



PLANNER & TRACKER

Social Sciences Grade 5

- *Progress tracker*
- *Intervention strategies*
- *Photocopiable worksheets*
- *Assessment support*



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Note to teachers

The formal assessment worksheets in this book are taken from the *Oxford Successful Social Sciences Grade 5 Learner's Book*.

The answers to the worksheets can be found in the *Oxford Successful Social Sciences Grade 5 Teacher's Guide*. The page references are given below.

Formal assessment worksheets	LB page reference	TG page reference
Geography Term 1	18	43
Geography Term 2	46	67
Geography Term 3	73	85
Geography Term 3 (alternative option)	77	88
Geography Term 4	106	115
History Term 1	34	59
History Term 2	64	76
History Term 3	84	95
History Term 4	123	127

The quarterly assessments can be found at the back of *the Oxford Successful Social Sciences Grade 5 Teacher's Guide*. These assessments test the knowledge of the work done in that particular term. Section A of the assessment covers the Geography module, and Section B the History module. The page references are given below.

Quarterly assessment worksheets	TG page reference for assessment	TG page reference for memo
Term 1	132	134
Term 2	137	139
Term 3	141	143
Term 4	145	147

Progress tracker for Oxford Successful Social Sciences Grade 5

Geography Term 1 Module 1: Map skills

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Orientation Revise concepts from Grade 4: Compass directions Introduction to the topic: Map skills		1,5 hours (1 week)			
Week 2	World map and compass directions - Position of the equator, north and south poles on a globe - The seven continents - Eight points of the compass - Eight directions from a fixed point on a world map	8–10	1,5 hours (1 week)			
Weeks 3–5	Africa our continent (oceans, countries and main cities) - Position of Africa on a world map and globe - Oceans around Africa - Concepts of countries, capital cities and borders between countries - Countries of Africa - Features on a physical map: High and low areas, rivers and lakes - Ways of showing height above sea level on a physical map - Location on a map - Countries of Africa	11–21	4,5 hours (3 weeks)			

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
	- Madagascar - Zanaibar - Big cities of Africa					
Weeks 6–8	Physical map of Africa - South Africa's neighbours - Capital cities of South Africa and neighbouring countries - Africa's highest mountains - Africa's largest lakes - Africa's great rivers - Southern Africa's famous waterfalls - Africa's great deserts	16–20	4,5 hours (3 weeks)	Page 15 Find information on the physical map of Africa (Activity 5 LB p. 18; TG p. 43)		
Weeks 9–11	Revision and assessment	21–22	4,5 hours (3 weeks)	Page 30 Quarterly assessment (TG pp. 132 and 134)		

Progress tracker for Oxford Successful Social Sciences Grade 5

Geography Term 2 Module 3: Physical features of South Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Introduction to the topic: Physical features of South Africa		1,5 hours (1 week)			

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Weeks 2–3	South Africa from above (physical map) • High places and low places • Coastal plain, escarpment and plateau • Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand • Physical features of South Africa	38–41	3 hours (2 weeks)			
Week 4	Physical features of South Africa • Location of main physical features in own province and in South Africa • Location of selected physical features in South Africa	42	1,5 hours (1 week)			
Weeks 5–6	Rivers • Where rivers begin and end • Concept of river systems • Main rivers of South Africa	44–46	3 hours (2 weeks)	Page 17 Read a map showing rivers of South Africa (Activity 4 LB p. 46; TG p. 67)		
Weeks 7–8	Physical features and human activities • Links between physical features, where people live and what they do • Ways in which human activities change the landscapes • Case study of the impact of dams on the physical environment	47–48	3 hours (2 weeks)			
Weeks 9–11	Revision and assessment	51	4,5 hours (3 weeks)	Page 34 Quarterly assessment (TG pp. 137 and 139)		

Progress tracker for Oxford Successful Social Sciences Grade 5

Geography Term 3 Module 5: Weather, climate and vegetation of South Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Introduction to the topic: Weather, climate and vegetation of South Africa		1,5 hours (1 week)			
Weeks 2–3	Weather • Elements of weather • Precipitation • How temperature and rain can be measured • Instruments and units of measurement • Determining and describing wind direction • Weather maps in the media • How weather affects the daily lives of people	68–72	3 hours (2 weeks)			
Weeks 4–5	Observing and recording the weather (independent project)	73	3 hours (2 weeks)	Page 19 Project: Observe and record the weather in your area (Activity 5 LB p. 73; TG p. 85)		
Week 6	Rainfall • Rainfall in South Africa: distribution maps • Rainfall patterns: summer, winter, all year	74–75	1,5 hours (1 week)	Page 21 Use a map to describe climates (Activity 8 LB p. 77; TG p. 88)		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 7	Climate • Difference between climate and weather • Different kinds of climate in South Africa	76	1,5 hours (1 week)			
Week 8	Natural vegetation • Concept of natural vegetation • Links between natural vegetation and climate	78–80	1,5 hours (1 week)			
Weeks 9–11	Revision and assessment Submission of project: Observing and recording weather	81–82	4,5 hours (3 weeks)	Page 38 Quarterly assessment (TG pp. 141 and 147)		

Progress tracker for Oxford Successful Social Sciences Grade 5

Geography Term 4 Module 7: Minerals and mining in South Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Introduction to the topic: Minerals and mining in South Africa • Minerals as non-renewable resources • Main minerals mined in South Africa	98–99	1,5 hours (1 week)			
Weeks 2–3	Mineral and coal resources of South Africa • Coal as a non-renewable resource • How coal is formed • Uses of coal • Location of mineral and coal mines and links to settlement patterns (map)	100–102	3 hours (2 weeks)			

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Weeks 4–6	Mining and the environment • Concept of mining • Ways of mining • Impact of mining on the environment: examples to include destruction of vegetation and wildlife • Waste and waste disposal	103–106	4,5 hours (3 weeks)	Page 23 Get information from a flow chart (Activity 2 LB p. 106; TG p. 115)		
Week 7	Mining and people • Challenges of working in a deep level gold mine • Health and safety risks for miners • Rules to protect the health and safety of miners	107–108	1,5 hours (1 week)			
Weeks 8–10	Revision and assessment	109–110	3 hours (2 weeks)	Page 42 Quarterly assessment (TG pp. 145 and 147)		

Progress tracker for Oxford Successful Social Sciences Grade 5

History Term 1 Module 2: Hunter-gatherers and herders in southern Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Orientation Introduction to the topic: Hunter-gatherers and herders in southern Africa		1,5 hours (1 week)			
Weeks 2–3	How we find out about hunter-gatherers and herders • Stories • Objects • Rock paintings • Books • Observing living societies	24–27	3 hours (2 weeks)			
Weeks 4–7	San hunter-gatherer society in the Later Stone Age • Lived off the environment • The invention of the bow and arrow • Social organisation • San beliefs and religion • Rock art: where, when, how and why it was created • Interpretations of rock art • South African coat of arms and the Linton rock art panel	28–32	6 hours (4 weeks)			

Week 8	Khoikhoi herder society in the Later Stone Age - Pastoral way of life - How San and Khoikhoi shared the same landscape	33–34	1,5 hours (1 week)	Page 24 How did the Khoikhoi live? (Activity 5 LB p. 34; TG p. 59)		
Weeks 9–11	Revision and assessment	35–36	4,5 hours (3 weeks)	Page 30 Quarterly assessment (TG pp. 133 and 135)		

Progress tracker for Oxford Successful Social Sciences Grade 5

History Term 2 Module 4: The first farmers in southern Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Introduction to the topic: Hunter-gatherers and herders in southern Africa Background information on the first farmers in southern Africa	54–56	1,5 hours (1 week)			
Weeks 2–3	When, why and where the first African farmers settled in southern Africa - Attitudes to land - Interaction with Khoisan: principles of generous acceptance of other people	56–57	3 hours (2 weeks)			

Weeks 4–9	How early African farmers lived in settled chiefdoms • Homesteads and villages • Agriculture: crops and livestock • Social, political and economic structures • Roles of men, women, boys and girls • The role of the chief • The role of cattle	58–59	9 hours (6 weeks)	Page 26 Comparing different ways of life (Activity 3 LB p. 64; TG p. 76)		
Weeks 10–11	Revision and assessment	65–66	3 hours (2 weeks)	Page 34 Quarterly assessment (TG pp. 138 and 140)		

Progress tracker for Oxford Successful Social Sciences Grade 5

History Term 3 Module 6: An ancient African society: Egypt

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Introduction to the topic: An ancient African society: Egypt		1,5 hours (1 week)			
Week 2	The Nile River and how it influenced settlement	84–85	1,5 hours (1 week)	Page 28 Farming settlements along the Nile River (Activity 1 LB p. 84; TG p. 95)		
Weeks 3–6	Way of life in ancient Egypt • Social structure in ancient Egypt • Sphinx, pyramids and temples • Hieroglyphics, mathematics and astrology • Medicine and physicians	86–91	6 hours (4 weeks)			

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Weeks 7–8	Case study: The tomb of Tutankhamen - Discovery of the tomb: who, when, why - What the discovery revealed about ancient Egyptian society	92–93	3 hours (2 weeks)			
Weeks 9–11	Revision and assessment	95–96	2 hours (1,33 weeks)	Page 38 Quarterly assessment (TG pp. 142 and 148)		

Progress tracker for Oxford Successful Social Sciences Grade 5

History Term 4 Module 8: A heritage trail through the provinces of South Africa

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
Week 1	Introduction to the topic: A heritage trail through the provinces of South Africa		1,5 hours (1 week)			
Week 2	What heritage is	113	1,5 hours (1 week)			
Weeks 3–7	Different examples of heritage in provinces - Heritage in sites of significance: Cradle of Humankind, Gauteng - Heritage in objects: Golden objects at Mapungubwe, Limpopo OR - Heritage in people's achievements: Francis Baard, Northern Cape	114–123	7,5 hours (5 weeks)	Page 29 The heritage of your town (Activity 10 LB p. 123; TG p. 127)		

Planned timeline	Content and concepts (as per CAPS and 2023/2024 ATP)	Learner's Book pages	Time allocated (as per CAPS)	Worksheet page number and name	Date of completion	Teacher reflection
	- Heritage in names of places: Names of rivers, dams and towns in the Free State OR - Heritage and changing identities: The Van Riebeeck Castle in the Western Cape - Heritage and indigenous medicine: The healing properties of the aloe in the Eastern Cape OR - Heritage in architecture: The stone-walled town of Kadtshwene in the North West Province - Natural heritage and indigenous knowledge systems (IKS): Makhonjwa Mountains, Mpumalanga OR - Heritage in art: San Rock Art in the Drakensberg, KwaZulu-Natal					
Weeks 8–10	Revision and assessment	124–125	4,5 hours (3 weeks)	Page 42 Quarterly assessment (TG pp. 146 and 148)		

Geography Term 1 Worksheet

Find information on the physical map of Africa

Name: _____ Class: _____

Use the map on page 17 of the Learner's Book to find the answers to the following questions.

- 1 Locate Africa's two highest mountains at reference E4.
Give their names and their heights above sea level.

..... (2)

..... (2)

[4]

- 2 Locate southern Africa's highest mountain at reference D6.
Give the name and height above sea level of this mountain.

..... [2]

- 3 Use the key to decide at what height above sea level the land coloured green on the map is.

..... [2]

- 4.1 Give examples of two rivers in southern Africa that form borders between countries.

..... [2]
.....

- 4.2 Name the longest river in Africa.

..... [1]

- 4.3 Name the sea that this river flows into.

..... [1]

- 5 Classify the following as countries in the Sahara desert or countries that border lakes: Tanzania, Mali, Niger, Uganda. [4]

Countries in the Sahara desert	Countries that border lakes

- 6 Arrange the following into groups headed Lakes, Deserts and Waterfalls: Namib, Malawi, Augrabies, Sahara, Chad [3]

Lakes	Deserts	Waterfalls

- 7 Investigate the country Sudan. Write three sentences to describe two of the surrounding countries, the rivers flowing through the country and the height of most of the land. You can start your sentences with:

Two countries surrounding Sudan are _____
 _____ [2]

The rivers that flow through Sudan are _____
 _____ [2]

The height of most of the land in Sudan is _____
 _____ [2]

Total: 25 marks

Geography Term 2 Worksheet
Read a map showing rivers of South Africa

Name: _____ **Class:** _____

Look at the map on page 46 of the Learner's Book to find the answers to the following questions.

- 1 In which country is the source of the Gariep-Orange and Caledon rivers?

..... [2]

- 2 Near its mouth, which two countries does the Gariep-Orange River form the border between?

..... [2]

- 3 In which direction does the Gariep-Orange River flow?

..... [1]

- 4 Name two tributaries of the Gariep-Orange River.

.....
..... [2]

- 5.1 Name the river which forms the border between South Africa and Zimbabwe.

..... (2)

- 5.2 In which direction does this river flow?

..... (2)

- 5.3 Name a tributary of this river.

..... (2)
[6]

6 Name three rivers which flow into the Atlantic Ocean.

.....
.....
..... [3]

7 Name three rivers which flow into the Indian Ocean.

.....
.....
..... [3]

8 Name a dam on the Orange River and a dam on the Vaal River.

Dam on the Orange River: (1)

Dam on the Vaal River: (1)

[2]

9. Name two rivers that flow through your province.

..... (2)

..... (2)

[4]

Total: 25 marks

Geography Term 3 Worksheet

Project: Observe and record the weather in your area

Name: _____ Class: _____

Observe the weather in your area every day for two weeks.

- 1 Try to make your observations at about the same time each day.
- 2 Record your observations in the table below. Use the tips on page 73 of the Learner's Book to help you complete the table.

Day	Temperature	Cloud cover	Precipitation	Wind direction	Wind speed
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					

3 After the two-week period, look at your weather record and see if you can find patterns in the weather. For example:

- Did the temperatures increase or decrease over the 14 days?
- Did it remain hot or cold for the whole time?
- Did it rain every day, or every few days or not at all?

Write a few sentences to describe the weather patterns you observed and recorded.

4 Write a few sentences to describe how the weather affects the daily lives of people in your area. For example: does the weather affect how they get from one place to another, their work or what they wear?

Total: 25 marks

Geography Term 3 Worksheet

Use a map to describe climates

Name: _____ Class: _____

Use the maps on page 77 of the Learner's Book to answer to these questions.

1.1 Name two provinces which have very hot summers.

.....
..... (2)

1.2 Give the average January temperature in these areas.

.....
..... (2)
[4]

2.1 Which part of South Africa has the coldest winters – the interior or the coastal regions?

..... (1)

2.2 Give the average July temperature in this region.

..... (1)
[2]

3.1 Name three provinces that have most of their rain in summer.

.....
.....
..... (3)

3.2 Which province has most of their rain in winter?

..... (1)
[4]

4.1 Name the driest part of South Africa.

..... (1)

4.2 How much rain does this region receive in winter and in summer?

..... (1)
[2]

5.1 Name the wettest part of South Africa.

..... (1)

5.2 How much rain does this region receive in winter and in summer?

..... (1)
[2]

6 Use the maps to describe the climate in your area in summer and in winter.

6.1 Choose the correct alternatives: In summer my area is hot/warm and wet/dry. In winter my area is cold/cool and wet/dry. (Circle the correct answers.) (4)

6.2 What is the average temperature in January in your area?
..... (1)

6.3 What is the average temperature in July in your area?
..... (1)
[6]

Total: 20 marks

Geography Term 4 Worksheet
Get information from a flow chart

Name: _____ Class: _____

Look at the flow chart on page 106 of the Learner's Book.

1 Define an ore.

..... [1]

2 When the ore is crushed what pollution does it cause?

..... [1]

3 Explain why chemicals have to be added to the mud.

.....
..... [2]

4.1 What is the waste mud called?

..... (1)

4.2 Explain why the waste mud could be dangerous to the environment if it is not carefully controlled.

.....
..... (2)
[3]

5 What does the South African Bureau of Standards do?

..... [1]

6 Suppose the water in the waste mud dam is dried up and grass is planted. Write Box 6 for the flow chart.

.....
..... [2]

Total: 10 marks

History Term 1 Worksheet

How did the Khoikhoi live?

Name: _____ Class: _____

Work in pairs. Use the information and pictures on pages 33 and 34 of the Learner's Book to answer these questions.

1 How did the Khoikhoi:

1.1 build their houses?

.....
..... (1)

1.2 organise themselves into groups?

.....
..... (1)

1.3 co-operate with each other?

.....
.....
..... (1)

1.4 solve conflict situations?

.....
..... (1)
[4]

2 How were the Khoikhoi different from the San people in relation to the:

2.1 food they ate?

.....

.....

..... (2)

2.2 tools they used?

.....

.....

..... (2)

2.3 houses they lived in?

.....

.....

..... (2)

2.4 way they interacted with their environment?

.....

.....

..... (2)

2.5 ways in which they related to each other?

.....

.....

.....

..... (3)

[11]

Total: 15 marks

History Term 2 Worksheet

Comparing different ways of life

Name: _____ Class: _____

- 1 Think about your family and other families that you know. What roles do men, women and children have in the family today? Write down these roles. Talk about what you have written down with a friend.

- 2 Now, still with your friend, read the information on pages 58 to 64 in the Learner's Book about families in early farming communities again. In what ways are the roles the same? In what ways are they different?

- 3 Work on your own. Use the information you have discussed with your friend to complete the table below. This will be used for assessment.

Task: Compare the roles of your family members in the first column with the roles of men, women and children in early farming societies. If you don't have brothers or sisters, think about the roles played by your cousins, or your friends' brothers or sisters.

Modern families		African farming communities	
Grand-parents		Elders	
Father		Men	
Mother		Women	
Brothers		Boys	
Sisters		Girls	

Total: 30 marks

History Term 3 Worksheet

Farming settlements along the Nile River

Name: _____ Class: _____

Read page 84 of the Learner's Book again, and answer these questions.

1 What grass crops did the first Egyptians grow?

.....
..... [2]

2 Describe what kinds of animals the first Egyptians kept.

.....
..... [3]

3 What important food (besides meat) did Egyptians get from the animals they kept?

..... [1]

4 Discuss three things that farmers needed that the Nile and its valley provided.

.....
.....
..... [3]

5 Use the map on page 84 of the Learner's Book and an atlas. Find the places that people moved from to the Nile. Explain why you think people moved from these places to settle along the Nile River.

.....
.....
.....
..... [6]

Total: 15 marks

History Term 4 Worksheet

The heritage of your town

Name: _____ Class: _____

Find out more about the heritage of your town. Ask questions such as:

- Where did the name of my town come from?

.....

.....

.....

- Why was my town founded here?

.....

.....

.....

- What important buildings are in my town?

.....

.....

.....

- Are there any monuments in my town? What do they mean?

.....

.....

.....

- Make a poster of the heritage of your town.

Total: 10 marks

Quarterly assessment: Term 1 (Modules 1–2)

Name: _____ Class: _____

Section A Map skills (25 marks)

- 1 Describe how rivers are indicated on a map.
 (1)
- 2 Name the three longest rivers in Africa.
 (3)
- 3 Are the following statements true or false?
 - 3.1 The Atlantic Ocean is on the eastern side of Africa. (1)
 - 3.2 A part of the South African border follows the Orange River and a part follows the Limpopo River. (1)
 - 3.3 You must have your passport with you whenever you cross over an international border. (1)
 - 3.4 Zanzibar is a land separate from any other. (1)
 - 3.5 Zimbabwe has no coastline. (1)
- 4 Explain why compass points are so useful for reading a map.

 (3)

5 Give five examples of South African neighbouring countries.

.....
..... (5)

6 Explain how you would find a mountain that is close to a lake on a map.

.....
.....
.....
..... (2)

7 Make recommendations of places (name the tourist attraction and the country in which it is located) in Africa that tourists who want to experience the following can visit:

7.1 the longest river

..... (2)

7.2 the highest mountain

..... (2)

7.3 the biggest desert

..... (2)

[25]

Section B Hunter-gatherers and herders in southern Africa (25 marks)

1 Explain how the San did the following:

1.1 made arrows for hunting

.....
.....
..... (3)

1.2 made special sticks with which to dig out plants

.....
..... (2)

2 Why couldn't the hunter-gatherers live next to the coast for long?

.....
.....
..... (3)

3 Give five examples of ways in which the lifestyle of the Khoikhoi differed from that of the San.

.....
.....
.....
.....
.....
..... (5)

(8)

(2)

_____ (2)

[25]

Total: 50 marks

Quarterly assessment: Term 2 (Modules 3–4)

Name: _____ Class: _____

Section A Physical features of South Africa (25 marks)

1 Fill in the missing words:

Rivers cut into mountains and hills to create physical characteristics, called 1.1 _____. South Africa's 1.2 _____ river is the Gariep-Orange. Sometimes a river flows over steep rocks to form a waterfall. The 1.3 _____ waterfall in the 1.4 _____ exists because the Gariep-Orange flows over steep, hard rocks. (4)

2 Define the following terms:

2.1 plateau _____ (2)

2.2 escarpment _____ (2)

2.3 coastal plain _____ (2)

2.4 mountain range _____ (2)

3 Choose examples of the following from the box below:

Namakwa land	Waterberg	Kalahari	Highveld	Cape Fold Mountains
-----------------	-----------	----------	----------	------------------------

3.1 a series of hills _____ (1)

3.2 two plateau regions _____ (2)

3.3 a mountain range _____ (1)

- 4 Explain how a river flows, from its source to the sea. Use the following words in your explanation: river system; catchment area; underground

.....

.....

.....

.....

..... (3)

- 5 Dams are built to supply water, which can positively influence the lives of local people. Nevertheless, careful planning must be done, because building a new dam can also have a negative influence on the area. Do you agree with this statement? Give reasons for your answer.

.....

.....

.....

.....

.....

.....

..... (4)

- 6 Compare the altitude (height above sea level) in Cape Town with that of the largest area of South Africa. What is the difference?

.....

.....

.....

..... (2)

[25]

Section B The first farmers in southern Africa (25 marks)

- 1 Tick the five statements that are true in the box below. (5)

a Farmers moved into the Bushveld in the north-easterly part of southern Africa, more than a thousand years ago.	
b This was a winter rainfall area.	
c They farmed with sheep and cattle.	
d They planted potatoes.	
e They made porcelain sculptures.	
f Some farmers melted iron and made tools from it.	
g They used wood for trade.	
h Most of the African farmers lived in small settlements, known as chief areas.	
i The leader was a local chief.	
j In some areas, these settlements were big and ruled by a king.	

- 2 List three reasons that explain why livestock was so important to the early farmers. (3)
-

- 3 Explain why metals were useful to the farmers. (4)
-
-
-

- 4 Early African farmers took steps to ensure that their children learned their place in the tribe. (2)
- 4.1 Discriminate between the different roles of men and women.
-
-
-

4.2 Discuss how they ensured that their children would adapt well to the ways of the tribe.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(5)

5 Critically evaluate whether the interaction between the farmers and the San was mainly friendly or unfriendly.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

(6)

[25]

Total: 50 marks

Quarterly assessment: Term 3 (Modules 5–6)

Name: _____ Class: _____

**Section A Weather, climate and vegetation of South Africa
(25 marks)**

1 Name each of the following concepts:

1.1 an instrument that measures the amount of rain that has
fallen (1)

1.2 moving air (1)

1.3 the temperature, wind, clouds and rain (1)

1.4 moisture from the air, such as rain, which covers the
surface of the earth (1)

1.5 summary of the weather conditions for the next day or two
..... (1)

1.6 the amount of heat (1)

1.7 an instrument that measures temperature (1)

1.8 an instrument that measures wind direction (1)

2 Explain what indigenous vegetation is, and give an example.

.....
.....
.....
.....
.....
.....
..... (3)

3 Answer the following questions about the savanna-grasslands:

3.1 Explain why the savannas are suitable for impalas, kudus, giraffes, Wildebeest and elephants.

.....
..... (2)

3.2 Explain how the vegetation varies in different areas of the savanna, and provide reasons for the differences.

.....
.....
.....
.....
..... (4)

3.3 Evaluate the usefulness of the Kruger National Park. Do you think that it is a good idea for South Africa to have this park?

.....
.....
..... (2)

4 Imagine that you have been put in charge of all the emergency services (such as ambulances, fire department, life savers and police) in your city during a heat wave. Describe which services you would place on standby, and explain why.

.....
.....
.....
.....
..... (6)

[25]

Section B An ancient African society: Egypt (25 marks)

1 State what contributions the Egyptians made in the following areas:

1.1 alphabet

 (2)

1.2 mathematics

 (2)

1.3 medical knowledge

 (2)

2 Tutankhamen's grave was found in a cave that was hollowed out from the 2.1, which was close to the capital of Egypt, 2.2 (2)

3 Explain how the Nile played both a positive and a negative role in the lives of Egyptians.

 (3)

4 Describe the shaduf, and say how it was used.

.....

.....

.....

.....

..... (4)

5.1 Compare the life of someone of low standing with the life of a Pharaoh.

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... (6)

5.2 Judge the life of a Pharaoh by specifically focusing on those aspects that were probably less pleasant.

.....

.....

.....

.....

.....

.....

..... (4)

[25]

Total: 50 marks

Quarterly assessment: Term 4 (Modules 7–8)

Name: _____ Class: _____

Section A Minerals and mining in South Africa (25 marks)

- 1 What is the difference between “ore” and “vein”?

.....

.....

..... (2)

- 2 Name two mineral resources of which South Africa is the largest producer in the world.

..... (2)

- 3.1 List three uses of platinum.

.....

.....

..... (3)

- 3.2 Explain why manganese is so valuable.

.....

.....

..... (2)

- 4 Explain how coal is formed.

.....

.....

.....

.....

.....

..... (6)

- 5 Describe how Johannesburg, as well as Brakpan, Benoni, Springs and Roodepoort originated (started) in 1886.

.....

.....

.....

.....

.....

.....

.....

.....

..... (4)

- 6.1 Explain what open cast mining is.

.....

.....

.....

..... (2)

- 6.2 Give an example of an open cast mine.

..... (1)

- 6.3 Evaluate whether it would be a good idea for a miner to get involved in open cast mining; consider an advantage and a disadvantage of this kind of mining for the miner.

.....

.....

.....

.....

.....

..... (3)

[25]

Section B A heritage trail through the provinces of South Africa (25 marks)

1 Fill in the missing words:

Just outside 1.1 is a world famous heritage site, known as the Cradle of Mankind. In this area we can see evidence of plants and animals that lived here more than 1.2 million years ago. In 1947, scientists discovered a 1.3 that looked like a 1.4, but that had certain characteristics of a 1.5 (5)

2 Tick the three statements that are false: (3)

a Frances Baard was born in 1901 in Beaconsfield in the northern Cape.	
b Frances Baard worked as a nurse.	
c Later, she worked in a factory, where she organised a trade union to fight for better work conditions and pay.	
d She was a member of the PAC.	
e She was sent to prison for five years.	
f In 2001, a hospital in the northern Cape was named after her.	

3 List three uses of the aloe.

.....

.....

.....

.....

..... (3)

- [illegible]

(8)

-

(3)

- _____
- _____
- _____
- _____

(3)

[25]

Total: 50 marks

How to develop rubric and checklist assessment tools

Rubrics

A rubric is a tool teachers use to assess a learner's performance on a specific task. It is presented in the form of a grid that clearly outlines the criteria used for assessment as well as different levels of performance per criterion.

Benefits of using a rubric

- A rubric helps learners to understand objectives. Developing rubrics with your learners will help them to understand the purpose and content and help them to prepare for the assessment.
- A rubric has a clear and standardised approach to assessment, which ensures that learners are assessed consistently and fairly.
- A rubric allows teachers to provide specific feedback to learners, highlighting areas of strength and areas for improvement.
- A rubric helps learners get a clear idea on how to improve their performance after assessment.
- A rubric allows learners to self-improve. Encourage learners to use the rubric before they hand in their work.
- A rubric is easy to use and can be easily adapted to meet changing needs.

Steps to creating a rubric

Step 1: Clearly define the purpose of the assessment.

Use the assessment guidelines in the curriculum documents to determine what task/assignment the learners are required to complete.

Step 2: Define the criteria.

Use the objectives in the curriculum documents to consider what skills, knowledge or behaviours the assessment will evaluate.

Make sure that:

- criteria can be observed and measured
- criteria are important to the task at hand
- each criteria assesses a single aspect of the task.

Each criteria contains levels of performance. When creating these, consider:

- what will constitute outstanding achievement
- how will you define moderate or adequate achievement
- how would you define work that falls below expectations.

Ask yourself: Are there key criteria points that should carry a greater weight than others?

Step 3: Design a rating scale that clearly defines the levels of performance. Check your mark allocation to ensure that your rubric falls in line with curriculum expectations.

Make sure you use language and terminology that the learner is familiar with so that they have a clear understanding of what is required of them.

Provide a scale of achievement that can assess the learners' overall competency in completing the task. For example, you can provide an overall mark according to the seven-point rating code or scale of achievement:

Rating code	Description of Competence	Percentage
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

Step 4: Write descriptions of expected performance at each level of the rating scale. Describe observable and measurable behaviour and use parallel language across the scale. Indicate the degree to which the standards are met. Ensure that learners understand the expectations before and during the assessment.

Step 5: Create the rubric.

For ease of use, keep it to one page. Ask your colleagues for feedback and consider testing it before you use it for assessment. After you use the rubric, consider how effective it was and make any necessary revisions.

Checklists

A checklist is a simple assessment tool that provides a list of items or criteria to be checked off. It differs from a rubric in that it provides learners with the criteria of the requirements of an assignment rather than a means of assessing acquired knowledge. A checklist can be used solely by you as a teacher, or you can give your learners a checklist that they can refer to in order to make sure that they have included the required components for a task.

Checklists usually consist of a number of statements that refer to specific criteria and where the answer will be, for example, “Yes” or “No”, or “Achieved”, “Not yet” or “Almost”.

Benefits of using a checklist

- A checklist ensures that all relevant criteria are assessed and evaluated.
- A checklist helps to ensure consistent assessment of specified criteria.
- A checklist can be used by learners as a self-assessment tool.
- A checklist identifies learning needs in a clear and simple way.
- A checklist is easy to create and use and provides an uncomplicated guide for assessment.

Steps to create a checklist

Step 1: Define the purpose and what you want to assess.
This could be specific skills or a general assessment.

Step 2: Identify the criteria.
What specific elements or content will be assessed?

Step 3: Create your checklist.
Check that it contains everything you want to assess.

Exemplar:

Presenting a poster

Presenting a poster checklist			
Did the learner:	Yes 2	Partially 1	No 0
indicate the topic clearly?			
present sufficient information to convey the message?			
research the topic and site sources?			
make a credible attempt to create a visually effective poster?			
demonstrate originality?			
Total	_____ / 10		

Intervention strategies

Baseline assessment and intervention strategies

Some learners may experience academic backlogs for various reasons, including the impact on learning due to the COVID-19 pandemic, underlying learning barriers or special education needs such as visual or hearing impairments or intellectual barriers. Baseline assessment will help you identify learners that may be experiencing these barriers.

Analysing baseline assessment questions will provide insight into learners' current knowledge and skills regarding certain topics, as well as their preparedness for the work ahead. The results of baseline assessments can help to identify the areas where learners require support and/or intervention.

Learners may require support and/or intervention for the following reasons:

- barriers to learning
- class size
- reading comprehension (the ability to understand what they have read).

Barriers to learning

Some learners may face barriers to learning. It is important to accommodate learners with barriers to learning to ensure that our classrooms remain inclusive. These learners may require and should be granted more time for completing tasks, acquiring thinking skills (own strategies), and completing assessment activities. Adapt the number of activities to be completed without interfering with learners gaining the required skills. Learners experiencing barriers to learning can also be paired with others who may be able to support them.

Class size

- Peer tutoring can be an effective intervention method when class size is problematic.
- Quieter learners often struggle in a large class, as they tend not to ask questions. Organising learners into groups or pairs can help to create a more inclusive and enabling learning environment.
- Ensure that groups are made up of learners with varying ability, so that learners who may be struggling are supported by their peers.
- Peer assessment can also be used successfully during informal assessment and allows you to gauge learners' understanding in a less intimidating manner than a formal test or assignment.

- The following strategies can be used in a large class:
 - *Thumbs up/thumbs down*: Check understanding by a show of thumbs. Thumbs up indicate that learners have understood; thumbs down show that they have not understood; thumbs sideways could show that they are not sure.
 - *Response boards*: These are small chalkboards or whiteboards where learners record their response to a question. When you say “Show your answers” they all hold up the board. This way you can quickly see who is struggling.
 - *Show fingers 1-2-3*: Ask learners to show fingers to indicate if they understand activity instructions before working in a group. 1 = I do not understand; 2 = I sort of understand but I need some help; 3 = I understand completely.

Reading comprehension

- Support learners by giving them pre-reading questions and post-reading strategies to organise what they have learnt. Pre-reading questions could include asking the learners what they already know about the topic. Teach learners to summarise the content into bullet points and make use of mind maps. This requires the learners to rewrite the content in their own words.
- Write difficult terminology on the board and give simple explanations.
- Diagrams can be very useful to explain concepts in a way that learners can visualise the situation.

General teaching intervention strategies

Teach from the learner’s point of view

- Put yourself in the learner’s position: If you were the learner, what would you like the teacher to explain or show you that you could not learn previously?
- Remember that learners might still have emotional issues related to the COVID-19 pandemic, which you may need to address.

Reteach topic(s) for which learners achieved low scores (closing the gap)

- Focus on concepts, and not only on factual content. Then use illustrations to support learners’ understanding and avoid superficial rote learning. The more “real-life” examples used, the easier it will be for the learners to conceptualise the topic.
- Make the structure of your lessons and teaching materials clear: State specific, achievable goals, provide graphic organisers to link parts of the lesson and give frequent summaries of sections of the lesson. A graphic organiser can be any visual representation of content that gives an immediate overview of main points.
- Refer frequently to your progress in terms of the lesson structure. This will help learners to develop an overall and cohesive (holistic) grasp of the content.

- Skills, knowledge and concepts run like threads through the previous grades. Explain these threads to learners, as you begin teaching a new topic or module – it will help learners to link the new content to what they already know.

Metacognition

Metacognition is the ability to understand our own thought processes. It is essential that metacognition takes place during lessons.

Learners retain information best when they can visualise situations. Visual aids, such as flash cards and mind maps, and practical work can aid with developing metacognition, or getting learners to think about and understand their own thought processes. After completing practical tasks, give learners sentence starters to complete. For example: I learnt . . . ; I wonder . . . ; I still want to know . . . ; I still don't understand . . . ; I still have a question about

Retaining information

- Flash cards and mind maps can be useful tools to help learners memorise facts.
- Encourage learners to break down content into more manageable sections. They can then create a mind map for each sub-topic. Tables can also help learners summarise content into more manageable sections.
- A mnemonic is a word, sentence or poem that helps you remember something. Mnemonics help learners to memorise content. Use the first letter of each word to create a sentence that the learners can memorise easily. For example, a mnemonic such as “**Eat An Apple As A Nice Snack**” can help learners to memorise the names of the continents: **E**urope, **A**sia, **A**frica, **A**ustralia, **A**ntarctica, **N**orth America, **S**outh America.

Develop presentation skills

Many learners find it challenging to speak in front of the class, but this improves with practice. Encourage learners to answer questions in class and take part in class discussions by using one or more of the following strategies:

- *Use the think-pair-share method:* Posing a question and giving learners a short time to think about it, followed by discussion with a partner and then sharing with others. Learners who are shy will find it easier to share ideas with a partner first.
- *Tell-check-say:* A learner tells the answer to a friend, together they check if the answer is correct by referring to the textbook, and then the first learner says the answer out loud to the class or writes it down.

- *Target basic and then more advanced questions to specific learners based on their readiness to answer them:* A good strategy is to first ask the question to the whole class. This ensures that everyone thinks about it. Then, ask a specific learner the question.
- *Keywords on cards:* These can be used to help the learner remember their presentation. Eye contact is essential, so emphasise to learners that they should not read their presentation.

Interventions for learners with special education needs

- Special educational needs may include visual or hearing impairments or intellectual barriers. Do not form an opinion about a learner too early. This could lead to an inaccurate assessment of a learner's barrier, or an inaccurate assessment of the existence of a barrier (when in fact there may not be one). If the barrier is obvious after the first term and becomes a serious obstacle to the learner, seek professional help from the district office.
- Immediate steps could include: observing the learner inside and outside of the classroom, contacting the learner's previous teachers and consulting learner progress reports to understand their needs.

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Oxford University Press in the UK and in certain other countries.

Published in South Africa by
Oxford University Press Southern Africa (Pty) Ltd

Vasco Boulevard, Goodwood, N1 City, PO Box 12119, Cape Town,
South Africa

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First published 2017

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Oxford Successful Social Sciences Grade 5 Teacher's Resource Book

PROM0190725143

First impression 2017
Revised impression 2023

Typeset in Arial 14pt
Printed on [insert paper quality e.g. acid-free paper]

Acknowledgements
Publisher: Elaine Williams
Editor: Kerry-Leigh Owen
Printed and bound by: XYZ Printing Company

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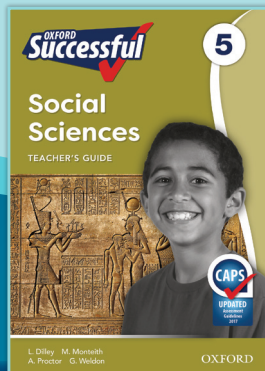
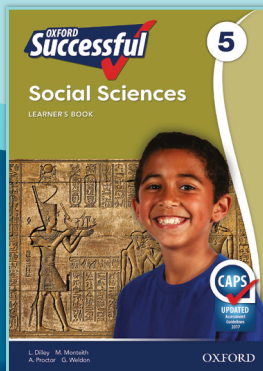
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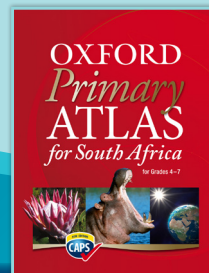
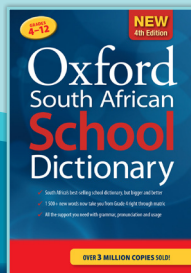
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