

**2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 4 (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	Places where people live (settlements)										
CONTENT AND CONCEPTS	Orientation of learners to Grade 4:  Welcome learners to Grade 4 Social Sciences (Geography) as a subject.  Explain the programme of assessment (formal and informal).  Manage the transition from Foundation Phase to Intermediate Phase.  Introduction to the topic: <b>Places where people live</b>	People and places			Landmarks and explaining the way		People and their needs		Revision and consolidation	Formal assessment	
		Places to live in: <ul style="list-style-type: none"><li>Farm</li><li>Village</li><li>Town</li><li>City</li></ul>	Work:  Jobs people do in different places  Buildings in different places and their uses	Buildings such as houses, animal shelters, shops, schools, clinics, banks, offices, places of worship, factories, garages and train stations  Roads and footpaths: how they are used within settlements	Identifying landmarks (natural and human made) and  describing and drawing a short journey, such as the way to school	Explaining how to get from one place to another: <ul style="list-style-type: none"><li>Left</li><li>Right</li><li>Straight</li><li>Landmarks and names of roads</li></ul>	What all people need: <ul style="list-style-type: none"><li>Water</li><li>Food</li><li>Shelter</li></ul>	What all people need: <ul style="list-style-type: none"><li>Health</li><li>Care</li><li>Energy</li></ul>		Test:  Source-based (21 marks)  Paragraph writing (4 marks) 25 marks  Low order: 30%  Middle order: 50%  High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Ask questions and identify issues</li><li>Discuss and listen with interest</li><li>Collect and refer to information (including newspapers, books and, where possible, websites)</li><li>Consider, synthesise and organise information</li><li>Make links between cause and effect, change and continuity</li><li>Acknowledge and appreciate diverse lifestyles and world views</li></ul>										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Collections of pictures and photographs to show different kinds of settlements and settlement features</li><li>Drawings or field sketches that show directions</li><li>Stories about the lives of people in different settlements</li><li>Community members who have stories to tell.</li></ul>										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment: simple question and answers</li><li>Homework/classwork/worksheets</li><li>Learners should be able to follow simple instructions, such as identifying different types of buildings, direction, using the concepts “left”, “right”, etc.</li></ul>										
SBA (FORMAL ASSESSMENT)	Test: source-based and paragraph writing  Marks: 25										

**2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 4 (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	Map skills										
CONTENT AND CONCEPTS	Introduction to the topic: <b>Map skills: side views and plan views</b>	Symbols and keys		Grid references	Compass directions	A map of South Africa			Revision and consolidation	Formal assessment	
	Side views and views from above, such as a cup, hat, shoe, etc. Plan views, such as table, classroom, simple buildings, etc. Pictures showing side views and plan views	<ul style="list-style-type: none"><li>Symbols as simple pictures or letters</li><li>Symbols on a large-scale map</li><li>Keys as lists of symbols with their meanings on South African maps</li></ul>	Reading a map of a farm, village or part town using symbols and keys  Drawing own map using symbols and a key	Concept of alpha-numeric grid references  Reading and giving grid references on a simple large-scale map: north (N), south (S), east (E) and west (W) in a local area	Compass directions (N, S, E and W) on a map	Sea and land on a map: how this is shown  Names of oceans along South Africa's coastline	Provinces: names and locations on a map of South Africa	Main cities or towns of own province and location of own settlement		Controlled test: source-based and paragraph writing  Term 1: 10 marks Term 2: 15 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Ask questions and identify issues</li><li>Discuss and listen with interest</li><li>Collect and refer to information (including newspapers, books and, where possible, websites)</li><li>Make links between cause and effect, change and continuity</li><li>Acknowledge and appreciate diverse lifestyles and world views</li><li>Use information to describe, explain and answer questions about people and places and the relationship between the two</li></ul>										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Objects and pictures to show side and plan views</li><li>Compass</li><li>Blank maps: South Africa (with provinces)</li><li>Map of South Africa (political)</li><li>Globe (model of the world)</li><li>Map puzzles (where possible)</li></ul>										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment: simple question and answers</li><li>Homework/classwork/worksheets.</li><li>Learners should be able to follow simple instructions, such as identifying different types of buildings, direction, using concepts left, right, etc.</li></ul>										
SBA (FORMAL ASSESSMENT)	Controlled test: source-based and paragraph writing Topics to be assessed: <b>Places where people live</b> and <b>Map skills</b> Marks: 25										

**2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 4 (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	Food and farming in South Africa										
CONTENT AND CONCEPTS	Introduction to the topic: <b>Food and farming in South Africa:</b> <b>People and food</b> Food people eat: From plants and animals (classifying)	People and food	Ways of farming		Crop and stock farming				Revision and consolidation	Formal assessment	
		Ways people get their food: <ul style="list-style-type: none"><li>Buying</li><li>Growing</li><li>Collecting</li><li>Fishing</li><li>Hunting</li></ul>	Farming for self and family (subsistence farming)	Farming crops and animals to sell (commercial farming) Growing food in towns and cities	Crop farming: important crops of South Africa Case study of fruit farming in South Africa	Stock farming: large stock, small stock and poultry	Case study of stock farming in South Africa	Location of main crop and stock farming areas in South Africa (symbols on a map)		Test: Source-based (21 marks) Paragraph writing (4 marks) 25 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Ask questions and identify issues</li><li>Discuss and listen with interest</li><li>Collect and refer to information (including newspapers, books and, where possible, websites)</li><li>Use information to describe, explain and answer questions about people and places and the relationship between the two</li><li>Acknowledge and appreciate diverse lifestyles and world views</li><li>Suggest solutions to problems</li></ul>										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Pictures of different crops, animals and types of food that people eat</li><li>Photographs of people working on farms</li><li>Map of South Africa with provinces</li></ul>										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment – simple question and answers</li><li>Homework/Classwork/ worksheets.</li><li>Learners should be able to follow simple instructions, such as identifying different types of buildings, direction, using concepts left, right, etc.</li></ul>										
SBA (FORMAL ASSESSMENT)	Test: source-based and paragraph writing 25 marks										

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

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
<b>CAPS TOPIC</b>	<b>Water in South Africa</b>									
<b>CONTENT AND CONCEPTS</b>	Introduction to the topic: <b>Water in South Africa: Uses of water</b> Daily uses in personal lives	<b>Uses of water</b>	<b>Water as a resource</b>		<b>How people get their water</b>				<b>Revision and consolidation</b>	<b>Formal assessment:</b>
		Other uses: <ul style="list-style-type: none"> <li>Farming</li> <li>Factories</li> <li>Mines</li> <li>Electricity generation</li> <li>Gardens</li> <li>Recreation</li> </ul>	Salt water and fresh water on earth The natural water cycle: from sea to land and back to sea Fresh water in nature: <ul style="list-style-type: none"> <li>Rain</li> <li>Rivers</li> <li>Streams</li> <li>Wetlands</li> <li>Lakes</li> <li>Underground</li> </ul>	Storing water: why people need to store water Ways of storing water: <ul style="list-style-type: none"> <li>Dams</li> <li>Water tanks</li> <li>Buckets</li> <li>Pots</li> </ul>	Rivers, streams and springs: people collecting and carrying water directly from natural sources	Boreholes and wells: getting water from underground	Trucks with water containers for places that do not have other sources	Taps: water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings		Controlled test: Term 3: 10 marks Term 4: 15 marks 25 marks Low order: 30% Middle order: 50% High order: 20%
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Ask questions and identify issues</li> <li>Discuss and listen with interest</li> <li>Collect and refer to information (including newspapers, books and, where possible, websites)</li> <li>Read and use sources in order to assimilate information</li> <li>Use information to describe, explain and answer questions about people and places and the relationship between the two</li> </ul>									
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Pictures to illustrate sources of fresh water</li> <li>Illustrated flow charts of the natural water cycle and cycles of water use</li> <li>Stories of people collecting water/keeping water clean/polluting water/using water wisely</li> </ul>									
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Oral assessment: simple question and answers</li> <li>Learners should be able to follow simple instructions</li> <li>Homework/classwork/worksheet</li> <li>Informal assessment should be source-based</li> </ul>									
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: Source-based and paragraph writing on the following topics: <ul style="list-style-type: none"> <li><b>Food and farming in South Africa</b></li> <li><b>Water in South Africa</b></li> </ul> Marks: 25									

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 4 (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	Local history Focus: finding out about the past and applying this knowledge to local history										
CONTENT AND CONCEPTS	Revision of Grade 3 study area: BKPSW Content: how people lived long ago Introduction to the topic: <b>Local history</b> Explain what will be learned in this topic	How we find out about the history of a local area							Revision and consolidation	Submission of the project	Formal assessment
		Finding a variety of kinds of information about the history of a local area				<ul style="list-style-type: none"><li>How to do a project is explained to the learners</li><li>Explanation of the different steps to be followed in collating a project</li><li>Learners start with the project</li><li>Learners find information and bring to the class, organise, classify, and make notes</li><li>Learners continue with the project</li></ul>					Project 25 marks Low order: 30% Middle order: 50% High order: 20%
		Information from pictures	Information from writing	Information from stories and from interviews with people	Information from objects						
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Extract and interpret information people as sources</li><li>Change and continuity</li></ul>										
RESOURCES) TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Local library</li><li>Internet (if possible)</li><li>Excursions</li><li>People</li><li>Audio-visual materials</li></ul>										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Homework/classwork/worksheet.</li><li>Informal assessment should be source-based</li><li>Oral assessment: simple question and answers</li><li>Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.</li></ul>										
SBA (FORMAL ASSESSMENT)	Project The project should assess the topic <b>Local history</b> 25 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 4 (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	Learning from leaders Focus: qualities of a good leader										
CONTENT AND CONCEPTS	Introduction to the topic: <b>Learning from leaders</b> Baseline assessment	The qualities of a good leader: <ul style="list-style-type: none"><li>Listens to people</li><li>Is a servant of the people and works for the good of others</li><li>Works with a team</li><li>Has courage</li><li>Is brave</li><li>Is dedicated and is wholeheartedly committed to others</li><li>Is prepared to sacrifice or give up something for the sake of others</li></ul>			The life story of Nelson Mandela OR Mahatma Gandhi <ul style="list-style-type: none"><li>Why is he an example of a good leader?</li><li>Is it always easy to be a good leader?</li><li>Are leaders always popular?</li><li>Are leaders always perfect?</li><li>How can ordinary people follow the example of good leaders?</li></ul>			Revision and consolidation		Formal assessment Controlled test: source-based and paragraph writing Term 1 content: 10 marks Term 2 content: 15 marks 25 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Extract and interpret information from people as sources</li><li>Change and continuity</li></ul>										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Local library</li><li>Internet (if possible)</li><li>Excursions</li><li>People</li><li>Audio-visual materials</li></ul>										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment: simple question and answers.</li><li>Homework/classwork/worksheet.</li><li>Informal assessment to serve as a baseline assessment</li></ul>										
SBA (FORMAL ASSESSMENT)	Test: source-based and paragraph writing The test should assess the topics: <ul style="list-style-type: none"><li>Local history</li><li>Learning from leaders</li></ul> 25 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 4 (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	Transport through time Focus: how transport has changed people’s lives over time on land, water and in the air										
CONTENT AND CONCEPTS	Introduction to the topic: <b>Transport through time</b>	Transport on land			Transport on water		Transport in the air		Revision and consolidation	Formal assessment	
	Baseline assessment	Animal carts, wagons and coaches.	The bicycle and the motor car The steam engine and the train	Common forms of transport and goods on land today Case study: environmental damage: exhaust fumes in big cities.	Rafts and canoes and reed boats Some of the first sailing ships.	The first steam ships and modern forms of water transport	Wright brothers and the invention of the first aeroplane	Balloons, airships and modern forms of air transport		Controlled test: Source-based: 21 marks Paragraph writing: 4 marks 25 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Extract and interpret information from people as sources</li><li>Change and continuity</li></ul>										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Local library</li><li>Internet sources</li><li>Audio-visual material</li><li>Transport museums</li></ul>										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment: simple question and answers</li><li>Homework/classwork/worksheet</li><li>Informal assessment to serve as a baseline assessment</li></ul>										
SBA (FORMAL ASSESSMENT)	Test: source-based and paragraph writing The test should assess the topic <b>Transport through time</b> 25 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 4 (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	Communication through time Focus: how communication has changed over time and how many forms of communication have stayed the same									
CONTENT AND CONCEPTS	Introduction to the topic: <b>Communication through time</b>  Baseline assessment	Communication through time						Revision and consolidation	Formal assessment	
		Postal system	Radio and television	Early typewriters before electricity	The telegraph and telephone	Cell phones and cameras	Computers and the internet		Controlled test: Term 3: 10 marks (Source-based: 10 marks) Term 4: 15 marks (Source-based: 11 marks, paragraph writing: 4 marks) Total: 25 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Extract and interpret information from people as sources</li><li>Provide reasoned explanations</li><li>Change and continuity</li><li>Time and chronology</li></ul>									
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Local library</li><li>Internet sources</li><li>Audio-visual material</li><li>Encyclopaedia</li></ul>									
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Homework/classwork/worksheet.</li><li>Informal assessment should be source-based</li></ul>									
SBA (FORMAL ASSESSMENT)	Controlled test: source-based and paragraph writing Term 3: <b>Transport through time</b> Term 4: <b>Communication through time</b> 25 marks									