Chapter 1. Term 1

1.1. Main and Intermediate Directions

- GEOGRAPHY
- Grade 4
- MAP WORK
- Module 1

**MAIN DIRECTIONS AND INTERMEDIATE DIRECTIONS**

1. Main directions
   - Activity 1
   - To determine main directions [LO 1.3]
   - Activity 2
   - To find a place by means of directions [LO 1.4]
   - To the educator
2. Intermediate directions
   - Activity 3
   - To determine intermediate directions [LO 1.4]
   - Activity 4
   - To fill in intermediate directions on a wind rose [LO 1.4]
   - Activity 5
   - To determine direction with the help of a wind rose [LO 1.4]

**Assessment**

**LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY**

- Assessment Standard

**Memorandum**

1.2. True North

- GEOGRAPHY
- Grade 4
- MAP WORK
- Module 2

**TRUE NORTH**

- Activity 1

**Assessment**

**LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY**

- Assessment Standard

**Memorandum**

- To find the location of a place on a map

1.3. The Compass
THE COMPASS

Activity 1
To do research on the compass [LO 1.1]

Activity 2
To find answers for questions on directions [LO 1.6]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY

Assessment Standard

Memorandum

1.4. Symbols and Plans

1. We tell a story with symbols (pictures)
   Activity 1
   To use symbols [LO 1.3]

2. Symbols as seen from the above
   Activity 2
   To draw the top elevation of an object [LO 1.3]
   Seen from the side
   Seen from above

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY

Assessment Standard

Memorandum

1.5. Map Symbols

1. The plan (map) of my classroom
   Activity 1
   To draw a plan of the classroom [LO 1.3]
   Activity 2
   To compare two plans with one another [LO 1.3]

2. A plan of the school grounds
Activity 3
- To represent the school grounds on a plan [LO 1.4]
- Back in the classroom
Activity 4
- To read a street plan [LO 1.5]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
- Assessment Standard

Memorandum

1.6. A grid network
- GEOGRAPHY
- Grade 4
- MAP WORK
- Module 6
- A GRID NETWORK
  - Activity 1
  - To indicate location by means of a grid network [LO 1.3, 1.4]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
- Assessment Standard

Memorandum

1.7. Large scale maps
- GEOGRAPHY
- Grade 4
- MAP WORK
- Module 7
- LARGE SCALE MAPS
  - Activity 1
  - To read a map of the world [LO 1.5]
  - Activity 2
  - Map work: Africa [LO 1.5]
  - Activity 3
  - To answer questions on map work [LO 1.5]
  - Activity 4
  - To use information from sources to answer questions about people and places [LO 1.5]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
- Assessment Standard

Memorandum

Chapter 2. Term 2
- 2.1. Homes
  - GEOGRAPHY
THE PLACE WHERE WE LIVE
(SETTLEMENT CHARACTERISTICS)
Module 8
HOMES
- Activity 1
  To supply information about myself [LO 2.3]

1. Homes
- Activity 2
  To make a list of materials that are used to build houses [LO 2.1]
- Activity 3
  To make a sketch of your home and to give a short description of it [LO 2.1]

Assessment

LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING
- Assessment Standard

Memorandum
- Who am I and where do I live?

HOUSES
HUTS
TENTS

2.2. The establishment of settlements

GEOGRAPHY
Grade 4
THE PLACE WHERE WE LIVE
(SETTLEMENT CHARACTERISTICS)
Module 9
THE ESTABLISHMENT OF SETTLEMENTS

Settlements
1. Reasons for the establishment of a settlement
- Activity 1
  To classify the following towns according to the table [LO1.7, 2.1]
- Activity 2
  To find out why your town, city or residential area was established [LO 2.1]
- Activity 3
  To judge your own environment [LO 1.6, 2.1]
2. Type of settlement
- Activity 4
  To compare rural and urban settlements [LO 2.1, 2.2, 3.1, 3.2]
- Activity 5
  To make suggestions that will solve the above-mentioned problems [LO 3.3]

Assessment
2.3. Urbanisation and Informal Settlements

GEOGRAPHY

Grade 4

THE PLACE WHERE WE LIVE

(SETTLEMENT CHARACTERISTICS)

Module 10

URBANISATION AND INFORMAL SETTLEMENTS

Urbanisation

- Activity 1
  - To give reasons for urbanisation [LO 2.2]

Informal settlements

- Activity 2
  - To depict a scene in an informal settlement and make a list of the services that are not available [LO 3.1]

- Activity 3
  - To conduct a group discussion during which suggestions are made on how to prevent such disasters [LO 3.2, 3.3]

Assessment
Activity 2
To compare urban and rural settlements [LO 1.1, 1.3]
Activity 3
To complete a land utilization map of your own environment [LO 1.1, 1.3]
Activity 4
To make suggestions of how to improve land utilization [LO 1.7, 2.2, 2.3]

Assessment
LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

Our rules
Assessment
LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING

2.5. Transport
GEOGRAPHY
Grade 4
THE PLACE WHERE WE LIVE
(SETTLEMENT CHARACTERISTICS)
Module 12
TRANSPORT
Transport
Activity 1
To compile a list of different kinds of transport [LO 2.2, 3.2]

1. Transport statistics
Activity 2
To classify information under headings [LO 1.2, 1.6]
Activity 3
To compile a graph [LO 1.7]

2. Roads
Activity 4
To answer questions about a road in your town [LO 2.1]
Activity 5
To draw your own road map [LO 1.5]

Assessment
LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
Assessment Standard
LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING
Assessment Standard
LEARNING OUTCOME 3: EXPLORING ISSUES
Assessment Standard

Chapter 3. Term 3
3.1. What are resources?
3.2. Water in our houses

GEOGRAPHY
Grade 4
RESOURCES AND SERVICES WITHIN A SETTLEMENT
Module 14
WATER IN OUR HOUSES

Water as a resource
- Some interesting facts:

1. Water in our houses
   - Activity 1
     - To discuss water in and around our homes [LO 2.2]
   - Water for our family

2. Where does your water come from?

Access to water
- Activity 2
  - To identify the reasons why some people have better access to clean water than others [LO 3.2]

Assessment
- LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING
  - Assessment Standard
- LEARNING OUTCOME 3: EXPLORING ISSUES
  - Assessment Standard
- Memorandum
  - Water in and around our homes

3.3. Water supply and water conservation

GEOGRAPHY
Grade 4
RESOURCES AND SERVICES WITHIN A SETTLEMENT
Module 15
WATER SUPPLY AND WATER CONSERVATION

Water as a resource
- Limited supply of water
- Access to water
- Activity 1
  - To discuss this statement in your groups and propose ways to address the problems [LO 3.2, 3.3]
- Polluted water
- Activity 2
  - To study the sketch and make a list of how people pollute fresh water daily [LO 3.1]
- Activity 3
  - To make suggestions how to save water [LO 3.3]
3.4. What is meant by services?

**GEOGRAPHY**

**Grade 4**

**RESOURCES AND SERVICES WITHIN A SETTLEMENT**

**Module 16**

**WHAT IS MEANT BY SERVICES?**

- **Activity 1**
  - To identify the services that are rendered in your town/city [LO 2.1, 2.3]
  - Here is a list of services that must be available to inhabitants of a city or a very large town. Mark those services that are rendered in your town or city.
  - Are there services that a large city can do without?

**Assessment**

**LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING**

- **Assessment Standard**

**Memorandum**

3.5. Educational, Trade and Transport Services

**GEOGRAPHY**

**Grade 4**

**RESOURCES AND SERVICES WITHIN A SETTLEMENT**

**Module 17**

**EDUCATIONAL, TRADE AND TRANSPORT SERVICES**

- **1. Educational services**
  - Play School
  - Nursery School
  - Primary School
  - High School
  - Technical college
  - Technikon
  - University

- **Activity 1**
  - To determine whether educational facilities are within easy range [LO 1.7, 2.1]

- **2. Trade services**

- **Activity 2**
  - To be aware of services rendered by people or authorities [LO 2.2, 2.3, 3.2]

- **3. Transport services**

- **Activity 3**
  - To investigate the value of transport services and roads [LO 1.2, 2.2]
  - Transport makes life easier
How does a disabled person experience the available forms of transport?
- Transport in a minibus taxi
- Transporting dangerous substances such as petrol or gas
- The work of an ambulance driver

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
- Assessment Standard

LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING
- Assessment Standard

LEARNING OUTCOME 3: EXPLORING ISSUES
- Assessment Standard

Memorandum
- The value of transport services and roads

3.6. Municipal Services

GEOGRAPHY
Grade 4
RESOURCES AND SERVICES WITHIN A SETTLEMENT
MUNICIPAL SERVICES
Module 18
Municipal services
Activity 1
- To determine the services that people expect from the municipal authorities [LO 2.2, 2.3]
- Include the following questions:
  - The services in a well planned city or large town

Activity 2
- To determine which services are the most important [LO 3.2, 3.3]

Assessment

LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING
- Assessment Standard

LEARNING OUTCOME 3: EXPLORING ISSUES
- Assessment Standard

Memorandum
- Municipal services

3.7. Waste removal and recycling

GEOGRAPHY
Grade 4
RESOURCES AND SERVICES WITHIN A SETTLEMENT
Module 19
WASTE REMOVAL AND RECYCLING
Waste removal
Activity 1
To determine how waste is processed [LO 3.1]

Recycling
Activity 2
To classify the examples of waste illustrated in this activity, according to the table [LO 1.2]
Interesting facts about the extent of the waste removal services in the city of Cape Town.
The City of Cape Town’s Task in Relation to Refuse Removal.

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
Assessment Standard

LEARNING OUTCOME 3: EXPLORING ISSUES
Assessment Standard

Memorandum

Waste removal

• Chapter 4. Term 4
  • 4.1. The story of food
    GEOGRAPHY
    Grade 4
    FOOD PRODUCTION IN SOUTH AFRICA
    Module 20
    THE STORY OF FOOD
    Activity 1
    To study illustrations and fill in missing words in a paragraph to complete a story about food [LO 2.3]
    (Possible answers: trade; hunter; herdsmen; wild plants; plough; meat; farmers)
    Assessment
    LEARNING OUTCOME 2: GEOGRAPHICAL KNOWLEDGE AND UNDERSTANDING
    Assessment Standard
    Memorandum
  • 4.2. Commercial and subsistence farming
    GEOGRAPHY
    Grade 4
    FOOD PRODUCTION IN SOUTH AFRICA
    Module 21
    COMMERCIAL AND SUBSISTENCE FARMING
    Commercial and subsistence farming
    Activity 1
    To compare sketches illustrating two farms with regard to given criteria [LO 1.6]
Activity 2
To plan your own subsistence farming [LO 1.7]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
Assessment Standard

Memorandum
Make provision for:

4.3. Stock farming

GEOGRAPHY
Grade 4
FOOD PRODUCTION IN SOUTH AFRICA
Module 22
STOCK FARMING
Stock farming comprises large stock farming (slaughterc stock, dairy cattle and horses), small stock farming (sheep and goats) and poultry farming (chickens).

Activity 1
To make a list of as many examples as possible of foodstuffs obtained from animals. You could also make a large poster with examples of the packaging in which these products appear on the shelves of shops. [LO 1.7]

Activity 2
To study a map that shows the distribution of large and small stock farming in South Africa and to answer the questions [LO 1.1]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
Assessment Standard

Memorandum
The distribution of large and small stock farming in South Africa

4.4. Poultry farming

GEOGRAPHY
Grade 4
FOOD PRODUCTION IN SOUTH AFRICA
Module 23
POULTRY FARMING

Breeding
Why is chicken less expensive than red meat?

Activity 1
To discuss questions in groups and report the group's findings to the rest of the class [LO 1.6, 1.7]

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY
Assessment Standard

Memorandum

4.5. Food crops
Module 24

Activity 1
To complete a questionnaire concerning the distribution of fruit- and grain-farming areas in South Africa [LO 1.1]

Activity 2
Select a product from the list on the previous page. It may be a good idea to choose the one you know best because you have to do a research task according to the set of criteria that is given below. Your research results must be presented in the form of a poster or a booklet. [LO 3.3]

THE CROP I HAVE CHOSEN:

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY

Assessment Standard

LEARNING OUTCOME 3: EXPLORING ISSUES

Assessment Standard

Memorandum

The distribution of fruit- and grain-farming areas in South Africa

4.6. The fishing industry

GEOGRAPHY

Grade 4

FOOD PRODUCTION IN SOUTH AFRICA

Module 25

THE FISHING INDUSTRY

Can you find three reasons for the importance of the fishing industry to South Africa in the above paragraphs?

Activity 1
To fill in as many examples as possible in a table [LO 1.2]
Processing of fish
(flow diagram)

Assessment

LEARNING OUTCOME 1: GEOGRAPHICAL ENQUIRY

Assessment Standard

Memorandum

The processing of fish

4.7. Access to food

GEOGRAPHY

Grade 4

FOOD PRODUCTION IN SOUTH AFRICA

Module 26
ACCESS TO FOOD

Activity 1
To draw up a list of possible reasons why people do not have enough food to eat [LO 3.1, 3.2, 3.3]

Assessment
- LEARNING OUTCOME 3: EXPLORING ISSUES
- Assessment Standard

Memorandum
- Possible reasons why people do not have enough food to eat

Index
Chapter 1. Term 1

1.1. Main and Intermediate Directions

GEOGRAPHY

Grade 4

MAP WORK

Module 1

MAIN DIRECTIONS AND INTERMEDIATE DIRECTIONS

Direction

It is important for every person to know in what direction he is moving. Just think of what the pilot of an aeroplane, a seafarer or a hiker in the mountains would do if they could not determine direction. Yes, they would all get lost and end up in the wrong places.

1. Main directions

Activity 1

To determine main directions [LO 1.3]

Today we are going to do FIELDWORK outside the classroom. We are going to the school’s sports field as a class, and we are going to decide together where the sun rose today.

Outside (early morning): Stretch both arms sideways. Now everybody turn so that your RIGHT HAND points in the direction where the sun ROSE.

1. What do you think this direction is called?
2. The direction on your LEFT is called WEST.

3. But there are two other important directions to find if you stand like that:

   The direction IN WHICH you are FACING is NORTH, and the direction BEHIND you is SOUTH.

## Activity 2

### To find a place by means of directions [LO 1.4]

### To the educator

Identify points A/B/C/D on the playground.

Hide prizes at the end of each group’s treasure hunt. The field must be prepared beforehand.

Divide your class into four groups. Each group starts at a point indicated beforehand and searches for their treasure by following the required route.

#### Table 1.1.

<table>
<thead>
<tr>
<th>Group 1</th>
<th>Group 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go to point A.</td>
<td>1. Go to point C.</td>
</tr>
<tr>
<td>2. Determine NORTH.</td>
<td>2. Determine NORTH.</td>
</tr>
<tr>
<td>3. Take 14 steps WEST.</td>
<td>3. Take 10 steps NORTH.</td>
</tr>
<tr>
<td>4. Take 2 steps SOUTH.</td>
<td>4. Take 12 steps EAST.</td>
</tr>
<tr>
<td>5. Take 20 steps EAST,</td>
<td>5. Take 3 steps NORTH,</td>
</tr>
<tr>
<td>and...</td>
<td>and…</td>
</tr>
</tbody>
</table>

#### Table 1.2.

<table>
<thead>
<tr>
<th>Group 2</th>
<th>Group 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Go to point B.</td>
<td>1. Go to point D.</td>
</tr>
<tr>
<td>2. Determine NORTH.</td>
<td>2. Determine NORTH.</td>
</tr>
<tr>
<td>3. Take 3 steps EAST.</td>
<td>3. Take 10 steps NORTH.</td>
</tr>
<tr>
<td>4. Take 10 steps SOUTH.</td>
<td>4. Take 4 steps EAST.</td>
</tr>
</tbody>
</table>
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