

2. Discuss how you would apply this holistic approach to Geography and History teaching in the primary school. Discuss under separate headings in point form (10)

## 2. Geography:

places, environment and people, where the learner lives or travels or spends their holiday are all integrated into the lesson, so that the learner can relate to the information.●

what the learners as human beings experience physically are connected.●

intricate and difficult matters and problems that crop up from the different interactions are dealt with●

## **History:**

reflecting on what happened in the past●

important dates and events that took place●

## UNIT 1 and UNIT 2

A short overview regarding UNIT 1 and 2:

A basic introduction to the Social Science(S.S) course and how Geography and History work as part of the S.S in the primary school. Various concepts, relations and the relationship and nature of s.s will be discussed. We will look at clear definitions of what Geography and History entails and how both correlate to Social Science. ( Activity 3 should be done to make similarities and differences pg 13).

The contributions of both Geography and History to Education will be made using the Knowledge, skills, values and attitudes of each will be made (Pages 14-16). A brief Historical perspective is given on page 17 showing Geography and History in South African Schools. The last few pages of the unit shows us the correlation between Geography and History.

UNIT 3:

Curriculum and Curriculum Development

Here we should understand what is meant by Curriculum and Curriculum Development which could be found on pages 25 – 27.

An important aspect is the place of Geography and History in the development of curriculum. Curriculum model for education in RSA was drawn up as represented in figure 3.1 (Page 28). We should pay special attention to the Social Science field.

The table shows the 7 fields of study such as Languages and Social Sciences etc across the different phases.

Figure 3.2 on page 29 shows us the proposed model through the different phases of education such as the Foundation Phase etc.

It is also important to note the 8 learning areas that form the common core of curriculum in the general band.

Figure 3.3 on page 31 breaks down the 8 learning areas and fully describes each learning area. Special attention should be noted to the Social Science description as it shows us what it entails.

You are expected to go through the Evaluation questions found on page 32 and page 33 as you could be asked similar questions.

P.S We should bear in mind that in the new CAPS syllabus the number of Learning Areas have been dropped from 8 to 6. They are as follows:

1. English
2. Afrikaans
3. Mathematics
4. Social Science
5. Natural Science AND Technology
6. Life Skills

## **Unit 4:**

### AIMS and Objectives

Students should **clearly note the difference between Aims and Objectives.**

Aims: Aims are what you want to achieve, while Objectives are what you will do to achieve those goals.

Page 35 discusses learner and lesson objectives in which all lessons need. We need to follow the department syllabus in order to determine our aims for Social Science.

Whenever we need to accomplish the objective of lessons we need to bear in mind that certain skills will be needed in Social Science namely:

1. Reading and research skills
2. Social Skills
3. Descriptive skills
4. Schematic Skills
5. Skills in synthesis

**You need to know the above skills as well as to define them** and when to use each of the skills. All this information can be found on page 36.

Activity 3 on page 37 shows us that general skills are also learnt for eg SKILL- extracting Information, Learner activity could be graphs or maps. Pupils are required to explore and develop 3 main aspects namely :

1. Knowledge and Understanding
2. Attitudes and Values
3. Skills.

**The above aspects needs to be looked at in terms of History and Geography and this information can be found on page 38-41.**

## **Unit 5: ( Part 1 of 2)**

### UNIT 5: ( Page 43-61)

#### Resources and Media

Using different teaching resources and media in one's lessons can really enhance all lessons. Resources should not only be used merely as a decoration but it used to improve the lesson. The teacher should choose the best suitable media to use or best combination of media to enhance lessons.

There are FOUR types/orders of resources which teachers could choose from:

1. **FIRST ORDER RESOURCES : THE TEACHER ( page 43-44)**

The teacher is seen as the main role player as you have to plan and implement your lesson in the classroom. The teacher is expected to know the lesson content thoroughly. Narratives can be used. They must appeal to the intellect and make the learners active participants in the lessons, be related to the life-world of the child, stimulate the imagination, have its origin in conversation and explain concepts as you go along. You must use well formulated questions that stimulate application of the lesson and long term memory.

## 2. **SECOND ORDER RESOURCES: The spoken and written word ( page 44-46)**

We must always remember that the teacher is seen as a role model in a child's life so what is written and spoken plays a major part in the lesson. The teacher should ensure that note-making and note-taking is accurate.

2.1 The writing/blackboard/chalkboard can be used differently to cover nearly all aspects of the lesson situation in Social Science.

The blackboard could be used - to add new names, summaries, draw sketches, brief exercises, introduce movement as well as display pictures..

Things to AVOID-long notes, elaborate diagrams, erasing material with no time for children to copy and untidy handwriting.

Please complete activity 1 on page 45 asking for advantages and disadvantages.

2. Textbooks- With the new implementation of CAPS it is important for us to remember that ALL textbooks have changed in RSA to conform to the new CAPS syllabus. Textbooks should be used as a base and clearly explained to pupils. They need to be supplemented by additional info – newspapers/magazines –relevant + current events. It is extremely important to note that NO textbook can cover ALL learning content and thus it is important especially in Social Science for learners to research as much as possible. One should not fully rely on textbooks as current issues keep changing as well as general matters in Social Science field changes all the time. This could be viewed as some Disadvantages to use of textbooks and will help you with Activity 2 on page 46.

## 3. **THIRD ORDER RESOURCES: Teaching media ( Page 47-54)**

Teaching media allows the teacher to bring learning content as REALITY. Teaching media may be used to: Introduce a lesson, illustrate a topic, stimulate the pupil's past image, explain learning content, test or impart knowledge/ insight, create interest in an excursion to be undertaken.

Things to keep in mind when planning to use teaching media:

- Which learning content the media must furnish
- Which medium is most suitable
- How it is to be implemented?
- At what stage of the lesson it will be used
- The purpose

- Can it be used only once?
- Which wall decoration can be used?

## UNIT 5 ( Part 2 of 2)

### 1. Pictures, sketches, illustrations and photo's( Page 47-48)

Over a teachers career one can collect an amazing amount of pictures etc, but what can be used and what can't be used? Write down 5 advantages and 5 disadvantages of using this media. ( Activity 4)

### 1. The overhead projector ( Page 49)

In a ideal world all classes should have an overhead projector as it has many advantages namely: The teacher is able to add to transparency while the lesson or a wide range of information is available such as using the internet etc.

### 1. The timeline and timeline chart

Plays an important role in the S.S department. It has many uses such as to systemize learning content and assist learners to put things in order.

### 3.4 Film/Motion pictures

Advantages of film are: Shows finer detail, serves as introduction, form of revision and as background to field trips.

### 3.5 Video Recording

Similar to above points

### 3.6 Filmstrips and slides

Are often accompanied by a written text. The main advantages of these are that you can discuss each slide individually and use them as an introduction to a lesson. The disadvantages: you need a dark room so it will prevent pupils from making notes and different projects are required for different kinds of slides.

### 3.7 Tape recorders:

Audio plays an extremely important role in resources such as famous speeches or National Anthems

### 3.8 Maps

One of the most relevant pieces of resources in a Social Science class. Maps play an important part when referring to settlement, it shows us physical, political, social, cultural or economic pieces of info.

### 3.9 Exhibitions, presentations, samples and models

- Mini displays can be shown of the relevant sample or subject matter
- Teacher's may refer to these items during any part of the lesson
- Pupils may be allowed to handle samples
- Exhibitions of pupils' work can be evaluated and discussed
- Sand table is versatile and can be used very differently to suit different lessons
- Pupils should be encouraged to bring along their own materials as well as current news topics.
- Sampling saves time and effort provided the sample is large enough and accurate.
- A noticeboard for news at the back of the class gives pupils the opportunity to: express themselves verbally, become involved in interpreting world events and contribute to the knowledge of others.

### 3.10 Computers

Technology plays a vital role in all of our lives. You are expected to research your own advantages and disadvantages of each learner having a computer at school.

### 3.11 School Library/Media centre

The school library or media centre plays a huge role especially to those disadvantaged learners. Some of the main advantages are it allows learners to think critically and form their own opinions. ( Other advantages found on page 54)

2. **FOURTH ORDER RESOURCES: Beyond the school( Page 55-58)**
  2. Local Events:

This allows learners to study first hand, the mark left by their ancestors. Learners should investigate events and thus leave lasting impressions on the minds of the pupil.

2. Fieldwork, excursions and educational tours.

We often hear the saying, " Seeing is believing". All learners learn and absorb info differently. Some learners excel when they can places things into context such as at a museum etc. Two principles are learnt namely: 1. Pupils learn by being Actively involved and 2. Observation and Perception.

The venue should be carefully planned, easily accessible and financially affordable to learners. Pupils should know the purpose of the trip, what's expected, what to observe, how to look and how to take notes.

Films etc could be used to give learners info about the place, notes should be given as a guide, maps and enough time allocated for tasks. After the trip whatever info was required should be collected and discussed.

Advantages and disadvantages of fieldwork are found on page 56 and 57 respectively as well as the approaches to fieldwork. Please go over these points.

The CRITERIA for the selection of teaching tasks can be found on page 59 and 60. These points should be carefully considered when choosing the correct media to use.

## **UNIT 6:**

### **Lesson Planning/Preparation (Page 62-73)**

You will mostly be asked to design either a geography/history lesson or maybe both. It is thus very important to go over this extremely well.

Whenever planning a lesson one should keep in mind the following 8 points:

1. Relevant content of the syllabi
2. Formative stage of the pupils
3. Duration of the lesson
4. Aims/objectives of the lesson/theme
5. Teaching methods
6. Teaching media
7. Pupil participation
8. Assessment/evaluation

A plan of action is needed and we call this **SCHEMES OF WORK** and this enables a teacher to be an effective teacher.

### **Functions to fulfil:**

1. Create learning situations in which pupils can learn
2. Clearly outline the work to be covered
3. Distribution of work according to time.

### **Attributes of a good scheme**

1. Divided into sections according to themes
2. Clear AIMS and OBJECTIVES for each section
3. Brief notes on different teaching methods eg practical.
4. Full details of forms of ASSESSMENTS

All lessons to be taught will have the following components :

1. AIMS and OBJECTIVES
2. Main points of the lesson and teaching method
3. Didactic modalities showing teacher resources or media
4. COURSE of the LESSON- a.Introduction

b.statement of problem

c.exposition of content

d.actualisation of content

e. conclusion

f. assessment and evaluation

5. Bibliography/references

### **EDUCATIONAL AIMS and OBJECTIVES:**

The teacher should be fully aware of the flexibility of learning content and how the learners can apply knowledge.



Objectives are SHORT term goals which the teacher hopes to achieve by the end of the lesson. The teacher SHOULD write: " By the end of the lesson the pupils should be able to explain, understand, list, name or discuss different things.

AIMS are LONG term goals and provide the ultimate reason for teaching Social Science. These reflect the PURPOSE of the lesson in relation to the pupils understanding.. The teacher should use the following:

- Why has the topic been included?
- What values are gained by the learner?
- Does the topic elucidate the present?
- Is there a trend?

Once the above is the done, the teacher needs to reflect on how to achiev its objectives and aims. The teacher needs to choose the correct **teaching methods and resources** to achieve the above.

### **COURSE OF THE LESSON:**

1. INTRODUCTION: The intro should be SHORT to arouse interest. Interest could be achieved as follows: By choosing questions which the learners can engage in critically, A brief discussion by bringing in previous knowledge, A short story or real objects such as pictures or cartoons etc.
2. Statement of the Problem: It is the job of the teacher to choose the most thought provoking question to relate to the learners so that they will realize that they have little to no knowledge regarding the work and thus need to pay attention. The ANSWER to this question should be found in the BODY of the lesson.
3. Presentation of the learning content: The teacher will present factual content to answer any questions from above. During the main body of the lesson the learning material is set out. Learners should be actively involved during this process in which they will be guided in the right direction. The teacher should : Write down a summary of the work in point form to help remember, Plan how and where you want to use teaching media.
4. Exposition of the learning content: This is the systematic way in which the learning content will be taught. It is of utmost important that learners are actively learning new content, if new concepts are not learnt then it will remain vague and meaningless to them.
5. Actualisation of the learning content: Here the teacher checks orally by means of discussions or questions to gage if new concepts have been learnt. Teachers could use activities, worksheets etc as well.
6. Functualisation/Conclusion: This is rounding off the lesson and may be done by A BRIEF summary OR Questions/work or test. After the lesson the learners are expected to engage in meaningful activities based on the lesson either independently or in groups. T conclusion should relate to the OBJECTIVES and AIMS as well as the PROBLEM posed earlier in the lesson.
7. Evaluation and assessment: This section should be studied with UNIT 7, usually takes place during or after lessons are taught in the forms of questions. In this way the teacher can determine whether objectives and aims have been achieved.

PLEASE GO OVER THE EXAMPLES OF LESSON SCHEMES AT THE END OF THE UNIT.

## UNIT 7:

### Evaluation and assessment procedures:

Evaluation is one of the most important aspects that we do whether it be with our work, on the sports fields or in our finances.

Why and what then do we evaluate in teaching?

We evaluate to maintain and improve teaching abilities that contribute to the ongoing worth of geography and history as a subject. The two elements are: Evaluation of the curriculum and that of Pupil progress.

Evaluation: Is an ongoing process that is concerned as much with what goes into the curriculum as to what comes out.

Assessment: The evaluation of a pupil's progress is assessment. It is usually the measure of the pupil's progress with regard to Knowledge, skills and attitudes.

Assessment has three main steps namely:

1. Generating and collecting evidence
2. Evaluating this collected evidence against the standard
3. Recording of findings

### Different types of Assessment:

It is important to understand that assessment has now become more developmental and less judgmental. The following are seen as the three assessment types:

1. Formal Summative Assessment: Includes the award of credits, qualifications and year marks and the recording and reporting of these. The term summative usually implies at the end of the section and such a test or activity is thus given.
2. Ongoing Formal Continuous Assessment: A wide variety of ways of demonstrating competence across a range of contexts. Interesting activities and observation are parts of this.
3. Ongoing Informal Formative Assessment: monitors and encourages learning progress, providing guidance to the learner in the form of self-assessment and feedback through peer + teacher assessment. Guides the teacher's planning

### Continuous Assessment:

CA is an attempt to support learners more. It is an approach to assessing learners over a continuous period while providing feedback to parents and learners. It is made up of getting various marks for the learner from various activities over the period/term. Here are some TIPS on how CA can be used:

- Identify types of assessment
- Use a variety of testing methods
- Decide what means of assessment you will use
- Devise a means of recording.

Traditionally Exams formed the main part of a learners mark which involved emphasis on recall of knowledge and little to non on skills, values or attitudes. Tests and exams now should still play a major role in assessment however it should be more meaningful and valid and include knowledge, skills, values and attitudes.

## UNIT 8:

### SCHOOL AND CLASS MANAGEMENT

The most important task is that of instruction and education of pupils by the teacher. One of the best ways to achieve this is through proper planning and this entails good school and class management. The subject policy should be used as our main source of guidance. Generally a teacher could approach the Head of Department (H.O.D) for guidance in the subject and the teacher should have a file for his/her own subject so as to refer to schemes/lesson plans etc.

Having an excellent file or organised scheme DOES NOT mean you will be an excellent teacher, but organisation of one's class plays a major role as well. For a teacher to decide when to use group work or field work depends on the following factors:

- Size of the class
- Aspects that have to be taught
- Discipline of the class
- Time
- School Policy

Hi All

These are a few common questions which could assist you.....

**Why do you think it is imperative that Geography and History teachers understand what their subject/learning area is about before they practice it? Discuss in point form. SG pg14**

- they need to understand what these learning areas are about before teaching them in schools•
- learners need to know what is required of them at the beginning of the lesson•
- teachers need to understand the nature and elements of Geography and History•
- what Geography and History involve and their contribution to education•
- basic principles of good teaching•
- general understanding of the subject being taught•
- convey accurate information because it is facts•
- must make use of concrete teaching aids e.g. maps for geography - pointing out rivers, mountains, etc.•
- the teacher must also read and update information because new things are added everytime•
- teacher must be computer literate to do research work•
- make use of different teaching methods to capture the learners attention and interest•

**2 Why is holistic teaching considered important in the primary school? Discuss in point form.**

- students are aware of the whole learning area they are studying.•
- the subjects are integrated and linked into one area of learning•
- constantly aware of what is happening, in primary school the learners are quick to grasp information•
- in their early hood of primary school they remember better and learn at their best•
- the teacher incorporates the learners' environment, background, needs, wants, social and economical circumstances.•

**3 Discuss how you would apply this holistic approach to Geography and History in the primary school. Discuss under separate headings in point form.**

**Geography:**

places, environment and people, where the learner lives or travels or spends their holiday are all integrated into the lesson, so that the learner can relate to the information.●

what the learners as human beings experience physically are connected.●

intricate and difficult matters and problems that crop up from the different interactions are dealt with●

**History:**

reflecting on what happened in the past●

important dates and events that took place●

**What is the difference between and educational aim and objective?**

Aims are general and Objectives are specific●

Aims are short term goals and Objectives are long-term goals●

Aims are like strategies and objectives like tactics●

Aims are general Goals and intentions of teaching, Objectives are individual stages that learners must achieve to reach Goals●

**Fieldwork emphasises two basic didactic principles, name and discuss in point form**

activity - pupils learn by doing something●

observation and perception - pupils learn by the direct observation of phenomena●

**Why is it not educationally acceptable to teach from a content based approach?**

In many cases primary school pupils are taught subjects/topics as content entities or disciplines.

In many cases these topics/subjects have become more process-orientated and more child centred and concept based.

Skills, concepts and attitudes play a more dominant role.

## **2 Reasons why teaching and learning aids should be used in history and geography teaching**

They can be used to improve teaching and learning activities

It supplements instructions and is used for enrichment purposes

### **.1 Importance of reading and research skills**

Learners must be able to observe carefully, identify and create mental images of the phenomena being studied, as well as to research info from different sources

### **.2 Schematic skills**

Learners must be able to distinguish between main and side effects, arrange facts systematically in a logical sequence

### **.3 Skills in synthesis**

Pupils must be able to select and gather evidence from diverse information, summarise and organise so that it is meaningful. They must be able to put information together in such a way that they gain a complete picture of the phenomenon observed.

## **Explain how the following didactic principle apply to geography and history**

- a) Totality – the learner is a whole person and must be taught in light of his/her total biophysical and sociocultural environment
- b) Individuality – Each learner is different – different backgrounds and abilities must be considered and catered for in learning situation
- c) Development – recognises that learners develop through various stages as they mature physically and mentally
- d) Activity – learners are active in learning and are encouraged to learn
- e) Motivation and interest – Learners need to be motivated if they are to learn
- f) Observation and perception – learner learns best by direct observation of phenomena such as maps, photographs, pictures
- g) Environmental teaching – Pupil must be involved in learning experiences in the local environment
- h) Moving from the known to the unknown – building on existing knowledge
- i) Moving from simple to complex – learners knowledge is gradually built up through carefully chosen examples
- f) Holistic teaching – the child learns about the whole while studying about the parts. He/she is aware of the whole they are studying.

## **AN EXAMPLE OF A LESSON PLAN FROM 2010/11 OCT/NOV**

### **Topic: Tropical Rainforest:**

**Objectives (outcomes) to be acquired. This implies knowledge, skills and values/attitudes to be acquired**

Learner will be able to:

- enquiry skills to investigate concepts and processes•
- demonstrate knowledge and understanding•
- make informed decisions about environmental issues and problems•

### **2 Learner activities. Name and discuss**

Determine the learners understanding about rainforests.

Give learners handouts of temperature and rainfall graphs and let them the answer the questions.

Allow learners to research information about plants and animals that live in rainforest in groups.

Give learners a Case Study about deforestation and questions are asked. learners are divided into two groups to debate about deforestation

### **3 The assessment method to be used, how and why?**

Summative assessment: Learner are broken into groups and are asked to do an assignment on topics given about tropical rainforests.

Learners are assessed during their groups works, report back from groups.

Writing ability, Oral presentation

Assess learners knowledge during their debate

### **4 Media that you would use and what the purpose would be?**

Graphs - showing rainfall and temperature data

Maps - showing were the different rainforests are situated

Pictures of rainforests and its inhabitants

Video recording - showing learners the effects of deforestation

