

GRADE 6: INTERMEDIATE PHASE HISTORY - TERM 1	
Topic: An African kingdom long ago in southern Africa: Mapungubwe	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	
<p>Background information: This topic provides an opportunity to expand ideas about change and technological, social and political innovation. The period from 900 AD was increasingly about southern African interior societies becoming part of a much wider world through trade, commerce and cultural exchange. Mapungubwe was a complex society of a much larger political scale than had been seen before in southern Africa. There were changes in political power, leadership and authority and in organising, managing and maintaining that political power.</p> <p>It is important to understand Mapungubwe in its historical context. This topic therefore provides a brief introductory overview of the settlements in the Limpopo Valley before Mapungubwe, and a brief concluding overview of Great Zimbabwe, which succeeded Mapungubwe as the centre of southern African trade.</p> <p>The topic also includes Marco Polo's travels, as he was a European explorer in Asia at the same time as Mapungubwe was at the height of its power. This provides a useful comparison of societies across some parts of the world in the same time period.</p> <p>Focus: The main focus is on Mapungubwe, its internal structure and its trade within Africa and across the Indian Ocean.</p> <p>Content and concepts</p> <ul style="list-style-type: none"> • Changes in societies in the Limpopo Valley between 900 AD and 1 300 AD: bigger, more organised and more complex - 1 hour • Settlements in the Limpopo Valley before Mapungubwe: K2 and Schroda • Mapungubwe: first state in southern Africa 1220 – 1300 - 6 hours <ul style="list-style-type: none"> - King and sacred leadership - First stone-walled palace - Significance of Mapungubwe Hill - First town - Distinct social classes - Golden rhinoceroses and other golden objects (symbols of royal power and political leadership) - Trade across Africa and across Indian Ocean and beyond (globalisation) - Goods traded - People's journeys on foot: routes, dangers, finding the way - Today: World Heritage Site and Order of Mapungubwe • Change and continuity in East Coast trade with settlements inland - 1 hour • Great Zimbabwe • European explorer in Asia at the same time as Mapungubwe was at its height - 3 hours <ul style="list-style-type: none"> - European explorer Marco Polo and his travels - Marco Polo's influence on European traders and explorers <p>Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours</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 6: INTERMEDIATE PHASE HISTORY - TERM 2**Topic: Explorers from Europe find 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 topics dealt with in term 1 included the kingdom of Great Zimbabwe. It is important to note that this complex Southern African society was at the height of its power at the same time as the European Renaissance occurred. Europeans had always been curious about Africa, but at this stage in European history, Europeans knew very little about Africa. Europeans only began to explore our continent about 600 years ago. The huge impact Europe later had on the continent of Africa (particularly the British impact on South Africa) will be studied in Grades 7, 8 and 9.

Focus: Changes in Europe which enabled Europeans to explore other parts of world, and their early exploration of the Southern African coast.

Content and concepts

- **Reasons for European exploration: 8 hours**

- The European Renaissance 15th and 16th centuries: a turning point in European history
 - Case studies: The contributions of:
 - Leonardo da Vinci
 - Galileo
- New ideas and knowledge (including influence on Europe from elsewhere)
- Inventions: gunpowder, magnetic compass, caravel (including influence on Europe from elsewhere)
- Spreading the Christian religion
- Trade and making a profit
 - European trade route to the East via southern Africa - 4 hours
 - Dias and his crew encounter the Khoikhoi in Mossel Bay 1488
 - The journey of Dias
 - The journey of Da Gama VOC (Dutch East India Company) journeys
 - Life of a sailor on a VOC ship

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.

GRADE 6: INTERMEDIATE PHASE HISTORY - TERM 3**Topic: Democracy and citizenship****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:** South Africa became a democracy for the first time in 1994 after many years of struggle against apartheid.**Focus:** The meaning of democracy and good citizenship.**Content and concepts**

- **How people govern themselves in a democracy: our national government - 7 hours**

- The first democratic government in South Africa 1994
- Political parties and voting in national elections
- The purpose of the Constitution
- The role of Parliament
- The importance of rules and laws
- The justice system and equality under the law

- **Rights and responsibilities of citizens in a democracy**

- Case study: Fatima Meer: a leader in building democracy
- The Constitutional Court
- Case study: Pius Langa: Chief Justice and Head of the Constitutional Court: 2005 – 2009

- **Children's rights and responsibilities - 2 hours**

- Children's Charter of South Africa

- **National symbols since 1994 - 2 hours**

- Coat of Arms
- National flag
- National anthem

History research project for Grade 6: A biography of a South African who has contributed to building democracy.**Class time for project work - 2 hours****Note:** Textbooks should provide details on how to do a research project and write a biography.**Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 2 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.

GRADE 6: INTERMEDIATE PHASE HISTORY - TERM 4	
Topic: Medicine through time	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	
<p>Background information: In South Africa, indigenous medicine is associated with the herbs, remedies (or muti) and advice imparted by sangomas or nyangas. Indigenous healing tends to take a holistic approach to illness and treats the patient's spiritual and physical well-being together.</p> <p>Western medicine is often contrasted with the approach taken by practitioners of indigenous medicine. Western medicine is associated with diseases of the physical body and is based on the principles of science, technology and knowledge developed mainly in Western Europe and Northern America. Western medicine has in the past often neglected the link between the spiritual and the physical, but a more holistic approach is now commonly part of the teaching in most Western medical schools.</p> <p>Focus: The changing ways of treating illness</p> <p>Content and concepts</p> <ul style="list-style-type: none"> • Indigenous healing in South Africa - 3 hours <ul style="list-style-type: none"> - It is believed that illness has more than physical causes: illness has causes that can be cured in a holistic way by finding ways of setting the patient's mind at rest, contacting ancestors, through dreams and indigenous medicine - Not all indigenous practices involve spiritual healing. Some healers have a vast knowledge of medicinal plants. Many traditional healers use herbs and plants, not spirits, to cure patients. Western companies are continuously discovering more and more pharmaceutical uses for indigenous plants - How people are identified and trained to be healers • Some modern Western scientific medical discoveries - 7 hours <ul style="list-style-type: none"> - The fight against infectious disease: <ul style="list-style-type: none"> o Vaccination against smallpox and the role of Edward Jenner o The connection between germs and disease and the role of Louis Pasteur o The germs that cause TB and the role of Robert Koch o The first antibiotic (penicillin) and the role of Alexander Fleming o Case study: A breakthrough in surgery: the first heart transplant <ul style="list-style-type: none"> o Brief overview of discoveries which made this surgery possible: anaesthetics; avoiding infection; blood transfusions; X-rays; o heart surgery: Christiaan Barnard and the world's first heart transplant operation • Link between holistic and Western forms of healing today - 2 hours <p>Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours</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>	