

## 2021 Annual Teaching Plan – Term 1: SOCIAL SCIENCES (GEOGRAPHY): Grade 4

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	Places where people live (Settlements)									
<b>Content and concepts Skills and Values</b>	<b>Orientation of learners to Grade 4:</b> Welcome learners to Grade 4 Geography/ Social Sciences subject.  Explain the programme of assessment (formal and informal). Manage the transition from Foundation Phase to the Intermediate Phase	<b>People and places</b>  Places to live in: - farm, - village, - town, - city.	<b>People and places</b>  Work: - jobs people do in different places - Buildings in different places and their uses	<b>People and places</b>  Buildings such as houses, animal shelters, shops, schools, clinics, banks, offices, places of worship, factories, garages and train stations  Roads and footpaths – how they are used within settlements )	<b>Landmarks and explaining the way</b>  Identifying landmarks – natural and human made and Describing and drawing a short journey – such as the way to school	<b>Landmarks and explaining the way</b>  Explaining how to get from one place to another – - left, - right, - straight, - landmarks and - names of roads.	<b>People and their needs</b>  What all people need: - Water - food, - shelter,	<b>People and their needs</b>  What all people need: - health care, - energy	<b>Revision and consolidation</b>	<b>Formal assessment</b>  Test: Source-based and paragraph writing
<b>Skills and values (CAPS P.14)</b>	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use and draw maps Provide reasoned explanations	Use and draw maps. Provide reasoned explanations	Use and draw maps. Identify and extract information from visual sources such as maps Provide reasoned explanations Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	Collections of pictures and photographs to show different kinds of settlements and settlement features Drawings or field sketches that show directions Stories about the lives of people in different settlements Community members who have stories to tell									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should be able to follow simple instructions, such as identifying different types of buildings	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should be able to give direction, using concepts: left, right, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	Test: Source-based and paragraph writing Marks: 25									

## 2021 Annual Teaching Plan – Term 2: SOCIAL SCIENCES (GEOGRAPHY): Grade 4

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Map skills</b>									
<b>Content and concepts Skills and Values</b>	Revision of Term 1 assessment Corrections Introduction to the topic: <b>Maps skills: Side views and plan views</b> side views and views from above – such as a cup, hat, shoe, box, apple Plan views – such as table, classroom, simple buildings, trees and sports fields Pictures showing side views and plan views	<b>Symbols and keys</b> Symbols as simple pictures or letters Symbols on a large scale map Keys as lists of symbols with their meanings on South African maps	<b>Symbols and keys</b> Reading a map of a farm, village or part town using symbols and a keys Drawing own map using symbols and a key	<b>Grid references</b> Concept of alpha-numeric grid references Reading and giving grid references on a simple large scale map  <b>Compass Directions</b> north (N), south (S), east (E) and west (W) in local area –Compass directions (N, S, E and W) on a map	<b>A map of South Africa</b> Sea and land on a map – how this is shown Names of oceans along South Africa's coastline Provinces – names and locations on a map of South Africa Main cities or towns of own province and location of own settlement	<b>A globe and map of the world</b> The world is round like a ball, a map is flat Continents - their names and where they are on a globe and on a map of the world	<b>A globe and map of the world</b> Oceans – Pacific, Atlantic, Indian	South Africa – a country on the continent of Africa (location)	<b>Revision and consolidation</b>	<b>Summative assessment</b>  Controlled test: Source-based and paragraph writing
<b>Skills and values (CAPS P.14)</b>	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use and draw maps Provide reasoned explanations	Use and draw maps. Provide reasoned explanations Identify and extract information from visual sources such as photographs	Use and draw maps. Identify and extract information from visual sources such as maps	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	Objects and pictures to show side and plan views Blank maps: world (continents) South Africa (with provinces) Map of South Africa (political) Globe (model of the world) World map (flat wall map) Map puzzles (where possible)									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	Controlled test: Source-based and paragraph writing Term 1 content: 10 marks Term 2 content: 15 marks Total marks: 25									

## 2021 Annual Teaching Plan – Term 3: SOCIAL SCIENCES (GEOGRAPHY): Grade 4

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Food and farming in South Africa</b>									
<b>Content and concepts Skills and Values</b>	Revision of Term 2 assessment Corrections Introduction to the topic: <b>Food and farming in South Africa</b> <b>People and food</b> Food people eat – from plants and animals (classifying)	<b>People and food</b> Ways people get their food – buying, growing, collecting, fishing, hunting <b>Ways of farming</b> Farming for self and family (subsistence farming)	<b>Ways of farming</b> Farming crops and animals to sell (commercial farming) Growing food in towns and cities	<b>Crop and stock farming</b> Crop farming – important crops of South Africa Case study of fruit farming in South Africa Stock farming – large stock, small stock and crop farming	<b>Crop and stock farming</b> Case study of stock farming in South Africa Location of main crop and stock farming areas in South Africa (symbols on a map)	<b>Unprocessed and processed foods</b> Concepts of unprocessed and processed foods – with examples	<b>Unprocessed and processed foods</b> How and why foods are processed – including cooking, drying, squeezing, cutting and mixing	<b>Unprocessed and processed foods</b> From farm to factory to shop to home: wheat fields to bread to sandwich (flow diagram)	<b>Revision and consolidation</b>	<b>Formal assessment</b>  Controlled test: Source-based and paragraph writing
<b>Skills and values (CAPS P.14)</b>	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use and draw maps Provide reasoned explanations	Provide reasoned explanations Identify and extract information from visual sources such as photographs	Identify and extract information from visual sources such as maps	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	Pictures of different crops, animals and types of food that people eat Examples of foods – processed and unprocessed Photographs of people working on farms Flow diagrams with pictures to show food production processes Map of South Africa with provinces									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	Controlled test: Source-based and paragraph writing 25 Marks									

## 2021 Annual Teaching Plan – Term 4: SOCIAL SCIENCES (GEOGRAPHY): Grade 4

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Water in South Africa</b>									
<b>Content and concepts Skills and Values</b>	Revision of Term 3 assessment Corrections Introduction to the topic: <b>Water in South Africa</b> <b>Uses of water</b> Daily uses in personal lives	<b>Uses of water</b> Other uses – such as farming, factories, mines, electricity generation, gardens and recreation	<b>Water as a resource</b> Salt water and fresh water on earth The natural water cycle: from sea to land and back to sea Fresh water in nature: rain, rivers, streams, wetlands, lakes and underground	<b>Water as a resource</b> Storing water: Why people need to store water Ways of storing water – such as in dams, water tanks, buckets and pots	<b>How people get their water</b> Rivers, streams and springs – people collecting and carrying water directly from natural sources Boreholes and wells – getting water from underground	<b>How people get their water</b> Trucks with water containers for places that do not have other sources Taps – water travels along pipes from big dams to purification plants, reservoirs and finally to taps in communities, homes and other buildings	<b>Pollution and wastewater</b> Personal, daily practices that pollute water Factory and farming waste	<b>Pollution and wastewater</b> Wastewater and sewage recycling The water use cycle: how water, taken from the natural cycle, is used and returned to the sea	<b>Revision and consolidation</b>	<b>Formal assessment</b>  Controlled test:
<b>Skills and values (CAPS P.14)</b>	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps	Provide reasoned explanations Identify and extract information from visual sources such as photographs	Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	Pictures to illustrate sources of fresh water Illustrated flow charts of the natural water cycle and cycles of water use Stories of people collecting water/ keeping water clean/polluting water/ using water wisely									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	Controlled test: Term 3 content: 10 marks Term 4 content: 15 marks Total marks: 25									

2021 Annual Teaching Plan – Term 1: SOCIAL SCIENCES (HISTORY): Grade 4

Term 1 45 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic: Local History</b>										
<b>Content and concepts Skills and Values</b>	<p><b>Orientation of learners to Grade 4:</b> Welcome learners to Grade 4 History/Social Sciences subject.</p> <p><b>Revision of Grade 3 Study area: BKPSW</b> <b>Content: How people lived long ago</b></p> <p>Stories and experience of older family and community members (including food, clothes and transport) Objects used by older family and community members (tools, toys and cooking utensils) How people lived then and now</p>	<p>Explain the importance of taking care of the textbooks. Discuss the class rules</p> <p>Explain the programme of assessment (formal and informal).</p> <p>Introduce the topic: <b>Local History</b></p> <p>Explain what will be learned in this topic – a brief outline of the topic.</p>	<p>Finding a variety of kinds of information about the history of a local area</p> <p><b>How we find out about the present in a local area</b></p> <ul style="list-style-type: none"> <li>Information from pictures</li> <li>Information from writing</li> <li>Information from stories and from interviews with people</li> <li>Information from objects</li> </ul>		<p><b>How we find out about the history of a local area</b></p> <ul style="list-style-type: none"> <li>Information from pictures</li> <li>Information from written sources</li> <li>Information from stories and from interviews with people</li> <li>Information from objects</li> </ul>		<ul style="list-style-type: none"> <li>Learners are explained how to do a project</li> <li>Explanation on the different steps to be followed in collating a project.</li> <li>Learners start with the project.</li> </ul>	<ul style="list-style-type: none"> <li>Learners find information and bring to the class, organise, classify, and make notes</li> <li>Learners continue with the project.</li> </ul>	<p><b>Revision and consolidation</b></p> <ul style="list-style-type: none"> <li>Submission of the History Project</li> </ul>	<p><b>Formal assessment</b> Project: Assessment and feedback</p> <p>25 Marks</p>
<b>Skills and values (CAPS P.14)</b>	Identify and extract information from visual sources such as photographs. Extract and interpret information people as sources Change and continuity		Identify and extract information from visual sources such as photographs, paintings and drawings, etc.  Change and continuity	Identify and extract and interpret information from written and physical sources such as people, documents, letters, newspapers, oral testimonies/interviews, objects from the past, buildings, furniture, etc.  Provide reasoned explanations	Identify, extract and interpret information from visual sources such as photographs, plans, maps, documents, records, and letters  Provide reasoned explanations	Identify and extract and interpret information from written and physical sources such as people, documents, letters, newspapers, oral testimonies/interviews, objects from the past, buildings, furniture, etc.  Provide reasoned explanations	Identify, extract and interpret relevant information from written, physical, oral and written sources such as people, documents, photographs, buildings objects, etc. Write in a structured way - writing coherent sentences/paragraph  Provide reasoned explanations	Identify, gather and organise information from various sources,  Write in a structured way - writing coherent sentences.  Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>			Local library Internet (if possible) Excursions People Audio-visual materials	Local library Internet (optional) Excursions People Audio-visual materials	Local library Internet (optional) Excursions People Audio-visual materials	Local library Internet (optional) Excursions People Audio-visual materials	Local library Internet (optional) Excursions People Audio-visual materials	Local library Internet (optional) Excursions People Audio-visual materials		
<b>Informal Assessment</b>		Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Oral assessment – simple question and answers. Homework/ Classwork/ Worksheet. Informal assessment to serve as a baseline assessment	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	Project The project should assess the topic: <b>Local History</b> 25 Marks									



## 2021 Annual Teaching Plan Template

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SBA (Formal Assessment)	Test – source-based and paragraph writing The test should assess the topics: <b>Local history</b> <b>Learning from leaders</b> 25 Marks									

2021 Annual Teaching Plan – Term 3: SOCIAL SCIENCES (HISTORY): Grade 4

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic: Transport through time</b>										
<b>Content and concepts Skills and Values</b>	<p><b>Introduction of the topic:</b> Transport through time</p> <p><b>Focus:</b> How transport has changed people's lives over time on land, water and in the air</p>	<p><b>Transport on land</b></p> <ul style="list-style-type: none"> <li>Animals, carts, wagons and coaches</li> </ul>	<p><b>Transport on land: (rail)</b></p> <ul style="list-style-type: none"> <li>The bicycle and the motor car</li> <li>The steam engine and the train</li> </ul>	<p><b>Transport on land</b></p> <ul style="list-style-type: none"> <li>Common forms transport and goods on land today</li> </ul> <p><b>Case study</b></p> <ul style="list-style-type: none"> <li>Environmental damage: Exhaust fumes in a big city</li> </ul>	<p><b>Transport on water</b></p> <ul style="list-style-type: none"> <li>Rafts, canoes and reed boats</li> <li>Some of the first sailing ships</li> </ul>	<p><b>Transport on water</b></p> <ul style="list-style-type: none"> <li>The first steamships and modern forms of water transport</li> </ul>	<p><b>Transport in the air</b></p> <ul style="list-style-type: none"> <li>Wright brothers and the invention of the first aeroplane</li> </ul>	<p><b>Transport in the air</b></p> <ul style="list-style-type: none"> <li>Balloons, airships and modern forms of air transport</li> </ul>	<p><b>Revision and consolidation</b></p>	<p><b>Formal assessment</b></p> <p>Controlled test: Source-based and paragraph writing</p> <p>25 Marks</p>
<b>Skills and values (CAPS P.14)</b>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology Cause and effect</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>	<p>Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources</p> <p>Provide reasoned explanations Change and continuity Time and Chronology</p>		
<b>Resources (other than textbook) to enhance learning</b>		<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>	<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>	<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>	<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>	<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>	<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>	<p>Local library Internet sources Audio-visual materials Transport museum Encyclopaedia</p>		
<b>Informal Assessment</b>		<p>Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.</p>	<p>Oral assessment – simple question and answers. Homework/ Classwork/ Worksheet. Informal assessment to serve as a baseline assessment</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>		
<b>SBA (Formal Assessment)</b>	<p>Test – source-based and paragraph writing The test should assess the topic: <b>Transport through time</b> 25 Marks</p>									



2021 Annual Teaching Plan – Term 4: SOCIAL SCIENCES (HISTORY): Grade 4

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic: Communication through time</b>										
<b>Content and concepts Skills and Values</b>	<b>Communication through time</b>  Introduction of the topic: <b>Communication through time</b> <b>Focus:</b> How communication has changed over time, and how many forms of communication have stayed the same	<b>Communication through time</b>  <b>Oldest forms of human communication</b> <ul style="list-style-type: none"> <li>Language, symbols, songs, art and dance</li> <li>San Hunter-gatherers (The first people in southern Africa) as an example</li> </ul>		<b>Communication through time</b> <b>Change in modern forms of communication</b> <ul style="list-style-type: none"> <li>Postal system</li> </ul>	<b>Communication through time</b> <ul style="list-style-type: none"> <li>Radio and Television</li> </ul>	<b>Communication through time</b> <ul style="list-style-type: none"> <li>Early typewriters before electricity</li> <li>Telegraph</li> </ul>	<b>Communication through time</b> <ul style="list-style-type: none"> <li>Telephone and Cell phone</li> </ul>	<b>Communication through time</b> <ul style="list-style-type: none"> <li>Computer</li> <li>Internet</li> </ul>	<b>Revision and consolidation</b>	<b>Formal assessment</b>  Controlled test: Source-based and paragraph writing  25 Marks
<b>Skills and values (CAPS P.14)</b>	Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations  Change and continuity Time and Chronology	Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations  Change and continuity Time and Chronology	Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations  Change and continuity Time and Chronology	Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations Change and continuity Time and Chronology Cause and effect	Identify and extract information from audio-visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations Change and continuity Time and Chronology	Identify and extract information from visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations Change and continuity Time and Chronology	Identify and extract information from audio-visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations Change and continuity Time and Chronology	Identify and extract information from audio-visual sources such as photographs, pictures, drawings, internet sources  Provide reasoned explanations Change and continuity Time and Chronology		
<b>Resources (other than textbook) to enhance learning</b>		Local library Internet sources Audio-visual materials Transport museum Encyclopaedia	Local library Internet sources Audio-visual materials Transport museum Encyclopaedia	Local library Internet sources Audio-visual materials Transport museum Encyclopaedia	Local library Internet sources Audio-visual materials Transport museum Encyclopaedia	Local library Internet sources Audio-visual materials Transport museum Encyclopaedia	Local library Internet sources Audio-visual materials Transport museum Encyclopaedia	Local library Internet sources Audio-visual materials Transport museum Encyclopaedia		
<b>Informal Assessment</b>		Oral assessment – simple question and answers. Homework/ Classwork/ Worksheet. Informal assessment to serve as a baseline assessment		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	Controlled test – source-based and paragraph writing The test should assess the topic: <b>Transport through time</b> <b>Communication through time</b> 25 Marks									