

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 5 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC		Map skills (Focus: Africa)									
CONTENT AND CONCEPTS	Orientation of learners to Grade 5: Welcome learners to Grade 5 Geography/Social Sciences Explain the programme of assessment (formal and informal) Revise concepts from Grade 4: compass directions Introduction to the topic: Map skills	World map and compass directions	Africa our continent (oceans, countries and main cities)			Physical map of Africa			Revision and consolidation	Formal assessment	
		Position of equator, north and south poles on a globe The seven continents Eight points on the compass: N/S/E/W/NE/NW/SE/SW Eight directions from a fixed point on a world map	Position of Africa on a world map and globe Oceans around Africa (names and location) Concepts of countries, capital cities and borders between countries (including physical features like rivers and lakes) Countries of Africa: Locations to be incorporated in all content	Features on a physical map: High and low areas, rivers, lakes Ways of showing height above sea level on a physical map Location on a map	Countries of Africa: Landlocked or with a coastline, north, south or on equator Madagascar: A country and an island Zanzibar: An island of Tanzania Big cities of Africa: Cairo, Lagos, Johannesburg, Nairobi	South Africa's neighbours (Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe) Capital cities of South Africa and neighbouring countries	Africa's highest mountains: Kilimanjaro and Mount Kenya Africa's largest lakes: Lake Victoria, Lake Tanganyika, Lake Malawi	Africa's great rivers: Nile, Niger, Congo, Zambezi, Limpopo, Gariep-Orange Southern Africa's famous waterfalls: Victoria, Maletsunyane Africa's great deserts: The Sahara and the Namib		Test: Map skills 30 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> Read and use sources in order to assimilate information Use information to describe, explain and answer questions about places Cross-reference information using different sources Identify and extract information from visual sources such as maps Use and draw maps Provide reasoned explanations 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> World map, globe, political and physical maps of Africa (may be combined onto one map) Photos of African landscapes Compass 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions Homework, classwork, worksheet Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Test: Source-based and paragraph questions 30 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 5 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Physical features of South Africa										
CONTENT AND CONCEPTS	Introduction to the topic: Physical features of South Africa	South Africa from above (physical map)		Physical features of South Africa	Rivers		Physical features and human activities		Revision and consolidation	Formal assessment	
		High places and low places (review 'sea level' and 'height above sea level') Coastal plain, escarpment, plateau (concepts and location of features in South Africa)	Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand Physical features of South Africa Mountains, mountain ranges, valleys and hills, rivers, waterfall, coastlines: capes and bays	Location of main physical features in own province Location of selected physical features in South Africa, such as Table Mountain, the uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Augrabies Falls, Cape Point, Algoa Bay.	Where rivers begin and end: Directions of flow from high areas to the sea Concept of river systems: tributaries and catchment areas	Main rivers of South Africa: Identifying the sources, major tributaries and directions of flow (map)	Links between physical features, where people live and what they do (human activities)	Ways in which human activities change the landscapes: Case study of the impact of dams on the physical environment		Controlled test Term 1: 10 marks Term 2: 20 marks Source-based and paragraph question Total marks: 30 Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> • Read and use sources in order to assimilate information • Identify and extract information from visual sources such as maps • Use information to describe, explain and answer questions about places • Provide reasoned explanations • Cross-reference information using different sources • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Photographs of rivers, mountains, coastlines and other landscapes in South Africa • Pictures to show human activity in different physical environments • Physical map of South Africa 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • Corrections on Term 1 assessment • Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework, classwork, worksheet • Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Controlled test: source based and paragraph question Term 1: 10 marks Term 2: 20 marks Total: 30 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 5 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Weather, climate and vegetation of South Africa										
CONTENT AND CONCEPTS	Introduction to the topic: Weather, climate and vegetation of South Africa	Weather		Observing and recording the weather (independent project)		Rainfall	Climate	Natural vegetation	Revision and consolidation	Formal assessment	
		Elements of weather: Temperature, wind, cloud cover, rainfall Precipitation: Rain, hail, snow How temperature and rain can be measured: Instruments and units of measurement	Determining and describing wind direction Weather maps in the media (newspaper and television) How weather affects the daily lives of people	Observe and record the weather over a two-week period Report on temperatures, cloud cover, precipitation and wind using terms such as hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet, windy	Include observations of wind direction and weather patterns over the period of observation Observe and comment on how weather affects the daily lives of people	Rainfall in South Africa: Distribution maps Rainfall patterns: Summer, winter, all year (maps and bar graphs for selected places)	Difference between climate and weather Different kinds of climate in South Africa (hot, warm, cold, cool, dry, wet, humid)	Concept of natural vegetation Links between natural vegetation and climate: Examples of plants and adaptations to climate around South Africa		Project: observing and recording weather 30 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> • Cross-reference information using different sources • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps, tables and graphs • Identify and extract information from visual sources such as photographs • Write in a structured way: Writing coherent sentences • Provide reasoned explanations 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Rain gauge, thermometer, windsock or wind vane • Atlas with temperature and rainfall maps of South Africa • Photographs of different kinds of natural vegetation in South Africa Rainfall statistics/graphs										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework, classwork, worksheet • Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Project: observing and recording weather 30 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 5 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
CAPS TOPIC	Minerals and mining in South Africa										
CONTENT AND CONCEPTS	Introduction to the topic: Minerals and mining in South Africa Minerals as non-renewable resources Main minerals mined in South Africa, such as gold, diamonds and coal, and their uses	Mineral and coal resources of South Africa Coal as a non-renewable resource How coal is formed Uses of coal		Mining and the environment Concept of mining Ways of mining: Open pit, surface mining and shaft and deep level mining			Mining and people Impact of mining on the environment: Examples to include the destruction of vegetation and wildlife Waste and waste disposal		Revision and consolidation Challenges of working in a deep gold mine, such as ventilation, heat, rock falls, dust Health and safety risks for miners Rules to protect the health and safety of miners	Formal assessment Test: source-based and paragraph questions Term 3: 10 Marks Term 4: 20 Marks Total: 30 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> Read and use sources in order to assimilate information Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources Write in a structured way: Writing coherent sentences 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Map of South Africa to show distribution of main minerals across provinces Pictures to illustrate all sections of the topic 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet. Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Controlled test: source-based and paragraph questions Term 1: 10 marks Term 2: 20 marks Total: 30 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 5 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Hunter-gathers and herders in southern Africa										
CONTENT AND CONCEPTS	Orientation of learners to Grade 5: Welcome learners to the Grade 5 subject History/Social Sciences. Explain the programme of assessment (formal and informal) Introduction to the topic: Hunter-gathers and herders in southern Africa. Explain what will be learned in this topic: Baseline assessment	How we find out about hunter-gathers and herders		San hunter-gatherer society in the Later Stone Age				Khoikhoi herder society in the Later Stone Age	Revision and consolidation	Formal assessment	
		<ul style="list-style-type: none"> Stories Objects Rock paintings 	Books In the present we find out about them by observing living societies (ethnography)	Lived off the environment (A deep knowledge of the environment meant the San knew when wild resources were seasonally available. They moved to coincide with that availability.)	The invention of the bow and arrow, which contributed to hunting effectiveness	Social organisation: All things were meant to be shared equally within a group. San beliefs and religion	Rock art: Where, when, how and why it was created. Interpretations of rock art South African coat of arms and the Linton rock art panel	Pastoral way of life How San and Khoikhoi shared the same landscape		Test: Source based and paragraph writing Source-based: 25 marks Paragraph writing: 5 marks 30 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> Bring together information Decide about what is important information to use Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Newspaper/magazine articles Pictures Map of southern Africa YouTube videos The internet 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet Informal assessment should be source-based and paragraph questions 										
SBA (FORMAL ASSESSMENT)	Test: Source based and paragraph questions Marks: 30										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 5 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
CAPS TOPIC	The first farmers in southern Africa											
CONTENT AND CONCEPTS	Introduction to the topic Hunter-gatherers and herders in southern Africa Baseline assessment Background information on the first farmers in southern Africa	When, why and where the first African farmers settled in southern Africa		How early African farmers lived in settled chiefdoms							Revision and consolidation	Formal assessment
		Attitudes to land	Interaction with Khoisan: Principles of generous acceptance of other people In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies.	Homesteads and villages	Agriculture: Crops and livestock	Social, political and economic structures	Roles of men, women, boys and girls Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities of adulthood.	Roles of men, women, boys and girls Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities of adulthood.	The role of the chief The role of cattle		Controlled test: Source-based and paragraph writing Term 1 content: 10 marks Term 2 content: 20 marks 30 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> Bring together information (from newspapers, websites, etc.) Decide about what is important information to use Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way Investigate where the information came from. See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so about a particular topic in history 											
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Newspaper/magazine articles Pictures Map of southern Africa YouTube The internet 											
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet Informal assessment should be source-based and paragraph questions 											
SBA (CONTROLLED TEST)	Controlled test: Source based and paragraph questions Term 1 content: 10 marks Term 2 content: 20 marks 30 marks											

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 5 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
CAPS TOPIC	An ancient African society: Egypt											
CONTENT AND CONCEPTS	Introduction to the topic: An ancient African society: Egypt Baseline assessment	The Nile River and how it influenced settlement	Way of life in ancient Egypt				Case study: The tomb of Tutankhamen		Revision and consolidation	Formal assessment		
			Social structure in ancient Egypt	Sphinx, pyramids and temples	Hieroglyphics, mathematics and astrology	Medicine and physicians: Diseases, anatomy, physiology and clinical examinations	Discovery of the tomb: Who, when, why	What the discovery revealed about ancient Egyptian society.				
SKILLS AND VALUES	<ul style="list-style-type: none"> Bring together information Investigate where the information came from Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way Contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event 											
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Newspaper/magazine articles Pictures Map of southern Africa YouTube The internet 											
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet Informal assessment should be source-based and paragraph questions 											
SBA (FORMAL ASSESSMENT)	Test Source-based and paragraph questions Marks: 30											

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 5 (TERM 4)

Term 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	
CAPS TOPIC	A heritage trail through the provinces of South Africa										
CONTENT AND CONCEPTS	Introduction to the topic: A heritage trail through the provinces of South Africa Baseline assessment	What heritage is	Different examples of heritage in the different provinces				Revision and consolidation		Formal assessment		Controlled test: Source based and paragraph writing Term 3 content: 10 marks Term 4 content: 20 marks Total = 30 marks Low order: 30% Middle order: 50% High order: 20%
			Heritage in sites of significance: The Cradle of Humankind in Gauteng	Heritage in objects: Golden objects at Mapungubwe in Limpopo OR Heritage in people's achievements: Frances Baard from Northern Cape NB: Teachers can choose between heritage in objects OR heritage in people's achievements	Heritage in names of places: Names of rivers, dams and towns in the Free State OR Heritage and changing identities: The Van Riebeeck Castle in the Western Cape NB: Teachers can choose between heritage in names of rivers, dams and towns OR heritage and changing identities.	Heritage and indigenous medicine: The healing properties of the aloe in the Eastern Cape OR Heritage in architecture: the Stone-walled town of Kadiitshwene in the North West Province NB: Teachers can choose between heritage in indigenous medicine OR heritage in architecture					
SKILLS AND VALUES	<ul style="list-style-type: none"> Bring together information Decide what is important information to use Explain how and why people and events are publicly remembered in a community, town or city or province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, Celebrations, museums and monuments Investigate where the information came from Take part in discussions or debates and developing points of view about aspects of history based on the evidence that comes from the information available Write a piece about history which has an introduction, sets out the relevant information in a logical way and in chronological order and comes to a conclusion that answers the question in a coherent way 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Newspaper/magazine articles Pictures Map of southern Africa YouTube The internet 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet Informal assessment should be source-based and paragraph questions 										
SBA (CONTROLLED TEST)	Controlled test: Source-based and paragraph questions 30 marks Term 3 content: 10 marks Term 4 content: 20 marks										