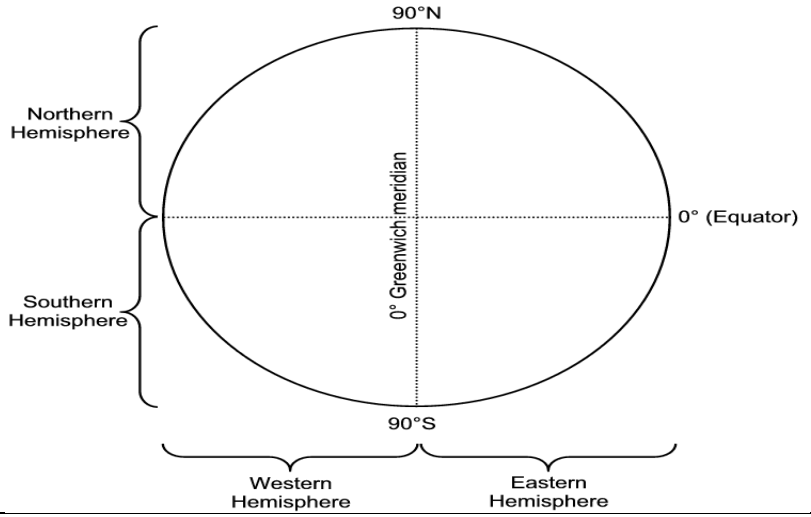
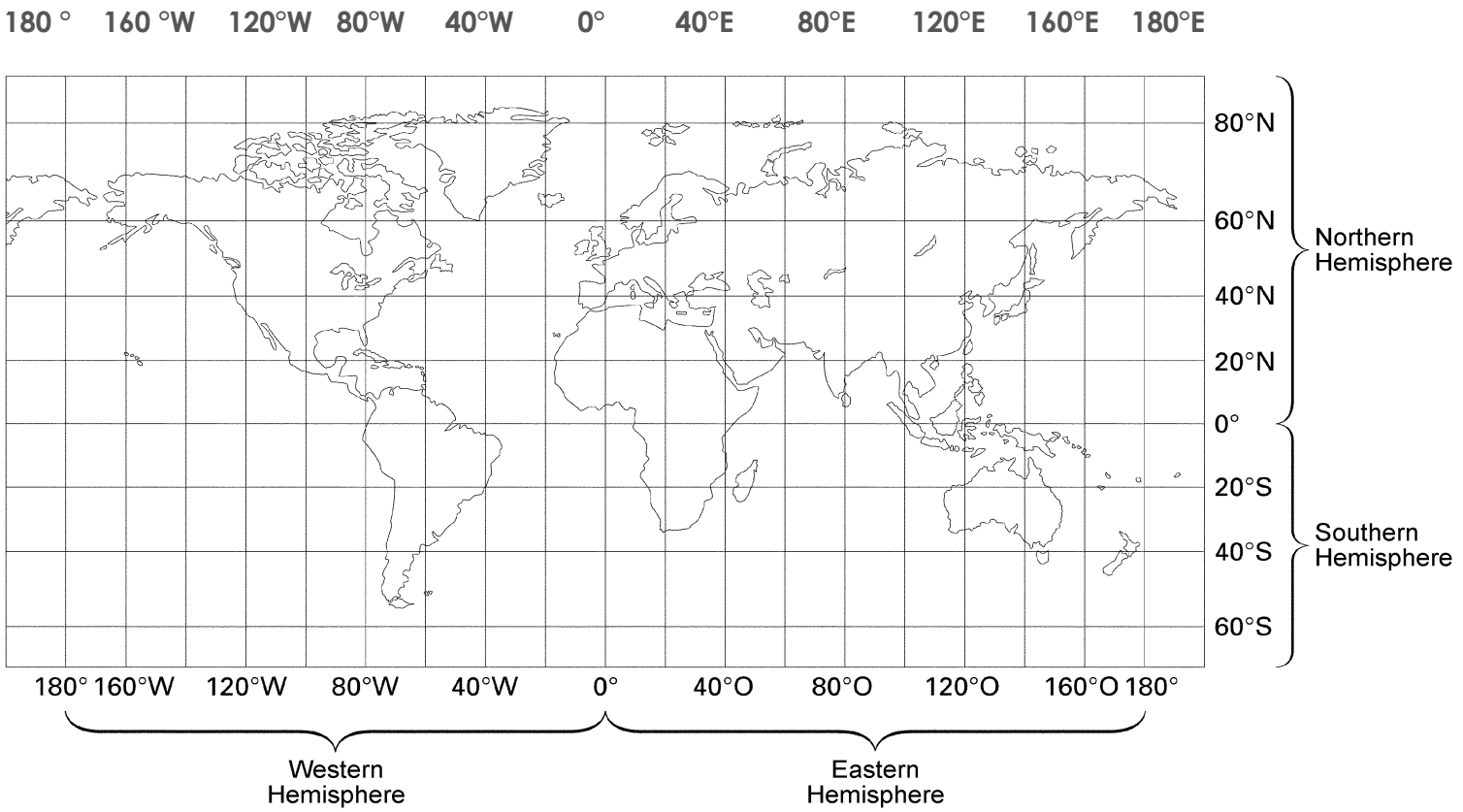
SUBJECT and GRADE	SOCIAL SCIENCE – GRADE 6 GEOGRAPHY
TERM 1	*Week 1*
LINK TO TEACHING AND ASSESSMENT PLAN	**Map skills: Latitude and longitude (degrees)** Latitude and longitude on a globe (degrees), concept of hemisphere, northern and southern hemispheres divided by the equator, eastern and western hemispheres – divided by the Greenwich Meridian and 180 degree longitude, any place on a globe is in two hemispheres – north or south and east or west, location of South Africa in the southern and eastern hemispheres,, latitude and longitude on a map (degrees) – from a globe to a flat map, locate selected countries and cities in degrees of longitude and latitude.
AIMS OF LESSON	Introducing Latitude and longitude concepts on a globe, with hemispheres indicating certain counties' position in degrees of longitude and latitude.
INTRODUCTION	**1. Using lines of longitude and latitude to indicate location** In the same way as we draw lines on a map or plan, imaginary lines are drawn on the earth. Exactly halfway between the north and south poles, we find the EQUATOR. The equator is called the 0° line of latitude, and runs from east to west. Parallel to the 0° line of latitude, we also find a 90°N and a 90°S line of latitude at the two poles. The equator divides the globe into two halves. The upper half is called the **NORTHERN HEMISPHERE** and the lower one the **SOUTHERN HEMISPHERE**. 

There are also imaginary lines running from north to south. They are called the lines of longitude. The line of longitude lying on 0° is called the GREENWICH line of longitude. It, in turn, divides the earth into a WESTERN HEMISPHERE and an EASTERN HEMISPHERE. East of the Greenwich line of longitude run 180 lines of longitude, and to the west of it there are also 180 lines of longitude.

All these lines of longitude and latitude form intersections on the earth, with which the exact location of a place can be indicated. More about this later. For now it is enough if you are able to indicate in which hemisphere(s) a place, land or continent is.

2. Location by means of degrees of longitude and latitude

Lines of longitude and latitude



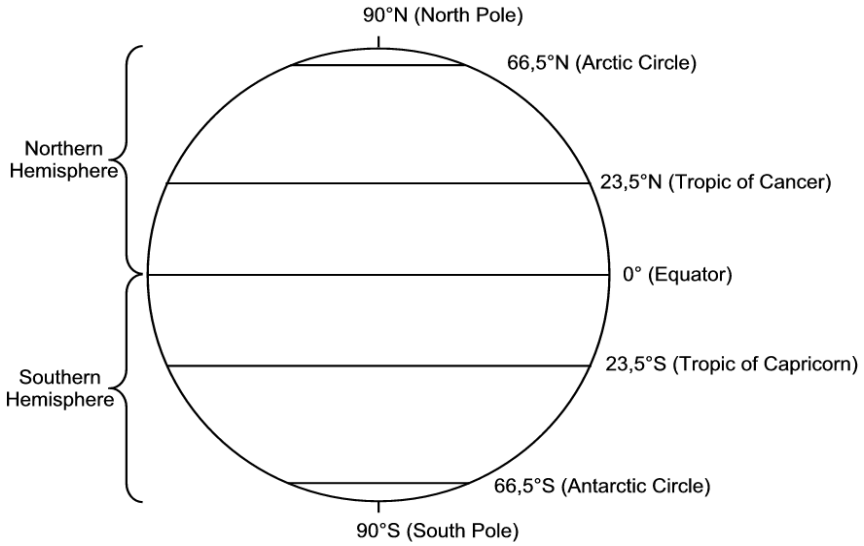
3. Lines of latitude: A few important facts:

The best-known one is the **equator** (0° line of latitude).

- The tropics are at 23½°.
- The pole circles are at 66½°.
- The poles are at 90° (actually a point and not a line).
- All lines of latitude run parallel to one another.
- Lines of latitude indicate the northern and southern hemispheres.
- When the location of a place is indicated, latitude is mentioned *first*.

The latitude of a place is a good indication of its climate. You know that places near the equator (0°) are normally very hot. You also know that places near the poles (90°) are very cold. Remember that there are more factors than only latitude that influence climate.

The most important lines of latitude

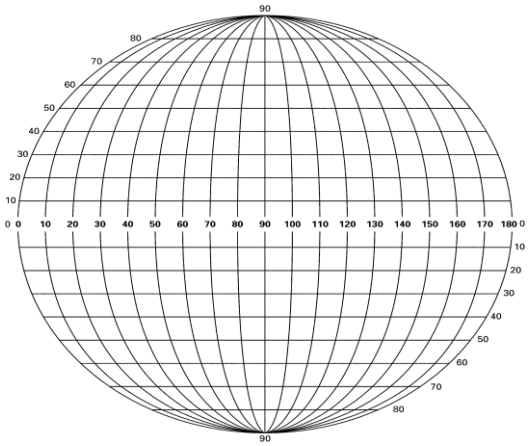


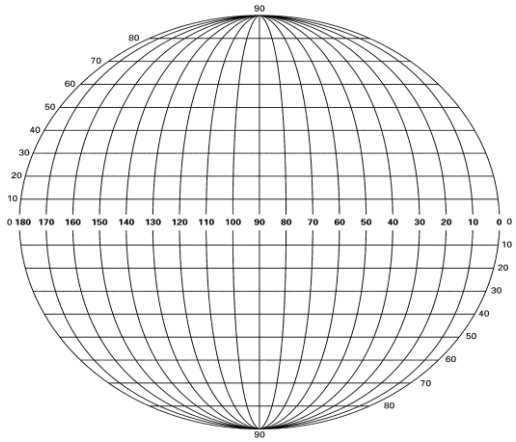
4. Lines of longitude: A few important facts:

- The best known is the Greenwich meridian (0° line of longitude).
- From Greenwich (0°) the lines of longitude are numbered to the east up to 180°.
- This forms the Eastern Hemisphere.

- From Greenwich (0°) the lines of longitude are also numbered to the west up to 180°.
- This forms the Western Hemisphere.
- Lines of longitude meet at the poles and are all the same length.
- At the equator the lines of longitude are furthest from each other.
- When the location of a place is indicated, the longitude is always mentioned second.

Eastern Hemisphere





Western Hemisphere

Use a globe or a map in your atlas and make sure you understand what each of these facts means.

- The Greenwich meridian (0° line of longitude) forms a half-circle on a globe. If it is continued around the back of the globe, it forms another half-circle. The half-circle at the back is called the antipode of the 0° line of longitude and its number is 180°. A line of longitude and its antipode always form a full circle. Therefore, from the 0° line of longitude, one can move 180° to the west and 180° to the east.

In this way, each line of longitude has an antipode and if the numbers of the two lines' grades are added together, the answer is always 180°.

	But now we have a problem: If we move eastward from the 0° line of longitude and westward from the 0° line of longitude, we reach the 180° line of longitude from both sides. Now our times are going to differ a lot! • The **International Date Line** (IDL) was developed , which follows the 180° line of longitude, but never cuts across land. The date east of the IDL is one day earlier; west of the IDL is one day later. From east to west, you lose a day if you move across the IDL. From west to east, you win a day if you cross the IDL. • A place's longitude is also an indication of **time**. The earth revolves from west to east around its own imaginary axis. So the sun rises earlier in places that are nearer to the east.
SKILLS	• Locates relevant places on maps using latitude and longitude (degrees and minutes); • uses information to propose solutions to problems; • reports on enquiries, through discussion, debate, structured writing, graphs, tables, maps and diagrams.
ACTIVITIES/ASSESSMENT	➢ *Learners will locate places from the map using the latitude and longitude* ➢ *Learners to complete the activity below*
CONSOLIDATION	*Learners understand the concepts through watching video input on Latitude and longitude and the application of it in establishing position on earth.*
RESOURCES ***(if necessary)***	***Paper based resources*** / ***Digital resources***
	• *Newspapers* • *Books* • *textbooks* / *Refer to the relevant digital resources e.g. links on the WCED ePortal* https://www.thelearningtrust.org/asp-treasure-box

NOTES			
SUBJECT	**SOCIAL SCIENCE GEOGRAPHY**	**TERM**	**1**
	GRADE **6**	**DATE**	**01-11 FEBRUARY 2021**
	Skills (WHAT I am going to teach/guide/support…)	**Teaching Methodologies/ Approach** (HOW I am going to teach/guide/support…)	**Resources / LTSM** (WHAT I am going to use to teach/guide/support…)

TEACHER'S ACTIVITIES	***-Define concepts like longitude, latitude, etc.*** ***-Ask the learners to copy them in their books.*** ***-Read the world population graph to***	> Use IT to make the lesson more fun and enjoying (You Tube etc) > Use globe to show the learners world population growth areas > Define all new concepts (Learners must make use of dictionaries) > Make use of resources such as maps.	Worksheet and Notes. IT, You Tube Textbooks Maps, Atlases, Globe Dictionaries
PARENTS' ACTIVITIES	Similar to what teachers would teach, etc. as indicated above – this could be a repeat of the teacher's info – just so that parents are aware of content. Keep it simple. ➢ Make time to listen to your child or children reads and help them with their reading ➢ Children be able to tell what he/she has read.	Could include tips to parents, e.g. Help your child search for a map to use with the weather report ➢ Children must make use of the dictionaries more often when dealing with Social Science concepts as well as Atlas ➢ Make them to write more often of what they read	Please indicate resources that can be found at home: magazines, newspapers, dictionary, etc.
LEARNER'S ACTIVITIES	**Learner activities**: Study a map of the world in your atlas and answer the following questions: • Name the continents through which the equator runs. • The equator runs through three oceans. Name them. • Is Cape Town situated in the Eastern or Western Hemisphere? • Which continents lie completely north of the equator? • Which continent lies completely in the Western Hemisphere? • In which two hemispheres is South Africa located?		