

GRADE 5: INTERMEDIATE PHASE GEOGRAPHY - TERM 1

Topic: Map Skills (Focus: Africa)	Suggested contact time One term/15 hours	Recommended resources
		<ul style="list-style-type: none"> • World map • Globe • Political and physical maps of Africa (may be combined onto one map) • Photos of African landscapes • Compass

Content and concepts

- **World map and compass directions - 2 hours**
 - Position of equator, north and south poles on a globe
 - The seven continents (review from Grade 4)
 - Eight points of the compass – N /S/E/W/NE/NW/SE/SW
 - Eight directions from a fixed point on a world map
 - **Africa our continent (oceans, countries and main cities) - 4 hours**
 - Position of Africa on a world map and globe (review from Grade 4)
 - Oceans around Africa (names and locations)
 - Concepts of countries and borders
 - Countries of Africa
 - o Location of all countries*
 - o Landlocked or with a coastline; N,S, or on Equator*
 - o Madagascar - a country and an island
 - o Zanzibar - an island of Tanzania
 - Big cities of Africa – including Cairo, Lagos, Johannesburg, Nairobi
 - South Africa's neighbours (Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe)
 - Concept of capital cities
 - Capital cities of South Africa and neighbouring countries
 - **A physical map of Africa - 3 hours**
 - Features on a physical map: high and low areas, mountains, rivers, lakes.
 - Ways of showing height above sea level on a physical map**
 - Location on a map* (including basic information about each feature)
 - o Africa's highest mountains: Kilimanjaro and Mount Kenya
 - o Southern Africa's highest peak: Thabana Ntlenyana in the uKhahlamba-Drakensberg range
 - o Africa's three largest lakes: Victoria, Tanganyika, Malawi
 - o Africa's great rivers: Nile, Niger, Congo, Zambezi, Limpopo, Gariep-Orange
 - o Southern Africa's famous waterfalls: Victoria, Maletsunyane, Augrabies
 - o Africa's great deserts: The Sahara and the Namib
 - o Physical features as borders between countries – focus on rivers and lakes
 - **Images of Africa - 3 hours**
 - Photographs of a range of scenes and landscapes in Africa - such as physical features, settlement types, buildings and human activities (asking questions and extracting information)***
 - Using grid references provided on a map to give approximate location of where photos were taken
 - **Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours**
- Notes:**
- * These sections are for map reading and not for rote learning.
- ** Include shading and spot heights used on small scale map, such as a map of Africa. (Do not include contours.)
- *** Provide grid references of each photograph for a given map. This will allow for approximate location of photo on given map.

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 5: INTERMEDIATE PHASE GEOGRAPHY - TERM 2		
Topic: Physical features of South Africa	Suggested contact time One term/15 hours	Recommended resources <ul style="list-style-type: none"> • Photographs of rivers, mountains, coastlines and other landscapes in South Africa • Pictures to show human activity in different physical environments • Physical map of South Africa
<p>Content and concepts</p> <ul style="list-style-type: none"> • South Africa from above (physical map) 2 hours <ul style="list-style-type: none"> - High places and low places (review 'sea level' and 'height above sea level') - Coastal plain, escarpment, plateau (concepts and location of features in South Africa) - Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand • Physical features - 3 hours <ul style="list-style-type: none"> - Mountains, mountain ranges, valleys and hills, rivers, waterfalls, coastlines – capes and bays - Location of main physical features in own province - Location of selected physical features in South Africa – such as Table Mountain, the uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Au-grabies Falls, Cape Point, Algoa Bay * (map) - Place names – how a selection of three places/areas in South Africa got their names ** • Rivers - 3 hours <ul style="list-style-type: none"> - Where rivers begin and end – directions of flow from high areas to the sea - Concept of river systems – tributaries and catchment areas - Main rivers of South Africa – identifying the sources, major tributaries and directions of flow (map) • Physical features and human activities - 4 hours <ul style="list-style-type: none"> • Links between physical features, where people live and what they do (human activities) • Ways in which human activities change physical landscapes – case studies to include: <ul style="list-style-type: none"> o Impact of dams on the physical environment o Road building • Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours <p>Notes:</p> <p>* Selected physical features should include a range of types of feature across South Africa.</p> <p>** Select places associated with physical features</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. Evidence of learner's work, including assessments, should be kept in the learner's notebook.</p>		

GRADE 5: INTERMEDIATE PHASE GEOGRAPHY - TERM 3

Topic: Weather, climate and vegetation of South Africa	Suggested contact time One term/15 hours	Recommended resources
		<ul style="list-style-type: none"> • Rain gauge, thermometer, wind sock or wind vane • Atlas with temperature and rainfall maps of South Africa • Photographs of different kinds of natural vegetation in South Africa • Rainfall statistics/graphs

Content and concepts**• Weather - 3 hours**

- Elements of weather – temperature, wind, cloud cover, rainfall
- Precipitation – rain, hail and snow *
- How temperature and rain can be measured (instruments and units of measurement) **
- Determining and describing wind direction
- Weather maps in the media (newspaper and television)
- How weather affects the daily lives of people

• Observing and recording the weather (Independent project)* - 2 hours**

- Observe and record the daily weather over a two-week period
- Report on temperatures, cloud cover, precipitation and wind, using terms such as hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet and windy ****
- Include observations of wind direction and weather patterns over the period of observation
- Observe and comment on how weather affects the daily lives of people

• Rainfall - 2 hours

- Rainfall in South Africa (distribution map)
- Rainfall patterns – summer/winter/all year (maps; bar graphs for selected places)

• Climate - 3 hours

- Difference between weather and climate
- Different kinds of climate in South Africa (hot, warm, cold, cool, dry, wet, humid)
- Climate of own area – summer and winter

• Natural vegetation - 3 hours

- Concept of 'natural vegetation'
- Links between natural vegetation and climate – examples of plants and adaptations to climate around South Africa
- Case study – Savannah grasslands:
 - o Location in South Africa
 - o Links between climate, natural vegetation and wildlife

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

* Precipitation: This is included to cover the concept of different kinds of precipitation. It is *not* necessary to include how different types of precipitation form.

** Making a rain gauge is a recommended activity

*** This independent study is a project for formal assessment. Introduce this project early in the term for submission later in the term. It should not absorb much formal classroom time. However, some time for explaining and monitoring the project will be necessary.

**** Learners with access to instruments of measurement (such as thermometer and rain gauge) should use them and record their findings using graphs where appropriate. Others should give descriptive observations. Drawing symbols for given terms on a daily calendar is recommended for all learners.

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GRADE 5: INTERMEDIATE PHASE GEOGRAPHY - TERM 4		
Topic: Minerals and mining in South Africa	Suggested contact time One term/15 hours	Recommended resources <ul style="list-style-type: none"> • Map of South Africa to show distribution of main minerals across provinces • Pictures to illustrate all sections of topic
<p>Content and concepts</p> <ul style="list-style-type: none"> • Mineral and coal resources of South Africa - 4 hours <ul style="list-style-type: none"> - Minerals as non-renewable resources - Main minerals mined in South Africa and their uses – including gold, platinum, diamonds, iron ore, chrome, copper, silver and manganese - Coal as a non-renewable resource <ul style="list-style-type: none"> o How coal is formed* o Uses of coal o Location of mineral and coal mines and links to settlement patterns (map) • Mining and the environment - 5 hours <ul style="list-style-type: none"> - Concept of mining - Ways of mining <ul style="list-style-type: none"> o Open pit/ surface mining o Shaft and deep level mining - Impact of mining on the environment – examples to include: <ul style="list-style-type: none"> o Pollution (water and air) o Destruction of vegetation and wildlife o Waste and waste disposal • Mining and people - 3 hours <ul style="list-style-type: none"> - Challenges of working in a deep gold mine – such as ventilation, heat, rock falls, dust - Health and safety risks for miners – including silicosis - Rules to protect health and safety of miners • Revision, assessment (formal and informal) and feedback should take place on an ongoing basis - 3 hours <p>Notes</p> <p>* Coal is formed from organic plant remains and is therefore not a mineral.</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. Evidence of learner’s work, including assessments, should be kept in the learner’s notebook.</p>		