

2021 REVISED CURRICULUM AND ASSESSMENT PLANS

SOCIAL SCIENCES: **Geography & History** Intermediate Phase: GRADE 4 - 6

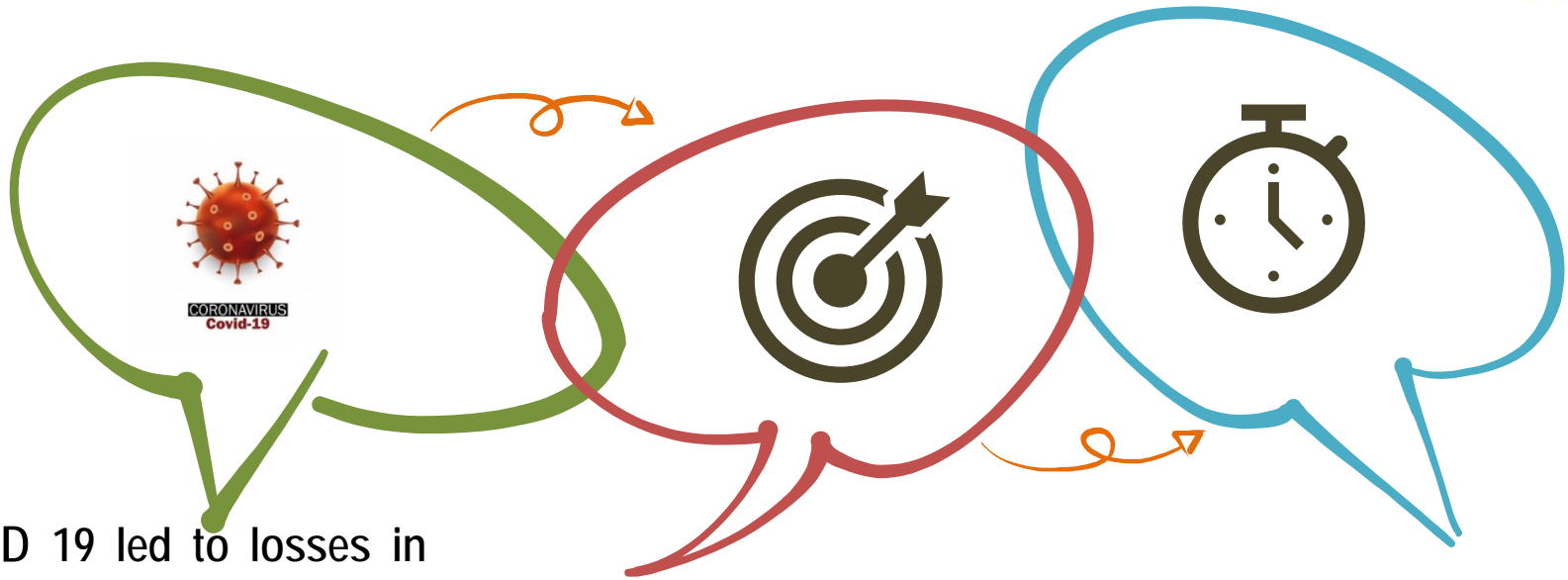
Implementation: January 2021



PRESENTATION OUTLINE

1. Introduction
2. Principles
3. Underpinning assumptions
4. Key Recovery Strategies
5. Purpose
6. Content Overview amendments
7. Annual Teaching Plan amendments
8. School Based Assessment (SBA) amendments

INTRODUCTION



COVID 19 led to losses in teaching and learning time due to:

- the lockdown period and **phased reopening** of schools,
- Alternating time tabling models and
- the related health and safety **protocols**.

Furthermore, the revision of the school calendar **and** intermittent closure of many schools negatively **impacted** the **ability** of teachers to **implement** the revised **2020 ATPs** as envisioned.

To mediate the impact and support teachers in managing teaching, assessment and learning within the reduced **time**, the DBE in 2020 implemented:

- **Circular S3** that outlined and guided teachers to conduct **context specific subject trimming**, in consultation with subject advisors.
- **National Assessment Circular 02** and **Circular E 11** to guide school-based assessment in phases and subjects

PRINCIPLES

1

Use of the 2020 Curriculum Recovery Framework as the base document

2

Learning losses inform the Three Year Recovery Plans for School –based Assessment

3

Management of the learning losses and the School Based Recovery Plans

4

Create opportunities through adjusted ATPs to strengthen pre-knowledge, consolidation, revision, and deeper learning

5

Entrench Assessment for Learning as a Pedagogical Approach to address the learning losses



PRINCIPLES

6

The 2021 Recovery ATPs maintains the use of current LTSM and resources already available in the system.

7

Content topics removed in 2020 were not automatically returned in the 2021 Recovery ATPs.

8

Fundamental and core topics were retained in the Recovery ATPs

9

To guide and support effective teaching and learning



UNDERPINNING ASSUMPTIONS



1

1

ASSUMPTION 1

All learners will return to school from day 1 of the 2021 academic year and norm-times as stipulated in the CAPS will be adhered to for the entire school year;

2

2

ASSUMPTION 2

Learning losses due to COVID-19 across grades and subjects will vary from school to school, class to class and even within classes.

3

3

ASSUMPTION 3

Each Teacher will have a record of learning losses and Departmental Heads and Subject Advisors will monitor progress in learning loss recovery;

UNDERPINNING ASSUMPTIONS



4

4

ASSUMPTION 4

All schools will develop & implement school-based support programmes for all grades/years with particular focus on all the exit grades/years (3, 6, 9 and 12) throughout the three-year period.

5

5

ASSUMPTION 5

All Circulars related to the 2020 ATPs including SBA to be withdrawn and revised to align to the 2021 ATPs.

6

6

ASSUMPTION 6

Schools have systems in place to manage the possibility of a second wave of the pandemic in Q1 and Q3 of the 2021

THE DEVELOPMENT OF THE 2021 RECOVERY ATPS

The Recovery ATPs are aligned to the:

- 2021 School calendar
- Abridged S4 of CAPS
- Curriculum and assessment principles as prescribed in the CAPS policy for **Social Sciences**.

PURPOSE

- To mediate the amendments of the 2021 Recovery Annual Teaching Plan including School Based Assessment for **Social Sciences (Geography)**, Grade 4-6 for implementation in January 2021 as stipulated in Circular S13 of 2020.
- To ensure teaching proceeds as per the 2021 school calendar. To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

PURPOSE (CONTINUED)

- To enable teachers to cover the essential core content /skills **including the fundamentals** within the available, **amended** time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values

GEOGRAPHY GRADE 4



CONTENT OVERVIEW

GEOGRAPHY

TERM	TOPIC
1	Places where people live (settlements)
2	Map skills
3	Food and farming in South Africa
4	Water in South Africa



AMENDMENTS TO THE CONTENT OVERVIEW

- The content overview for Geography in the Intermediate Phase has not changed – the main topics remain the same as prescribed in CAPS.
- There are no amendments nor omissions to the Geography content topics and the concepts in Grade 4.
- The ATP provides a guide to pace teachers and at the end of every term, time should be set aside for consolidation and revision.

INFORMAL ASSESSMENT

- **Informal assessment** is an important aspect of teaching and learning and should take place frequently, to **monitor learners' progress**.
- Informal assessment should be used to **provide feedback** to the learners and to inform planning for teaching, but **need not be recorded**.
- Learners or teachers can mark these assessment tasks.
- Learners should **read and write regularly**, starting with **sentences and paragraphs** and building up to **extended pieces of work**.
- Informal assessment should cater for a range of cognitive levels.

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

The 2021 formal assessment tasks for Grade 4 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Test:	Controlled Test: 10 Marks: Places where people live 15 Marks: Map skills Types of questions: Source-based and paragraph writing	Controlled test Types of questions: Source-based and paragraph writing	Controlled Test 10 Marks: Food and farming in South Africa 15 Marks: Water in South Africa Types of questions: Source-based and paragraph writing
Total marks per term: 25			



HISTORY GRADE 4



CONTENT OVERVIEW

HISTORY

TERM	TOPIC
1	Local history
2	Learning from leaders
3	Transport through time
4	Communication through time



AMENDMENTS TO THE CONTENT OVERVIEW FOR THE PHASE

- The content overview for History in the Intermediate Phase has not changed – the main topics remain the same as prescribed in CAPS.
- Some of the content and concepts under the main topics have been **integrated** from the revised ATPs.
- The **integration** also took into consideration the number of teaching days available for teaching and assessment.

SUMMARY: CONTENT/TOPICS AMENDED

GRADE 4

Content/Topics	Terms	Amendment
Local History	1	<ul style="list-style-type: none"> No amendments effected on the topic.
Learning from leaders	2	<ul style="list-style-type: none"> This content has been reorganised. Teachers are supposed to teach the qualities of good leaders and treat both Nelson Mandela AND Mahatma Gandhi.
Transport through time	3	<ul style="list-style-type: none"> This content/concept has integrated. The following content/concepts that are inter-linked have been integrated: <ul style="list-style-type: none"> Animals, carts, wagons and coaches The bicycle, and the motor car, steam engine and the train Common forms of transport and goods today, Case study Rafts, canoes, and reeds and some of the first sailing ships The first steamships and modern forms of water transport Balloons, airships and modern forms of air transport



SUMMARY: CONTENT/TOPICS AMENDED

GRADE 4

Content/Topics	Term	Amendment
Communication through time	4	<ul style="list-style-type: none">▪ The content/concept Change in modern forms of communication have been integrated.▪ The following content/concepts that are inter-linked have been integrated:<ul style="list-style-type: none">○ Radio and television○ Early typewriters before electricity and the Telegraph○ Telephone and Cell phone○ Computer and internet

SUMMARY: AMENDMENT TO THE WEIGHTING OF CONTENT TOPICS

- The recovery ATP consist of topics and content of term 1 to 4;
- The time allocation for the content of some topics has either been **increased** or **decreased**;

SUMMARY: REORGANISATION OF CONTENT TOPICS

- Grade 3 Study area **BKPSW**, content: **How people lived long ago** has been in Term 1 week 1 for revision to close content gap as a result of Covid-19;
- **Learning from leaders** content has been reorganised, both Life Stories of Nelson Mandela and Mahatma Gandhi will be taught;
- **Transport through Time** some of the concepts have been integrated;
- **Communication through Time** some of the concepts have been integrated.

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

The 2021 formal assessment tasks for Grade 4 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Project: 25 marks	Task 2 Controlled Test: 25 marks 10 Marks: Local History 15 Marks: Learning from leaders Types of questions: Source-based and paragraph writing	Task 3 Controlled test 25 Marks Types of questions: Source-based and paragraph writing	Task 4 Controlled Test 25 marks 10 Marks: Transport through time 15 Marks: Communication through time Types of questions: Source-based and paragraph writing

- Term 2 and 4 formal assessment will be made up of Controlled Tests.
- Term 2 Controlled test will include term 1 and 2 content
- Term 4 Controlled test will include term 3 and 4 content

GEOGRAPHY GRADE 5



CONTENT OVERVIEW

GEOGRAPHY

TERM	TOPIC
1	Map skills (Focus: Africa)
2	Physical features of South Africa
3	Weather, climate and vegetation of South Africa
4	Minerals and mining in South Africa

AMENDMENTS TO THE CONTENT OVERVIEW

- The content overview for Geography in the Intermediate Phase has not changed however, the following concepts were omitted:
 - Images of Africa –Term 1;
 - Place names – how a selection of three places/ areas in South Africa got their names – Term 2;
 - Case study: Savannah grasslands – Location in South Africa and links between climate, natural vegetation and wild life - Term 3.
- The ATP provides a guide to pace teachers and at the end of every term, time should be set aside time for consolidation and revision.

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

The 2021 formal assessment tasks for Grade 5 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Test: 30 marks Types of questions: Source-based and paragraph writing	Controlled Test: Term 1 content: 10 marks Term 2 content: 20 Marks Types of questions: Source-based and paragraph writing	Project: 30 marks	Controlled Test Term 3 content: 10 marks Term 4 content: 20 marks Types of questions: Source-based and paragraph writing
Total marks per term: 30			



HISTORY GRADE 5



CONTENT OVERVIEW

HISTORY

TERM	Grade 5
1	Hunter-gatherers and herders in Southern Africa
2	The first farmers in Southern Africa
3	An ancient African society: Egypt
4	A heritage trail through the provinces of South Africa

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
Hunter-gatherers and herders in southern Africa	1	NO AMENDMENTS
The first farmers in Southern Africa	2	<p>The following content and concepts were omitted:</p> <p>A culture of co-operation, e.g. communal work parties during the ploughing season, helping a newcomer by lending calves for a year or two. This ensured the well-being and good social relations of the community as a whole.</p> <p>Tools and weapons from iron and copper</p> <ul style="list-style-type: none"> • Metal working (iron smelting and fire technology, smithery) • Pottery -Day-to-day use in ceremonies with the Lydenburg Heads as an example • Trade • Medicine and healing • Hunting

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
An ancient African society: Egypt	3	<p>The following content and concepts were omitted:</p> <p>The spread of Egypt's advanced knowledge to other places, such as Europe and the Middle East</p>
A heritage trail through the provinces of South Africa	4	<p>There are no omissions here, BUT teachers are given a choice of examples of heritage in provinces</p> <p>The only compulsory example of heritage is: Heritage in sites of significance: The Cradle of Humankind: Gauteng</p>

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p>Test: 30 Learners will write a test during the last week of March. The test should be based on the topics: Hunter-gatherers and herders in southern Africa.</p>	<p>June Controlled Test 30 Learners will write a test during the last week of June. The test should be based on the topics: Hunter-gatherers and herders in southern Africa and The first farmers in southern Africa</p>	<p>Test: 30 Learners will write a test during the last week of September. The test should be based on the topics: An ancient African society: Egypt.</p>	<p>Controlled Test: 30 Learners will write a formal assessment task based on the topic: An ancient African society: Egypt and A heritage trail through the provinces of South Africa.</p>

GRADE 5 SBA FOR 2021

Grade 5 HISTORY

Term	Content	Form of Assessment
1	Hunter-gatherers and herders in southern Africa	Test
2	Hunter-gatherers and herders in southern Africa & The first farmers in southern Africa	Controlled test
3	An ancient African society : Egypt	Test
4	An ancient African society : Egypt & A heritage trail through the provinces of South Africa	Controlled test



SUMMARY: END OF YEAR ASSESSMENT

Types of Questions	Content	Marks
Source-based assessment	An ancient African society: Egypt	10 Marks
Source-based assessment and paragraph writing	A heritage trail through the provinces of South Africa.	20 Marks
TOTAL		30 Marks

GEOGRAPHY GRADE 6



CONTENT OVERVIEW

GEOGRAPHY

TERM	TOPIC
1	Map skills (Focus: World)
2	Trade (Focus: South Africa and world)
3	Climate and vegetation around the world
4	Population – why people live where they do (Focus: South Africa and world)

AMENDMENTS TO THE CONTENT OVERVIEW

- The content overview for Geography in the Intermediate Phase has not changed however, the following concepts were omitted in Grade 6:
 - Coniferous forest: Natural vegetation and wildlife in a coniferous forest; and human activities – examples to illustrate links between the natural environment and the ways that people make a living
- The ATP provides a guide to pace teachers and at the end of every term, time should be set aside for consolidation and revision.

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

The 2021 formal assessment tasks for Grade 6 are as follows:

TERM 1	TERM 2	TERM 3	TERM 4
Task 1 Test: 40 marks	Controlled Test: Term 1 content: 15 marks Term 2 content: 25 marks Types of questions: Source-based and paragraph writing	Controlled test Types of questions: Source-based and paragraph writing	Controlled Test Term 3 content: 15 marks Term 4 content: 25 marks Types of questions: Source-based and paragraph writing
Total marks per term: 40			

HISTORY GRADE 6



CONTENT OVERVIEW

HISTORY

TERM	Grade 6
1	An African kingdom long ago in Southern Africa: Mapungubwe
2	Explorers from Europe find Southern Africa
3	Democracy and citizenship in South Africa
4	Medicine through time

SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendments
An African kingdom long ago in Southern Africa: Mapungubwe	1	Great Zimbabwe has been omitted
Explorers from Europe find Southern Africa	2	The life of a sailor on a VOC ship has been omitted
Democracy and citizenship in South Africa	3	No amendment
Medicine through time	4	Link between holistic and Western forms of healing today

SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p>Test (Source based and paragraph writing)</p>	<p>Mid - Year Controlled Test (Source based and paragraph writing)</p> <p>Term 1 content: 15 Marks</p> <p>Term 2 content: 25 Marks</p> <p>Total mark: 40</p>	<p>Project</p> <p>Total mark: 40</p>	<p>Controlled Test (Source based and paragraph writing)</p> <p>Term 3 content: 15 Marks</p> <p>Term 4 content: 25 Marks</p> <p>Total mark: 40</p>
<p>Total mark: 40</p>			

ASSESSMENT GUIDELINES FOR PARAGRAPH QUESTIONS IN GRADE 4: GEOGRAPHY & HISTORY

- Paragraphs should be structured as follows (Geography & History):
 - Topic sentence
 - The main point/s
 - The concluding sentence
- Paragraph questions in Grade 4 should be allocated a total of 4 marks.

Level 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-

ASSESSMENT GUIDELINES FOR A PARAGRAPH IN GRADES 5-6:

- Paragraphs in **Geography & History** should be structured as follows:
 - Topic sentence
 - The main point/s
 - The concluding sentence
- Paragraph questions in Grade 5-6 should be allocated a total of 5 marks.

Level 1	<ul style="list-style-type: none">• Uses evidence in an elementary manner e.g. shows little or no understanding. Uses evidence partially to report on topic or cannot report on topic.	MARKS: 0-1
Level 2	<ul style="list-style-type: none">• Evidence is mostly relevant and relates to a great extent to the topic. Uses evidence in a very basic manner.	MARKS: 2-3
Level 3	<ul style="list-style-type: none">• Uses relevant evidence e.g. demonstrates a thorough understanding• Uses evidence very effectively in an organised paragraph that shows an understanding of the topic.	MARKS: 4-5

COGNITIVE LEVELS

- Assessment should cater for a range of cognitive levels:

Cognitive level	Percentage
Lower order: knowledge and recall	30
Middle order: comprehension and application	50
Higher order: evaluation and synthesis	20

Contact Details

PROVINCE	NAME	EMAIL ADDRESS
Eastern Cape	Mr L Kenene	lkenene@yahoo.com
Free State	Ms B Mokeki	bongimokeki@gmail.com
Gauteng	Mr K Mookadam	Jaliel.Mookadam@gauteng.gov.za
KwaZulu-Natal	Mr L Nsibande	nsibande.langa@kzndoe.gov.za langansibande93@gmail.com
Limpopo	Mr N Maakana	newsfirst@telkomsa.net
Mpumalanga	Ms T Ndashe	T.Ndashe@mpuedu.gov.za Sbondashe@gmail.com
Northern Cape	Mr B Seojane	bseojane@gmail.com
North West	Mr M Letsapa	mletsapa@nwpg.gov.za
Western Cape	Mr R Charles	Riedewaan.Charles@westerncape.gov.za
National	Ms MK Modiba	Modiba.k@dbe.gov.za

