

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## SOCIAL SCIENCES HISTORY

### GRADE 5



# PRESENTATION OUTLINE

1. Purpose
2. Amendments to the Content Overview for the Phase;
3. Amendments to the Annual Teaching Plan;
4. Amendments School Based Assessment (SBA)

# PURPOSE

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Social Sciences (History) Grade 5** for implementation in June 2020 as stipulated in **Circular S2 OF 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# PURPOSE (CONTINUED)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values



Download more resources like this on [ECOLEBOOKS.COM](http://ECOLEBOOKS.COM)

# HISTORY



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# Amendments to the Content Overview for the Phase

# CONTENT OVERVIEW FOR THE PHASE

## HISTORY

TERM	Grade 4	Grade 5	Grade 6
1	Local history	Hunter-gatherers and herders in Southern Africa	An African kingdom long ago in Southern Africa: Mapungubwe
2	Learning from leaders	The first farmers in Southern Africa	Explorers from Europe find Southern Africa
3	Transport through time	An ancient African society: Egypt	Democracy and citizenship in South Africa
4	Communication through time	A heritage trail through the provinces of South Africa	Medicine through time

# AMENDMENTS TO THE CONTENT OVERVIEW FOR THE PHASE

- The content overview for History in the Intermediate Phase has not changed – the main topics remain the same as prescribed in CAPS.
- Some of the content and concepts under the main topics have been omitted from the revised ATPs.
- The omission also took into consideration the number of teaching days available for teaching and assessment.





# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendment
<b>The first farmers in southern Africa</b>	2	<p><b>The following content and concepts were omitted:</b></p> <p>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.</p> <p>Tools and weapons from iron and copper</p> <ul style="list-style-type: none"><li>• Metal working (iron smelting and fire technology, smithery)</li><li>• Pottery -Day-to-day use in ceremonies with the Lydenburg Heads as an example</li><li>• Trade</li><li>• Medicine and healing</li><li>• Hunting</li></ul>

# SUMMARY: CONTENT/TOPICS AMENDED

Content/Topics	Terms	Amendment
An ancient African society: Egypt	3	<p><b>The following content and concepts were omitted:</b></p> <p>The spread of Egypt's advanced knowledge to other places, such as Europe and the Middle East</p>
<b>A heritage trail through the provinces of South Africa</b>	4	<p>There are no omissions here, <b>BUT</b> teachers are given a <b>choice of examples of heritage in provinces</b></p> <p>The <b>only compulsory</b> example of heritage is: <b>Heritage in sites of significance: The Cradle of Humankind: Gauteng</b></p>

# INFORMAL ASSESSMENT

- **Informal assessment** is an important aspect of teaching and learning and should take place frequently, to **monitor learners' progress**.
- Informal assessment should be used to **provide feedback** to the learners and to inform planning for teaching, but **need not be recorded**.
- Learners or teachers can mark these assessment tasks.
- Learners should **read and write regularly**, starting with **sentences and paragraphs** and building up to **extended pieces of work**.

# Amendments School Based Assessment (SBA)

# SUMMARY: REVISED PROGRAMME OF ASSESSMENT

Term 1	Term 2	Term 3	Term 4
<p><b>Test:</b> The test is administered, assessed and reported on as part of Formal Assessment during Term 1.</p>	<p><b>June Examinations</b> cancelled.</p>	<p><b>Test:</b> Learners will write a test during the last week of September. The test should be based on the topics: <b>The first farmers in southern Africa AND An ancient African society: Egypt.</b></p>	<p><b>November assessment:</b> Learners will write a formal assessment task based on the topic: <b>A heritage trail through the provinces of South Africa.</b></p>

# GRADE 5 SBA FOR 2020

## Grade 5 History

Term	Content	Form of Assessment
1	Hunter-gatherers and herders in southern Africa	Test
2 & 3	The first farmers in southern Africa An ancient African society : Egypt	Test
4	A heritage trail through the provinces of South Africa	Test



# SUMMARY: END OF YEAR ASSESSMENT

Types of Questions	Content	Marks
Source-based, and paragraph writing	<b>A heritage trail through the provinces of South Africa</b>	30

# Contact Details

Name: CES: Ms MK Modiba

Department of Basic Education

**Tel: 012 357 4140**

**Email: [modiba.k@dbe.gov.za](mailto:modiba.k@dbe.gov.za)**







THANK  
YOU

