

## SECTION 3

## 3.1 INTERMEDIATE PHASE GEOGRAPHY: OUTLINE OF WHAT IS TO BE TAUGHT

GRADE 4: INTERMEDIATE PHASE GEOGRAPHY - TERM 1		
Topic: Places where people live (Settlements)	Suggested contact time One term/15 hours	Recommended resources
		<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>
<p><b>Content and concepts</b></p> <ul style="list-style-type: none"> <li>• <b>People and places * - 5 hours</b> <ul style="list-style-type: none"> <li>- Places to live in: farm, village, town, city</li> <li>- Work: jobs people do in different places **</li> <li>- 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</li> <li>- Roads and footpaths – how they are used within settlements</li> </ul> </li> <li>• <b>Landmarks and explaining the way - 3 hours</b> <ul style="list-style-type: none"> <li>- Identifying landmarks – natural and human made</li> <li>- Describing and drawing a short journey – such as the way to school ***</li> <li>- Explaining how to get from one place to another – left, right, straight, landmarks and names of roads.</li> </ul> </li> <li>• <b>People and their needs - 4 hours</b> <ul style="list-style-type: none"> <li>- What all people need: Water, food, shelter, health care, energy</li> <li>- Ways in which people meet their needs: Stories to describe how people in different places meet their needs ****</li> </ul> </li> <li>• <b>Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours</b></li> </ul> <p><b>Notes:</b></p> <p>*The focus should be on the functions, resources and human activities of different settlements.</p> <p>**Include primary, secondary and tertiary examples of human activities. There is no need to introduce this terminology at this level.</p> <p>***Mapping skills are developed systematically in Term 2. This is a simple introduction and should focus on identifying and drawing a sequence of features and not on accuracy of mapping.</p> <p>****Stories need not be case studies but should be based on real situations – both resourced and under resourced. (It is not necessary to cover all needs listed above.)</p> <p>This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2. Learners should read and write regularly.</p> <p>Evidence of learner's work, including assessments, should be kept in the learner's notebook.</p>		

## GRADE 4: INTERMEDIATE PHASE GEOGRAPHY - TERM 2

Topic: Map skills	Suggested contact time One term/15 hours	Recommended resources
		<ul style="list-style-type: none"> <li>• Objects and pictures to show side and plan views</li> <li>• Blank maps: world (continents) South Africa (with provinces)</li> <li>• Map of South Africa (political)</li> <li>• Globe (model of the world)</li> <li>• World map (flat wall map)</li> <li>• Map puzzles (where possible)</li> </ul>

**Content and concepts**

- **Side views and plan views - 2 hours**

- Side views and views from above of simple objects – such as a cup, hat, shoe, box, apple
- Plan views – such as table, classroom, simple buildings, trees and a sports field
- Pictures showing side views and plan views

- **Symbols and Keys \* - 3 hours**

- Symbols as simple pictures or letters
- Symbols on a simple large scale map
- Keys as lists of symbols with their meanings on South African maps
- Reading a map of a farm, village or part of town using symbols and a key
- Drawing or completing own map using symbols and a key

- **Grid references \* - 2 hours**

- Concept of alpha-numeric grid references
- Grid references for symbols on a simple grid
- Reading and giving grid references on a simple, large scale map

- **Compass Directions - 1 hour**

- north (N), south (S), east (E) and west (W) in local area
- Compass directions (N, S, E and W) on a map \*\*

- **A map of South Africa \*\*\* - 2 hours**

- 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
- Approximate location of own settlement on a map of South Africa

- **A globe and map of the world \*\*\* - 2 hours**

- The world is round like a ball – a map is flat
- Continents – their names and where they are on a globe and on a map of the world
- Oceans – Pacific, Atlantic and Indian
- South Africa – a country on the continent of Africa (location)

- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours**

**Notes:**

\* Examples of different settlements and settlement features (Term 1) should be integrated into these map skills topics.

\*\* Refer to maps of South Africa and the world with north at the top of the page.

\*\*\* Learners should complete and colour blank maps. The focus here should be on transferring information from a completed map to a map of their own.

This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2. Learners should read and write regularly.

Evidence of learner's work, including assessments, should be kept in the learner's notebook.

## GRADE 4: INTERMEDIATE PHASE GEOGRAPHY - TERM 3

<b>Topic: Food and farming in South Africa</b>	<b>Contact time</b> <b>One term/15 hours</b>	<b>Recommended resources</b> <ul style="list-style-type: none"> <li>• Pictures of different crops, animals and types of food that people eat</li> <li>• Examples of foods – processed and unprocessed</li> <li>• Photographs of people working on farms</li> <li>• Flow diagrams with pictures to show food production processes</li> <li>• Map of South Africa with provinces</li> </ul>
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**Content and concepts**

- **People and food - 2 hours**

- Food people eat – from plants and animals (classifying) \*
- Ways people get their food – buying; growing; collecting, fishing, hunting

- **Ways of farming - 3 hours**

- Farming for self and family (subsistence farming)
- Farming crops and animals to sell (commercial farming)
- Growing food in towns and cities

- **Crop and stock farming - 5 hours**

- 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)

- **Unprocessed and processed foods - 3 hours**

- Concepts of unprocessed and processed foods – with examples
- How and why foods are processed – including cooking, drying, squeezing, cutting and mixing
- From farm to factory to shop to home: wheat fields to bread to sandwich (flow diagram)

- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 2 hours**

**Notes**

\* This does not include learning about food groups and balanced diets. These are included in curricula for Life Skills and Natural Science and Technology.

\*\* Poultry farming is included in stock farming. LTSM writers and teachers may choose to select chicken farming or any other kind of stock farming as a case study. Highlight the need to take care of animals.

This content and the associated concepts must be integrated with the geographical aims and skills listed in the Introduction.

Learners should read and write regularly.

Evidence of learner's work, including assessments, should be kept in the learner's notebook.

## GRADE 4: INTERMEDIATE PHASE GEOGRAPHY - TERM 4

Topic: Water in South Africa	Suggested contact time One term/15 hours	Recommended resources
<p><b>Content and concepts</b></p> <ul style="list-style-type: none"> <li>• <b>Uses of water - 2 hours</b> <ul style="list-style-type: none"> <li>- Daily uses in personal lives</li> <li>- Other uses – such as farming, factories, mines, electricity generation, gardens and recreation</li> </ul> </li> <li>• <b>Water as a resource - 5 hours</b> <ul style="list-style-type: none"> <li>- Salt water and fresh water on earth</li> <li>- The natural water cycle: from sea to land and back to sea</li> <li>- Fresh water in nature: rain, rivers, streams, wetlands, lakes and underground</li> <li>- Storing water:               <ul style="list-style-type: none"> <li>- Why people need to store water</li> <li>- Ways of storing water – such as in dams, water tanks, buckets and pots</li> </ul> </li> </ul> </li> <li>• <b>How people get their water (access) - 3 hours</b> <ul style="list-style-type: none"> <li>- Rivers, streams and springs – people collecting and carrying water directly from natural sources</li> <li>- Boreholes and wells – getting water from underground</li> <li>- Trucks with water containers for places that do not have other sources</li> <li>- Taps – water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings</li> </ul> </li> <li>• <b>Pollution and wastewater - 2 hours</b> <ul style="list-style-type: none"> <li>- Personal, daily practices that pollute water</li> <li>- Factory and farming waste</li> <li>- Wastewater and sewage recycling</li> <li>- The water use cycle: how water, taken from the natural cycle, is used and returned to the sea</li> </ul> </li> <li>• <b>Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours</b></li> </ul>		
<p>This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2. Learners should read and write regularly.</p> <p>Evidence of learner's work, including assessments, should be kept in the learner's notebook.</p>		