what has changed and what has remained the same.
- **Time and chronology:** History is studied and written in order – it is important to be able to place events in the order in which they happened in time; a timeline is useful to develop this concept.

Teaching and learning Geography

Geography is the study of the human and physical environment. Geography examines both physical (environmental) and human processes over space and time. Everything in Geography has a spatial aspect to it and happens in an environment that is always changing.

The specific aims and skills of Geography

The specific aims and skills – summarised in the table below – are met through the teaching of content, skills and concepts. The table lists the specific aims, and examples of skills.

Specific aims of Geography	Examples of skills involved
Develop curiosity about the world we live in	<i>Ask questions, identify issues, listen and discuss with interest; and collect and refer to different types of information</i>
Acquire a good general knowledge of places and the natural forces at work on Earth	<i>Read and use sources for information; and use information to describe, explain and answer questions about people and places</i>
Understand the interaction between society and the natural environment	<i>Consider, synthesise and organise information; make links between cause and effect; acknowledge and appreciate diverse lifestyles and world views</i>
Think independently and be able to support ideas with knowledge	<i>Use geographical knowledge to solve problems, to discuss and debate issues, to recognise bias, to develop own ideas, and to suggest solutions to problems</i>
Care about our planet and the well-being of all who live on it	<i>Engage in an informed and sensitive way with issues relating to the planet, its people and resources</i>
Understand and work with a range of sources – including maps, data and photographs	<i>Use and draw maps; identify and extract information from texts, atlases and other sources; work with data and statistics; cross-reference information</i>
Observe and engage with phenomena in the local environment	<i>Observe, interview and record; apply social skills; process, interpret and evaluate data</i>
Find out about places, people, events and issues using different sources (e.g. books, people, photographs, the Internet)	<i>Devise and frame questions; develop and apply research skills; analyse, process and present information</i>
Communicate ideas and information	<i>Speak in a clear and informed way; write in a structured and coherent way; draw maps and visual information; provide reasoned explanations</i>
Make informed decisions and take appropriate action	<i>Work co-operatively, and independently; plan and evaluate actions systematically and critically</i>

Map skills

The study of Geography requires learners to interpret and present different types of visual information, for example: maps, graphs, globes, photographs, aerial views and drawings. This visual literacy is an essential type of literacy for learners to practise and develop.

In the CAPS curriculum there is special focus for one term of each grade on aspects of using and making maps and other visual sources. These topics aim to achieve focused and systematic development of visual skills. However, learners should work with maps during the whole year and map use should be integrated into topics throughout each grade.

Concepts in Geography

The following are key concepts for learners to know and understand in Geography:

- **Space and spatial patterns and trends:** The location of people and places in the world.
- **Similarity and difference:** How environments and lifestyles compare and the reasons for similarities and differences.
- **Movement:** How and why people, goods, water, land and air move and change.
- **Planet Earth:** Land, air and water.
- **Human settlement:** Where people live and why.
- **Human activities:** What people do, how the environment affects them and how people affect the environment.
- **Interdependence:** The links between climate, vegetation, wildlife, resource distribution, and human settlement and activity.
- **Change:** The changing nature of people and places.

Overview of topics for Intermediate Phase Social Sciences

The following tables show an overview of all the topics for Geography and History Intermediate Phase, organised per term. These topics are then broken up into sub-topics for teaching – topics and sub-topics are organised into units in the *Study & Master Social Sciences* books.

Geography content overview

Term	Grade 4 topics	Grade 5 topics	Grade 6 topics
1	Places where people live (settlements)	Map skills (focus: Africa)	Map skills (focus: World)
2	Map skills	Physical features of South Africa	Trade (focus: South Africa and the world)
3	Food and farming in South Africa	Weather, climate and vegetation of South Africa	Climate and vegetation around the world
4	Water in South Africa	Minerals and mining in South Africa	Population: Why people live where they do (focus: South Africa and the world)

History content overview

Term	Grade 4 topics	Grade 5 topics	Grade 6 topics
1	Local history	Hunter-gatherers and herders in southern Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	Learning from leaders	The first farmers in southern Africa	Explorers from Europe find southern Africa
3	Transport through time	An ancient African society: Egypt	Democracy and citizenship in South Africa
4	Communication through time	A heritage trail through the provinces of South Africa	Medicine through time

Time allocation and weighting of topics

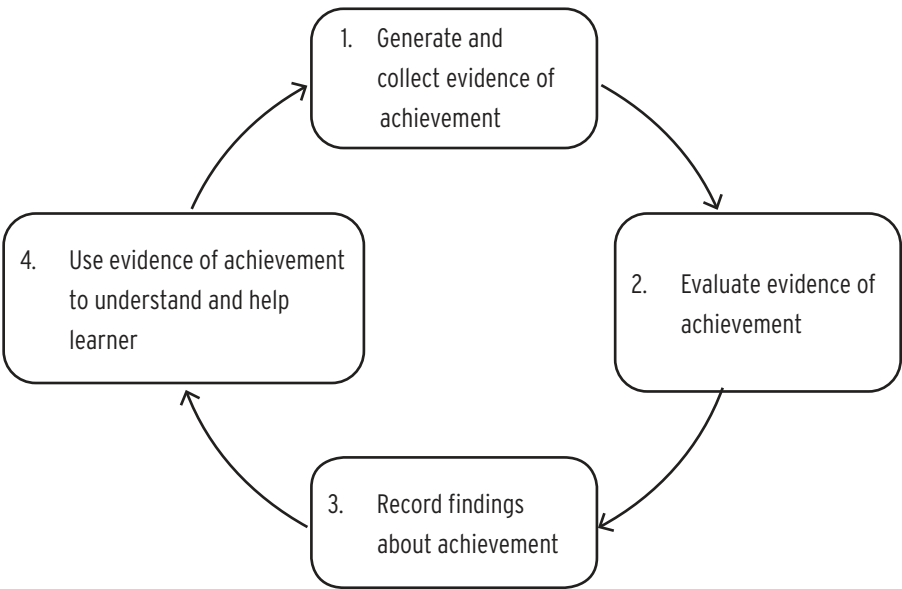
Both Geography and History should be taught and assessed in every term of the school year. The teaching time for Social Sciences in the Intermediate and Senior Phases is 3 hours per week (e.g. 1,5 hours for Geography and 1,5 hours for History). A term of 10 weeks should have 30 hours of contact time. The total time allocation for History is about 15 hours per 10-week term, and the same for Geography. In order to plan the total time available, suggested time allocation (and weighting) is given for each topic/unit.

Assessment in Social Sciences

Assessment is a planned and continuous process of identifying, gathering and interpreting information about the performance of learners. Teachers should use the information they gain from evidence of achievement to improve the process of learning and teaching. Assessment should be both informal (assessment *for* learning) and formal (assessment *of* learning). Giving feedback to learners must always be a part of any assessment process.

Steps in assessing

Assessment can be achieved in four main steps or stages.



In assessing knowledge, teachers will be assessing the learner’s ability to achieve the aims and demonstrate the skills outlined in the CAPS. Teachers will need to collect and evaluate evidence of a learner’s achievement, and to record the evidence, if appropriate to that type of assessment. The aims and skills for Geography and History must be applied in the content knowledge as well as in the activities, tasks, projects, tests and examinations.

Geography and History must be assessed separately, and learners must complete assessment tasks each term for Geography and for History. Assessment marks for each subject should also be shown separately in school reports: a score for Geography and a score for History. The scores should then be added together and divided by two to give an average score or mark for Social Sciences.

Types of assessment

Informal assessment

Informal assessment is the daily or lesson-by-lesson monitoring of learners’ progress. Learners can be informally assessed through:

- observation of learner
- discussion with learner
- demonstration with learner
- learner-teacher meetings
- informal classroom interaction.

Informal assessment should be used to provide feedback to the learners and to inform planning for teaching. Teachers don’t have to record informal assessment, but they can choose to record some or any of it. The results of informal assessment are not used for promotion and certification purposes, but it is nevertheless useful to have a record of learners’ progress throughout the year.

Formal assessment

Formal assessment tasks (FATs) are part of a formal programme of assessment for a particular grade and year. Formal assessment tasks are marked and the mark is recorded by the teacher for progression and certification purposes. Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. The CAPS Amendments document to the National Curriculum Statement (NCS) for the Intermediate Phase specifies a Programme of Assessment for Social Sciences.

In Grade 5 the programme of assessment is structured as follows.

Term	Subject	Assessment	Marks	Continuous/End-of-year
1	History	Test	30	Continuous Assessment 75%
	Geography	Test	30	
2	History	June exam	30	
	Geography	June exam	30	
3	History	Task	30	
	Geography	Project	30	
4	History	November exam	30	End-of-year Assessment 25%
	Geography	November exam	30	

As shown in the table above, learners are required to complete one project every year in Social Sciences as part of formal assessment. They do a project in either Geography or History in a given year. Projects should be started towards the beginning of a term, and learners must be given a reasonable due date to hand in the final work. Teachers should make sure they have enough time for assessing the projects, and the learners’ progress must be monitored regularly.

You will find the Geography project for Grade 5 on page 66 of the *Study & Master Social Sciences* Learner's Book and page 41 of this Teacher's Guide (Module 3, Unit 2: Observing and recording the weather). A rubric for assessing the project is in the Formal Assessment Programme section in the back of this Teacher's Guide.

In the Intermediate Phase the CAPS curriculum divides the projects between the two subjects as follows.

Grade	Term	Subject
4	1	History project
5	3	Geography project
6	3	History project

Planning assessment

Setting good assessment tasks can be very challenging and teachers are encouraged to use carefully selected textbooks as a guide, and to share good assessment tasks with other teachers.

The following steps were followed in the planning and design of assessment tasks for *Study & Master Social Sciences*.

- 1. Clarify the purpose of the assessment. (Why?)
- 2. Decide on the task or activity to be assessed. (Which?)
- 3. Decide on the content, concepts and skills to be assessed. (What?)
- 4. Select a format for learner presentation – how will the learner show evidence or demonstrate achievement? (How?)

Learners are required to write examinations in June and November in both Geography and History. You may wish to set this examination yourself, based on the needs of your learners, and the work you have covered through the year.

However, in the Formal Assessment Programme section of this Teacher's Guide, we have provided samples of all the prescribed tasks, including the two examinations for both disciplines of Social Sciences, as well as marking memoranda, for your convenience. There is also a useful record sheet for recording marks for the FAT component of assessment.

Assessing writing

Assessment usually involves writing – this means that learners should be taught writing skills in Social Sciences and should be helped to practise those skills. For writing longer texts, especially essays, learners need to be trained to:

- Select the information they want to include – only choose what is relevant.
- Arrange the information – put it together with other information and integrate it.
- Connect information – to make a logical order, or a developed argument.

As well as all types of written work, other ways of showing evidence of achievement should also be used for assessment, for example: oral work, discussion, debate, role plays, visual work, presentations and drama.

Plagiarism

Plagiarism (using some else's work *and pretending it is your own*) is a problem in many institutions of learning. Whether the plagiarism involves copying from a book, copying another learner's work, or cutting and pasting from the Internet, it is wrong – like 'stealing' someone else's work.

Learners must be trained to show in their work whenever they quote something from a source, and to give their references for the source. Learners should also be trained not to rely too much on sources and references, but rather to show their understanding by re-writing or re-phrasing source information in their own words.

How Study & Master Social Sciences works

Study & Master Social Sciences Learner's Book and Teacher's Guide work together like this. Note that the Geography content is placed first (Module 1 to 4), followed by the History content (Module 5 to 8). However, Geography and History must be taught at the same time, not the one after the other.

The Learner's Book

Work is divided into units that reflect the CAPS curriculum. Units are grouped by Module per term.

Words in **bold** are explained in the Word list at the back of the book.

Each module ends with a Revision activity and a Summary.

Unit 3 Heritage in Gauteng

Heritage in sites of significance

Some places have histories that are special. At such places, important events in the history of the world, or of an individual country, have taken place. These places are called **heritage sites**.

South Africa has some important heritage sites. One of these sites is the Cradle of Humankind in Gauteng, which is a World Heritage Site. The Cradle has many limestone caves. Archaeologists found the fossilised remains of ancient animals, plants and hominids in the caves. They found more hominid fossils here than at any other place on Earth. Scientists agree that humans originated in Africa, and so the Cradle of Humankind provides clues about our earliest ancestors.

Activity

Copy and complete these sentences in your own words.

1. Heritage sites are places _____.

2. The Cradle of Humankind gives us clues about _____.

3. _____ have been found in the limestone caves at the Cradle.

UNIT 3 TERM 4 175

Revision activity

1. What does the word *heritage* mean? Read through the module again. Make notes of what the word *heritage* means. Then write your own definition of the word *heritage*.

2. What is your heritage? Use all the information you have gathered about heritage in this module. Make a poster about your family heritage. Your poster should contain this information:

- where your family is from
- who is in your family
- what your religious beliefs are
- how you celebrate festival days
- anything else that is special about your family.

3. Look at the photos below and on page 189. Write a caption for each picture, explaining why it is an example of South African heritage.

188 TERM 4 REVISION ACTIVITY AND SUMMARY

Each unit starts with a key question.

Activities are marked as individual, pair, group or class work.

It's easy to find your way around the text, by looking at the bottom of the page.