

GRADE 6: INTERMEDIATE PHASE GEOGRAPHY - TERM 1

Topic: Map skills (Focus: World)	Suggested contact time One term/15 hours	Recommended resources • A set of atlases • Globe • Newspapers/magazines • 360° protractor
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Content and skills

- **Latitude and longitude (degrees) - 4 hours**
 - Latitude and longitude on a globe (degrees)
 - Concept of hemisphere
 - o Northern and southern hemispheres – divided by the equator
 - o Eastern and western hemispheres – divided by the Greenwich Meridian and 180° longitude
 - o Any place on the globe is in two hemispheres – north or south **and** east or west
 - o Location of South Africa in 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 latitude and longitude
- **Scale - 4 hours**
 - Concept of scale
 - o Small- and large-scale maps: different scales for different maps – from world maps to street maps *
 - o Line scales
 - o Word scales
 - Measuring straight-line distances between cities on a South African and world map
- **Atlases, global statistics and current events - 4 hours**
 - Kinds of information provided in an atlas
 - How the content page of an atlas is organised
 - Own province in an atlas: What information can a map give about a province?
 - The world's three: longest rivers/highest mountains/biggest deserts/biggest forests/biggest oceans**/ largest cities (population)/largest countries (area)
 - Locate major current events or places in the news on a map (on-going throughout the year)
- **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours**

Notes:

* Use word and line scales only.

** Note that all oceans join up to be one world ocean – it just has different names in different parts of the world.

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 6: INTERMEDIATE PHASE GEOGRAPHY - TERM 2		
Topic: Trade (Focus: South Africa and the world)	Suggested contact time One term/15 hours	Recommended resources <ul style="list-style-type: none"> • Daily goods for practical exchange activities • Tables and graphs for data handling
<p>Content and skills</p> <ul style="list-style-type: none"> • Why people trade - 2 hours <ul style="list-style-type: none"> - Trade as the exchange of goods - Trade as buying and selling of goods for money - Exports and imports – between South Africa and the world • What people trade - 2 hours <ul style="list-style-type: none"> - Goods: <ul style="list-style-type: none"> o Raw materials (primary products) o Manufactured goods (secondary products) - Skills and services • Resources and their values - 4 hours <ul style="list-style-type: none"> - Values of selected raw materials and manufactured goods - Case studies * <ul style="list-style-type: none"> o From cocoa to chocolate o From gold to jewellery • Fair trading - 4 hours <ul style="list-style-type: none"> - Concepts of 'unfair trade' and 'fair trade' - The human cost of unfair trade – work and exploitation - Fair trade – case study of a positive project • Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours <p>* Case studies here should demonstrate how resources change their values through the manufacturing process, the costs along the way and where profits are most marked.</p>		
<p>This content and the associated concepts must be integrated with the geographical aims and skills listed in Section 2.</p> <p>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 6: INTERMEDIATE PHASE GEOGRAPHY - TERM 3

Topic: Climate and vegetation around the world	Suggested contact time One term/15 hours	Recommended resources
		<ul style="list-style-type: none"> • Atlas • World maps to show annual rainfall and summer and winter temperatures • Graphs with monthly temperature and rainfall data • Photographs of vegetation types • Photographs of people in their environments

Content and concepts

- **Climate around the world * - 4 hours**

- Difference between weather and climate (review from Grade 5)
- Hot, mild and cold climates of the world - including January and July temperature maps
- Wet and dry areas of the world – including annual rainfall map

- **Tropical rainforests ** - 3 hours**

- Location on earth
- Climate: temperature and rainfall patterns (monthly averages)
- Natural vegetation and wildlife in a rainforest
- Deforestation – reasons, consequences with a case study

- **Hot deserts - 3 hours**

- Location on Earth
- Climate: temperature and rainfall patterns (monthly averages)
- Natural vegetation and wildlife in a desert
- How people live in a desert – examples of lifestyles

- **Coniferous forests - 3 hours**

- Location on earth
- Climate: temperature and rainfall patterns (monthly averages)
- Natural vegetation and wildlife in a coniferous forest
- Human activities – examples to illustrate links between the natural environment and the ways that people make a living

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

Notes:

* Factors influencing temperature and rainfall along with climate regions of the world are studied in Grade 8. Here the focus is on understanding climate variation and on reading and cross-referencing information on different maps.

** Savannah grasslands in South Africa are included as a case study in Grade 5. Here three more natural regions are introduced in preparation for 'Climate regions of the world' in Grade 8.

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.

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GRADE 6: INTERMEDIATE PHASE GEOGRAPHY - TERM 4		
Topic: Population – Why people live where they do (Focus: South Africa and the world)	Suggested contact time One term/15 hours	Recommended resources <ul style="list-style-type: none"> • Atlas • Statistics South Africa: Census in brief • Population distribution maps: South Africa and world
<p>Content and concepts</p> <ul style="list-style-type: none"> • People and provinces in South Africa - 3 hours <ul style="list-style-type: none"> - Population distribution and population density - Population distribution in South Africa (distribution map) - Total population figures for each province (reading graphs) - Average population density for each province (reading graphs) • Why people live where they do (South Africa) - 5 hours <ul style="list-style-type: none"> - Reasons for location of settlements – such as climate, vegetation, natural features, laws (past and present), resources and human activities (such as mining, fishing and trade) - Concepts of rural and urban - Why people move from rural areas to towns and cities/urban areas • People around the world - 4 hours <ul style="list-style-type: none"> - Population distribution around the world (distribution map*) - The influence of climate, water and mineral resources on global settlement ** - Major cities and their population sizes (map*) - Case study of a major city to highlight the reasons for its location • Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours <p>Notes:</p> <p>* The same population map may be used for these two sub-topics.</p> <p>** While climate, water and mineral resources are not the only influences on global settlement, the strong influence of these factors should be noted on the world population distribution map. This should include cross-referencing with maps that show climate, physical features and mineral resources.</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>		