

<b>GRADE 5: INTERMEDIATE PHASE HISTORY - TERM 1</b>	
<b>Topic: Hunter-gatherers and herders in southern Africa</b>	<b>Suggested contact time</b> <b>One term/15 hours</b>
<b>This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2</b>	
<p><b>Background information:</b> The content listed below applies to the last 10 000 years of the Later Stone Age. Older Stone Age periods go back over hundreds of thousands of years.</p> <p>Farmers entered southern Africa about 1 700 years ago. Hunter-gatherers were not marginalised or out-competed, but shared the southern African farming landscape with farmers over much of the last 1 700 years.</p> <p><b>Focus:</b> The way of life of the hunter-gatherers and herders, the earliest inhabitants of southern Africa, and how we find out about them.</p> <p><b>Content and concepts</b></p> <p>South Africa from 10 000 thousand years ago: people of the Later Stone Age</p> <ul style="list-style-type: none"> <li>• <b>How we find out about hunter-gatherers and herders - 2 hours</b> <ul style="list-style-type: none"> <li>- Stories</li> <li>- Objects</li> <li>- Rock paintings</li> <li>- Books</li> <li>- In the present we find out about them by observing living societies (ethnography)</li> </ul> </li> <li>• <b>San hunter-gatherer society in the Later Stone Age - 8 hours</b> <ul style="list-style-type: none"> <li>- Lived off the environment (A deep knowledge of the environment meant the San knew when wild resources were seasonally available. They moved to coincide with that availability.)</li> <li>- The invention of the bow and arrow, which contributed to hunting effectiveness</li> <li>- Social organisation: all things were meant to be shared equally within a group</li> <li>- Plant medicines</li> <li>- San beliefs and religion</li> <li>- Rock art               <ul style="list-style-type: none"> <li>o Where, when, how and why it was created</li> <li>o Interpretations of rock art</li> <li>o South African Coat of Arms and the Linton Rock Art Panel</li> </ul> </li> </ul> </li> <li>• <b>Khoikhoi herder society in the Later Stone Age - 2 hours</b> <ul style="list-style-type: none"> <li>- Pastoral way of life</li> <li>- How San and Khoikhoi shared the same landscape</li> </ul> </li> </ul> <p><b>Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours</b></p> <p>Learners should read and write for part of every lesson.</p> <p>Evidence of learner's work, including assessments, should be kept in the learner's notebook.</p> <p><b>Note:</b> LTSM writers should not include detail on <b>modern</b> San in the Kgalagadi or in Namibia.</p>	

## GRADE 5: INTERMEDIATE PHASE HISTORY - TERM 2

Topic: The first farmers in southern Africa

Suggested contact time

One term/15 hours

**This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2**

**Background information:** The first farmers in southern Africa were Bantu-speakers and archaeology shows that they entered southern Africa between 2 000 and 1 700 years ago. The study of Iron Age archaeology provides a history for the majority of present-day southern African and South African citizens.

The term 'Iron Age' is a convenient label for this period, as people made tools from iron, but all the other facets of these societies should not be ignored. Archaeologists therefore use terms such as 'agriculturists' or 'farmers'.

The entry of farmers did not end the occupation of hunter-gatherers. They in fact shared the landscape – in some instances in intermarriage and in cultural interaction (all the clicks in the Nguni languages, for example, are derived from Khoisan languages).

Iron Age societies were highly fluid, flexible and had a great capacity for change. People could move, shift and change their affiliation if they were not happy. The popular idea that Bantu-speaking people lived in 'tribes' is incorrect and the term must be avoided, as it assumes societies were static and unchanging. Instead, 'chiefdom' is a better term, but it must be remembered that chiefdoms were fluid and flexible – they came and went, and political power and citizenship changed constantly.

Indigenous societies were political and strategically, economically and technologically innovative before the colonial period. The myth that so frequently surfaces is the contrast between societies with writing ('civilised, progressive, innovative'), with indigenous societies ("tribal, mired in a static traditionalism"). All people all over the world are equally politically, economically, strategically and technologically innovative, irrespective of when they live and where they live.

**Focus:** The way of life of the first farmers of southern Africa and how we find out about them.

**Content and concepts**

- **When, why and where the first African farmers settled in Southern Africa - 2 hours**

- Attitudes to land

Interaction with Khoisan – principles of generous acceptance of other people. (In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies).

- **How early African farmers lived in settled chiefdoms - 10 hours**

- Homesteads and villages

- Agriculture: crops and livestock

- Social, political and economic structures

- o Roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities of adulthood.)

- o 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.

- o The role of the chief

- o The role of cattle

- **Tools and weapons from iron and copper**

- Division of labour: gender-based activity: men

- Metal working (iron, smelting and fire technology, smithery)

- Pottery

- Division of labour: gendered activity: women

- Day-to-day use

- Use in ceremonies with the Lydenburg Heads as an example

- Trade

- Medicine and healing

- Hunting

**Revision, assessment (formal and informal) and feedback should be done on an ongoing basis 3 hours**

**Learners should read and write for part of every lesson. Evidence of learner's work, including assessments, should be kept in the learner's notebook.**

**Note:** Societies are never static, but change continuously over time. Change occurred more slowly long ago, whereas today change is usually more rapid. Between 900 and 1300 AD, chiefdoms became bigger, more organised and more complex. Learners will study these changes in Grade 6.

<b>GRADE 5: INTERMEDIATE PHASE HISTORY - TERM 3</b>	
<b>Topic: An ancient African society: Egypt</b>	<b>Suggested contact time</b> <b>One term/15 hours</b>
<b>This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2</b>	
<p><b>Focus:</b> The way of life in ancient Egyptian society.</p> <p><b>Content and concepts</b></p> <ul style="list-style-type: none"> <li>• <b>The Nile River and how it influenced settlement - 2 hours</b></li> <li>• <b>Way of life in ancient Egypt - 8 hours</b> <ul style="list-style-type: none"> <li>- Social structure in ancient Egypt</li> <li>- Beliefs and religion</li> <li>- Pharaohs</li> <li>- Sphinx, pyramids and temples</li> <li>- Hieroglyphics</li> <li>- Mathematics and astronomy</li> <li>- Medicine and physicians: diseases, anatomy, physiology and clinical examinations</li> </ul> </li> <li>• <b>Case study : The tomb of Tutankhamen - 2 hours</b> <ul style="list-style-type: none"> <li>- Discovery of the tomb, who, when, why</li> <li>- What the discovery revealed about ancient Egyptian society</li> </ul> </li> <li>• <b>The spread of Egypt's advanced knowledge to other places, such as Europe and the Middle East - 1 hour</b></li> </ul> <p><b>Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 2 hours</b></p> <p>Learners should read and write for part of every lesson.</p> <p>Evidence of learner's work, including assessments, should be kept in the learner's notebook.</p>	

**GRADE 5: INTERMEDIATE PHASE HISTORY - TERM 4****Topic: A heritage trail through the provinces of South Africa****Suggested contact time****1 term/15 hours****This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2**

**Background information:** We have a rich and diverse heritage that belongs to all South Africans today. Heritage can be tangible and intangible. Tangible heritage includes things we can see and touch. Intangible heritage includes things such as our family heritage, religion, praise poetry, music, songs, dance and festivals.

This heritage trail takes us to places in different parts of South Africa and looks at some of the things of significance that we have inherited from the past.

**Focus:** An example of heritage of significance from each province

**Content and concepts**

- **The names of provinces and their capital cities on a map - 1 hour**
- **What heritage is - 2 hours**
- **Different examples of heritage from each province: 9 hours**
  - Heritage in sites of significance: Example: Cradle of Humankind: Gauteng
  - Heritage in objects: Example: Golden objects at Mapungubwe: Limpopo
  - Heritage in people's achievements: Example: Frances Baard: Northern Cape
  - Heritage in names of places: Example: Names of rivers, dams and towns: Free State
  - Heritage and changing identities: Example: The Castle: Western Cape
  - Heritage and indigenous medicine : Example: The healing properties of the aloe: Eastern Cape
  - Heritage in architecture: Example: Stone-walled town of Kadiitshwene: North West
  - Natural heritage and indigenous knowledge systems (IKS): Example: Makhonjwa Mountains, the oldest in the world. Mountains and ancestors in IKS: Mpumalanga
  - Heritage in art: Example: San Rock art in the Drakensberg: Kwazulu Natal

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

Learners should read and write for part of every lesson.

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

**Notes:**

- The examples for each province are a guide. Other examples for each province may be chosen by LTSM writers. LTSM writers must clearly explain the concepts of heritage in context.
- Teachers may select further heritage examples from the province in which their school is situated if time allows and if resources are available.