

Lighthouse

- series

Social Sciences



Grade

5

Learners Guide

Social Sciences

Grade 5

Learner's guide

The Wat'stroom series has been translated into
English by Anchorage Curriculum Solutions





GEOGRAHY

TERM 1 - Map skills

Unit 1: World Map and Compass Directions	13
Unit 2: Africa our continent	16
Unit 3: The physical map	22
Unit 4: Images of Africa	24

TERM 2 - Physical phenomena of South Africa

Unit 1: South Africa seen from above	35
Unit 2: Physical phenomena of South Africa	40
Unit 3: Rivers of South Africa	44
Unit 4: Physical phenomena and human activities	48

TERM 3 - Weather, climate and vegetation of South Africa

Unit 1: Weather	58
Unit 2: Observation and recording of the weather	68
Unit 3: Rainfall	71
Unit 4: Climate	76
Unit 5: Natural vegetation	79

TERM 4 - Minerals and mining in South Africa

Unit 1: Minerals and Coal Resources of South Africa	85
Unit 2: Coal as a non-renewable resource	89
Unit 3: Mining and the mining environment	93
Unit 4: Impact of mining on the environment	95
Unit 5: Mining and people	98



HISTORY

TERM 1 - Hunter gatherers and shepherds in Southern Africa

Unit 1: The people of early South Africa	105
Unit 2: How we obtain information about hunter gatherers and shepherds	106
Unit 3: San hunter-gatherer society in early South Africa	108
Unit 4: Rock drawings	113
Unit 5: Khoikhoi Shepherd Society in Early South Africa	117

TERM 2 - The African farmers in Southern Africa

Unit 1: Settlement of African farmers in Southern Africa	123
Unit 2: Chiefs and Culture	127
Unit 3: Tools, trade and healing	135

TERM 3 - An Ancient African Society: Egypt

Unit 1: The influence of the Nile River on settlement	145
Unit 2: The way of life in ancient Egypt	148
Unit 3: Tutankhamen's grave: case study	158
Unit 4: Disseminating Egypt's Knowledge and Skills	162

TERM 4 - A Heritage route through the provinces of South Africa

Unit 1: South Africa's provinces and capitals	167
Unit 2: What is heritage?	168
Unit 3: Examples of heritage from the provinces	171



This table shows you which projects and tests you will complete throughout the year. You need to set a personal goal for each project or test. After the project or test has been marked by your teacher, you must enter the marks you have obtained.

TERM	PROJECT OR TEST	PERSONAL GOAL (%)	MARKS ACHIEVED (%)
TERM 1	Geography Task		
	History Task		
TERM 2	Geography Test/Project		
	History Test/Project		
TERM 3	Geography Project		
	History Project		
TERM 4	Geography Test/Exam		
	History Test/Exam		

Why should you set goals?

- You must learn how to set realistic, achievable goals. This way, you get to know your own abilities.
- To constantly improve your marks, it is necessary to set goals.
- If you have not achieved a goal, you are responsible for it. You need to find out why you did not achieve the goal. You need to learn from your mistakes to enable you to achieve future goals.

GEOGRAPHY



Term 1

Geography



Map skills





Values



View of God:

(Who is God?)

God created the heavens and the earth and is still maintaining them. He also set boundaries.

View of man:

(Who am I?)

God created me and placed me in a specific place and time with a particular task in His Creation.

View of creation:

(What must I do?)

As the crown of creation, man received a commission from the Lord to inhabit and cultivate and guard the earth. Using and interpreting maps accurately helps us to carry out the assignment because man gets to know and understand his environment. The miracles of creation may be recorded.

Knowledge



- General knowledge of the world map.
- General knowledge about the continent of Africa.
- Concept of countries and borders.
- General knowledge of Southern African countries and cities.
- Location of important physical phenomena in Africa.

Skills



- Determining compass directions.
- Identify landlocked or coastal areas.
- Read and understand physical maps.
- Use window references and connect places with photos.
- Interpret information from photos.



Introduction

Geography is the study of the connection between man and the environment in which he lives. Maps help us to better see and understand this connection.

A good map always has the following elements:

- A name or heading that describes the contents of the map.
- A north arrow to help people orient the map correctly.
- An accurate scale that helps people determine actual distances.
- A list of map keys to explain the symbols on the map.

Without these elements, maps are usually unclear and even unusable. One or more of these elements are only omitted if the map is still understandable without them.

Each map is made with a specific purpose. The name of the map usually indicates the purpose. **Political maps** indicate the position of countries, borders, and capitals, while **physical maps** indicate the position of mountains, oceans, and rivers.

Maps open the world for the map reader and give them an idea of where they live and work in the world. It makes you feel small and helps you realize the greatness of God's Creation. In 2018, there were 195 countries globally, with more than 7 billion people living and working on it. And yet, God knows the amount of hair you have on your head, and He knows each of your thoughts. Look at the map in Figure 1.1. This map shows what the earth would look like on a cloudless night everywhere at the same time. All the city lights are clearly visible. The house you live in is one of those thousands of lights that shine on the earth at night. You are but a small light in this great world, yet God has called you by your name.

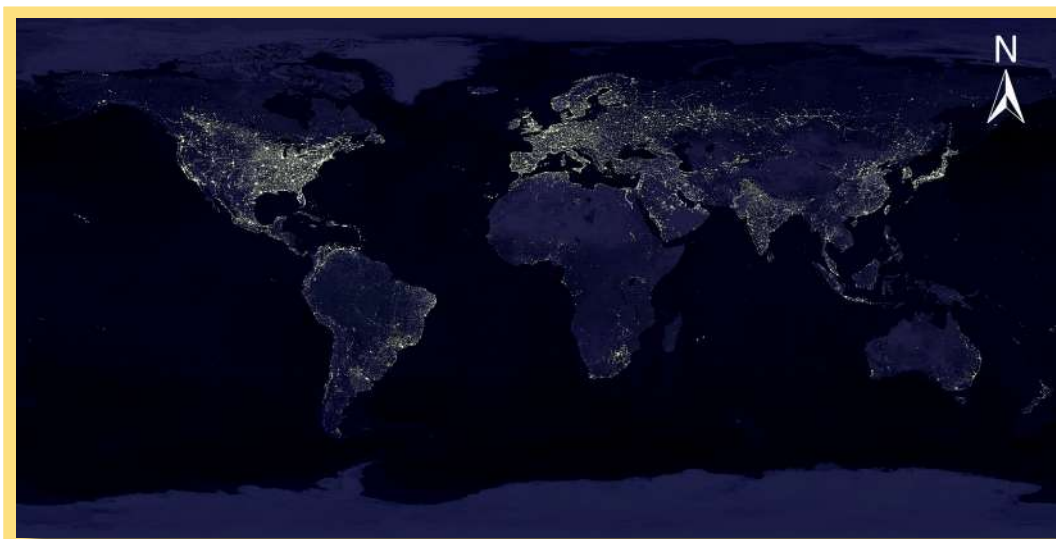


Figure 1.1: A map of the earth during the nighttime



Unit 1: World Map and Compass Directions

The world map (Revision Grade 4)

To properly understand your location on earth, it is necessary to have a general idea of what the world looks like. Study the globe in class. The earth has two poles - the North Pole and the South Pole. The equator is situated Halfway in between. The equator divides the earth into a northern and southern hemispheres. The shape of the earth is a sphere. It is not perfectly round but is slightly flatter at the poles and bulges out at the equator.

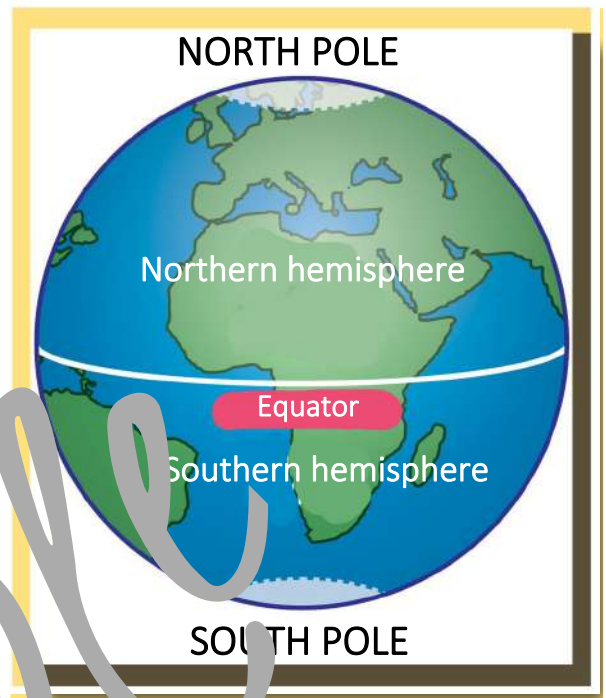


Figure 1.2: A sketch of the earth's northern and southern hemispheres

Study Figure 1.3. According to the map's heading, it is a world map indicating the position of the seven **continents**. The four main directions are indicated by the compass. We can easily see on this map that Antarctica is the southernmost continent.

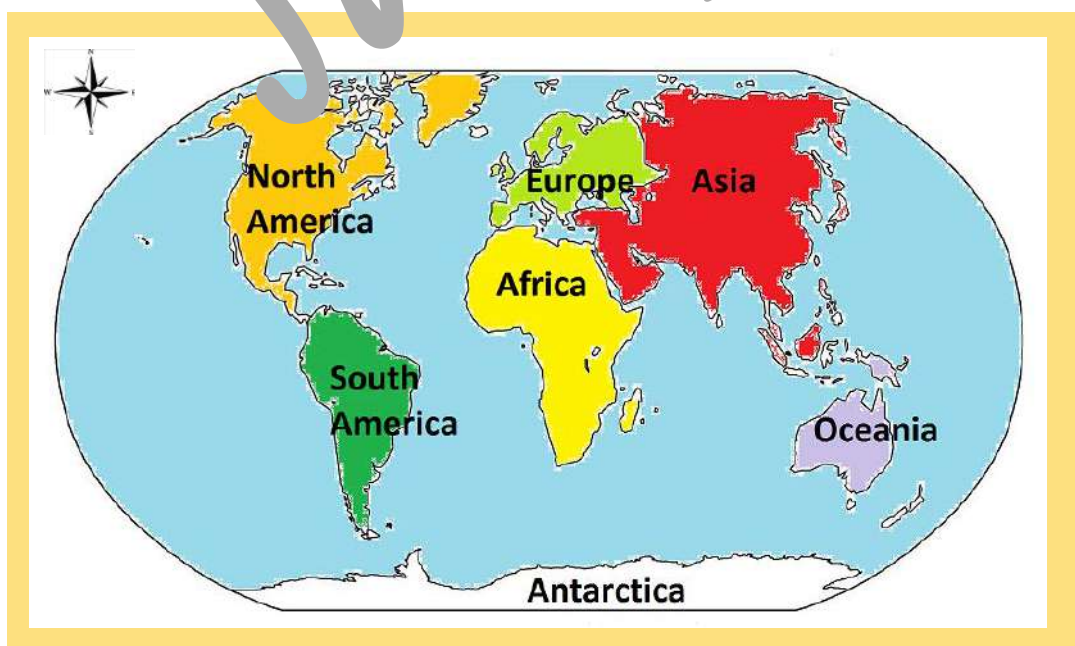


Figure 1.3: World map showing the seven continents



The compass and compass directions (Revision Grade 4)

A **compass** is a tool used to determine direction. A compass looks almost like a clock, but with only one pointer. This pointer moves around freely. No matter how you move around, the needle always shows where magnetic north is.

Each map has a north arrow or a compass that indicates the different wind directions. Figure 1.4 is a representation of what a compass looks like.

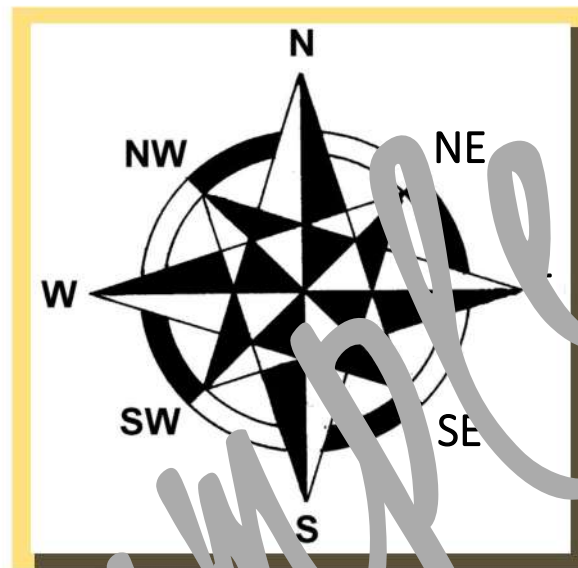


Figure 1.4: The compass

The four main or **cardinal** directions on a compass are North (N), East (E), South (S) and West (W). The **inter-cardinal** directions are North East (NE), South East (SE), South West (SW) and North West (NW). It is generally accepted that we use abbreviations to indicate direction.

If you look at Figure 1.3 again, you can see that Africa is located East of South America. Europe lies north of Africa. South America is southwest of Europe.

TIP

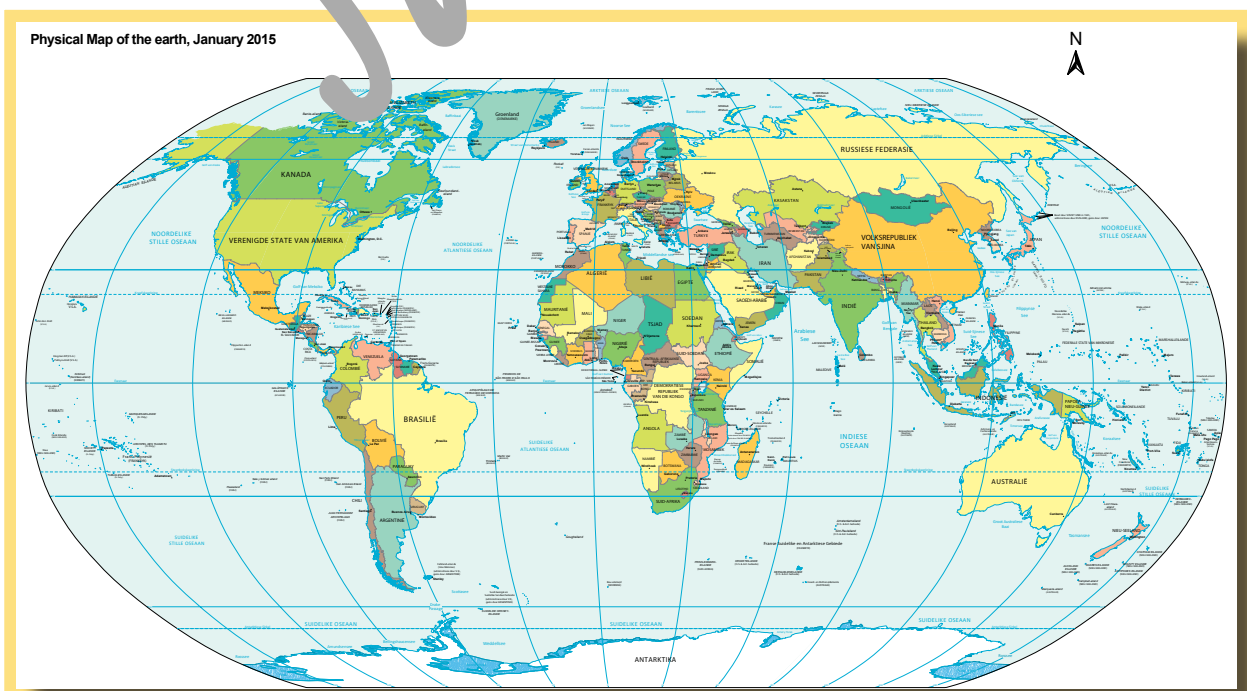


It is important that you know the compass directions from your head so that you can answer questions about direction quickly and accurately.



Activity 1: World map and compass directions

1. Use the information in the paragraphs above or a dictionary to help you find definitions for the following words:
 - a. Geography.
 - b. Political map.
 - c. Physical map.
 - d. Sphere.
 - e. Continent.
 - f. Compass.
 - g. Cardinal direction.
 - h. Inter-cardinal direction.
2. Find the position of the equator on the map in Figure 1.3. Now make a list of all the continents through which the equator runs.
3. Use Figure 1.3 to answer the following questions:
 - a. Which continent lies North of South America?
 - b. Give the name of the continent located in Southeast Asia.
 - c. Complete the following sentence by filling in the correct direction:
North America is _____ from Africa.
 - d. Place your finger on the continent of Asia. Move your finger to Europe. In what direction did you move your finger?
4. Study a large world map and answer the questions that follow (the bottom map is for illustration only):



Political map of the world, January 2015



Activity 1: World map and compass directions

- Write the names of the countries in Africa through which the equator runs.
- Which continent do we find at the South Pole?
- Write down the names of any 5 countries in the continent of Europe.
- Which island is found southeast of Australia?
- Which African country is found south of Spain (Europe)?
- Complete the following sentence, by filling in the correct direction:
Chile is _____ from Argentina (South America).
- Find the position of Sweden in Europe. Complete the following sentence by filling in the correct directions:
Sweden is _____ from Norway and _____ of Finland.
Denmark is to the _____ of Sweden.

Unit 2: Africa, our continent

Countries and borders

In 2018, there were 195 countries in the world. Continents are divided into different countries. The countries are separated from each other by borders. A **border** is an imaginary line that separates the territories of countries. Sometimes the boundaries correspond to natural phenomena such as rivers or mountain ranges. Some borders run on longitude or latitude lines. Borders can be bendy or straight. Where there is no high mountain or broad rivers, fences are often erected to indicate the boundary.

Borders are also used in other places. A border separates two provinces or indicates the area of a municipality. There are often signs along national roads indicating when entering a new province. Farms or stands (for houses) also have borderlines, which are often indicated by a wall or a fence.



Figure 1.5A



Figure 1.5B

Figure 1.5A and B: The border between South Africa and Namibia is the Orange River

Term 2

Geography



Physical phenomena
of South Africa



Values



View of God:
(Who is God?)

God has created the heavens and the earth, including South Africa, and He is still maintaining it.

View of Man
(Who am I?)

You are a steward of what God has entrusted to you and of the natural environment in which you live.

View of Creation
(What must I do?)

Creation encourages me to praise God and serves as a warning that I must repent. By looking carefully at how human development influences nature, I can adjust my actions to be a responsible steward while working with God's creation.

Knowledge



- What South Africa looks like from above.
- Where various physical phenomena are found in South Africa.
- Concepts of rivers.

Skills



- Read and understand maps that indicate physical phenomena.
- Understand the impact of human activities on the physical phenomena we have studied earlier and consider solutions for sustainable development.



Introduction

In the first term, you learned more about the continent of Africa. You looked at different maps and learned how to identify the most important mountains, rivers, dams, deserts and other physical phenomena on those maps. You will use the map skills you learned in the first term again in the second term.

South Africa is a country with a large variety of physical phenomena. The Lord created and blessed South Africa with beautiful scenery, and tourists from all over the world come to enjoy it. South Africa's many national parks and other conservation areas have a mandate to conserve the environment. By conserving nature, we act as good stewards of God's creation.

However, God has also commanded us to cultivate the earth. Development must take place. Nature is full of resources that man may and must use. Unfortunately, we live on a broken, sinful earth, and much of the development negatively affects the environment. Selfish, greedy development leads to the destruction of the beautiful landscape we may live in. Therefore, as responsible stewards, it is necessary to study the negative impact of development on the environment and reduce or remove the negative aspects. We must find sustainable solutions to the devastation and thus faithfully fulfil our God-given steward task.

Unit 1: South Africa seen from above

To see an overview of the physical phenomena in South Africa, it is helpful to study a map. Take a good look at Figure 3.1, which is a physical map (also known as a physical map) of South Africa.

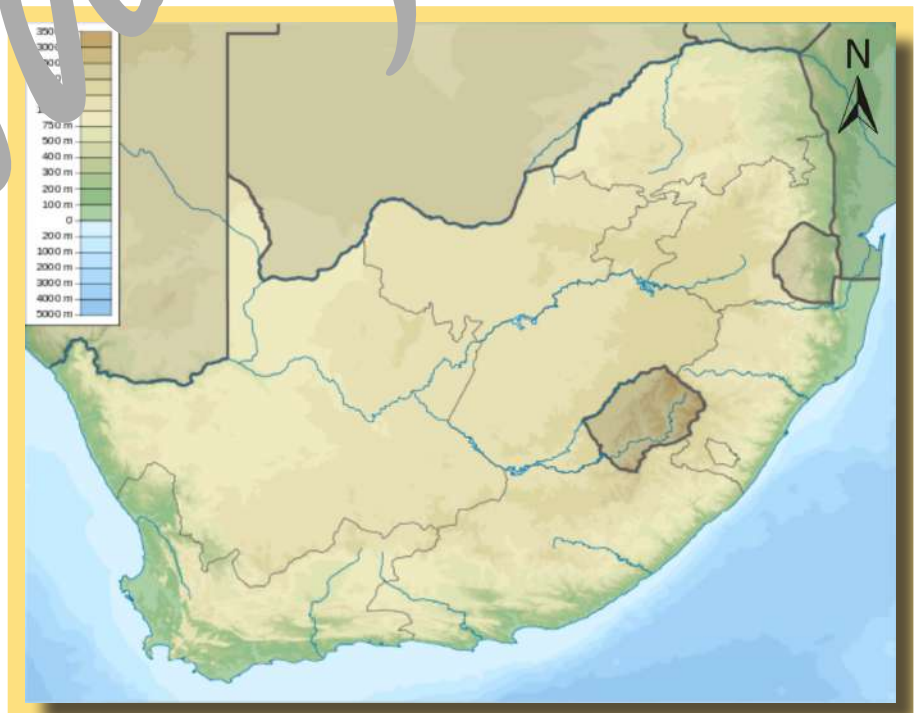


Figure 3.1: Physical map of South Africa



If you look at the map key, you will see that the different colour shades indicate **height above sea level**. The green areas along the ocean are very close to **sea level**. This map clearly shows that the area right next to the ocean is the lowest part of South Africa. Take another good look at the map key. Do you see that the sea level has a height of 0m? The inland is much higher and mountain ranges, such as the Drakensberg, are the highest areas of South Africa.

We can divide the South African landscape into three areas:

- The coastal plain;
- The escarpment (also known as the edge of a plateau); and
- The plateau.

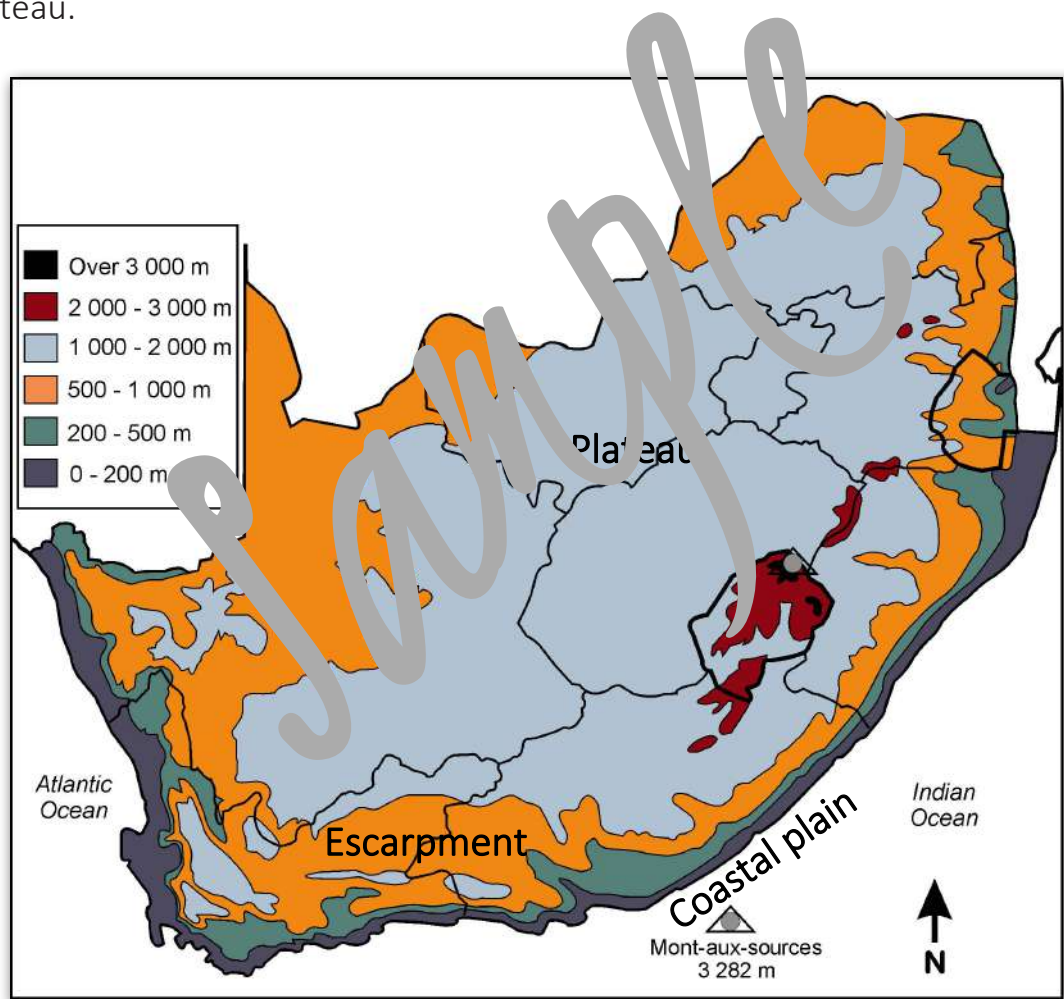


Figure 3.2: Location of the coastal plain, escarpment and plateau of South Africa

The **coastal plain** is the low-lying area between the escarpment and the ocean. A large part of this area is at sea level or very close to sea level. The **escarpment** is the high mountains between the plateau and the coastal plain. It includes the highest mountain range in South Africa, the Drakensberg. Other mountains, such as the Cape Vouborg, are also part of the escarpment. The **plateau** is a relatively flat, high area in the interior. The highest part of the plateau is in Mpumulanga, Gauteng and North West.



The **climates** of these three areas (rainfall and temperature conditions) differ from each other due to their location. Think about the following:

- If you travel to the North and East coasts of South Africa, you will notice that it is very humid. Cities like Durban are humid all year round.
- The inland, such as parts of Gauteng and the Free State, receives rain in summer and has dry winters.
- The higher an area is, the colder it gets there. Snow is often found in the high Drakensberg in winter.

We can divide South Africa into even more regions. These regions are divided according to their height above sea level.

Look at Figure 3.3, which shows the different regions:

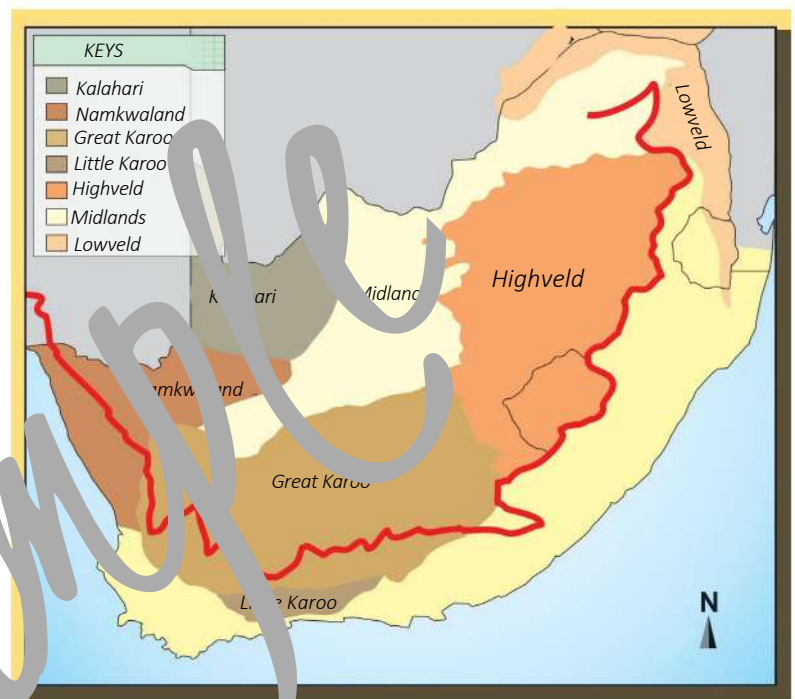


Figure 3.3: Location of the different regions of South Africa

South Africa is divided into seven regions:

- The **Highveld** is an area on the plateau higher than 1500m above sea level and extends to 2100m above sea level. The whole of Gauteng and the Free State are part of the Highveld, and parts of other provinces are also included in this area.

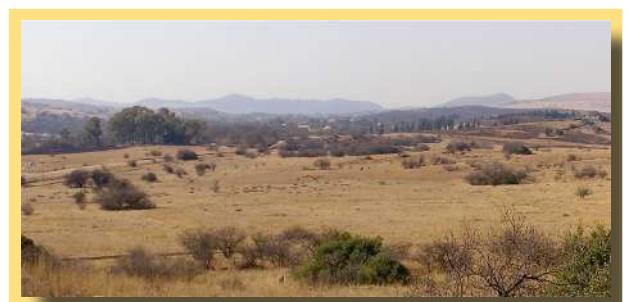


Figure 3.4A: Highveld



Figure 3.4B: Lowveld

- The **Lowveld** is an area that is lower than 1000m above sea level. Portions of Mpumalanga, Limpopo and KwaZulu-Natal form the Lowveld.



- The **Midlands** is an area in Limpopo and North West between 1000m and 1500m above sea level. The area is also known as the **Bushveld**.



Figure 3.4C: Midlands



Figure 3.4D: Great Karoo

- The **Great Karoo** is a large area between 700m and 1500m above sea level. The northern boundary of the Great Karoo is the escarpment, while the Cape Vouberge restricts it to the south. Little rain falls in this area.

- The **Little Karoo** lies between the Cape Vouberge. The Swartberg Mountains form the boundary in the north, while the Outeniqua Mountains form the southern boundary. This area is mountainous and relatively dry.



Figure 3.4E: Little Karoo



Figure 3.4F: Kalahari

The **Kalahari** is a semi-desert in the Northern Cape and extends to our neighbouring countries. The area is on average 900m above sea level. Few rivers are found in this area.

- **Namaqualand** is adjacent to the Kalahari and is also a dry area. The area stretches along the West Coast of South Africa.



Figure 3.4G: Namaqualand
West Coast



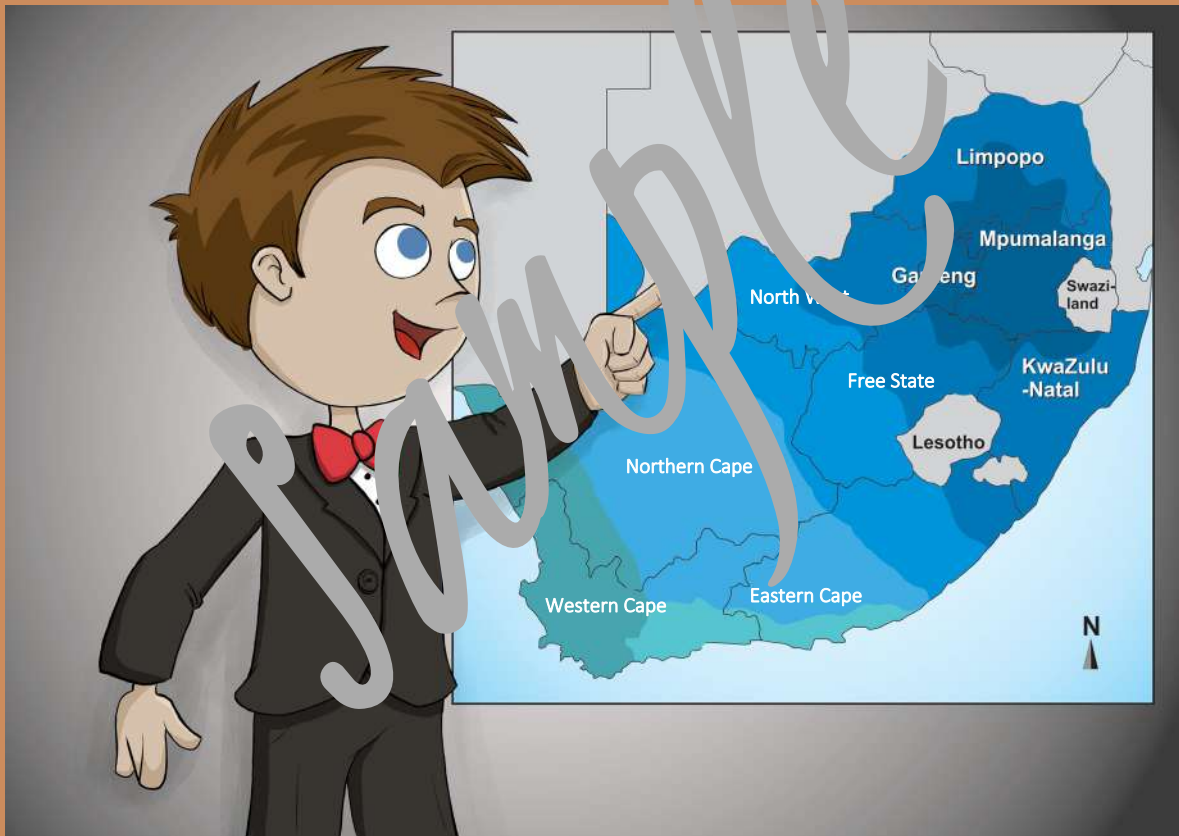
Activity 1: South Africa seen from above

1. Give short definitions for the following concepts. Use your textbook or dictionary to help you:
 - a. Physical phenomena.
 - b. Sea level (Hint: refer to first term's work).
 - c. Height above sea level (Hint: refer again to first term's work).
 - d. Coastal plain.
 - e. Escarpment
 - f. Plateau.
 2. Write one or two sentences that describe each of the following regions:
 - a. Highveld.
 - b. Lowveld.
 - c. Midlands/Bushveld.
 - d. Great Karoo.
 - e. Little Karoo.
 - f. Kalahari.
 - g. Namaqualand.
- Use an atlas to find the following towns or cities. Compare their position with the map in Figure 3.3 and complete the table below. An example has been done for you.

City or town	Region
Beaufort West	Great Karoo
Johannesburg	
Mbombela (Nelspruit)	
Oudtshoorn	
Rustenburg	
Springbok	
Upington	

Term 3

Geografie



Weather, climate and
vegetation of South Africa



Values



View of God:

(Who is God?)

He is the Creator, also of climate and weather conditions. He blesses us with good weather, like rain on drylands.

View of Man

(Who am I?)

He manages and controls the bad weather conditions. God's children are placed on the earth with a specific task amid a broken world.

View of Creation:

(What must I do?)

Understanding weather and climate and the relationship between humans and the weather/climate help people make more responsible decisions about the development and conservation of the earth.

Knowledge



- What is weather and what types of weather are there?
- Where and when the rain falls in South Africa?
- Difference between weather and climate.
- Natural vegetation and the connection with climate.

Skills



- The measurement or observation of various weather conditions.
- Draw diagrams and graphs to show observations.
- Personal observations of the climate.
- How to understand weather maps in newspapers or on television.
- Understand and comment on the influence of weather conditions on people's lives.
- Understand the impact of climate on natural vegetation and wildlife.
- How to make a useful summary of research.



Introduction

God created the heavens and the earth in six days. During Creation, He also created the weather and climate. He separated the waters above from the waters below and caused the water to collect so that dry soil became visible. After creating the right weather conditions, He created the natural vegetation. Only then did he create all living things. God created the perfect climate and weather for the existence of all living things.

However, man's fall into sin also affected the weather. After the fall, we hear of the flood, where it rained for 40 days and 40 nights (Genesis 6-7). We hear of seven years of abundance and seven years of drought in Egypt and the whole world around it (Genesis 41). Israel moves through a dry desert land to the promised land of Canaan, overflowing with milk and honey. In the book of Job, we hear of a devastating wind that caused the roof of the house to fall on his children (Job 1).

Mercifully, God is in control of the weather and the climate. Despite all the devastation that the weather can bring upon us, God's promises still stand. In Job 5:10, Job confesses that God is in control of the weather. Jesus Christ Himself calmed the wind and the storm in Mark 4: 35-41. After the overwhelming, devastating flood, God gives the rainbow and promises that He will never again send such a flood that will destroy the whole earth (Genesis 8 and 9). *"As long as the earth endures, seed time and harvest, cold and heat, summer and winter, day and night will never cease"* (Genesis 8:22).

And yet we know that there will be an end to the sinful earth. In the book of Revelation, God speaks of the destruction of sin and the sinful people through brimstone, hail and fire. A new Jerusalem descends from heaven and God wipes away all tears from the people. *"He said to me: It is done. I am the Alpha and the Omega, the Beginning and the End. To the thirsty I will give water without cost from the spring of the water of life"* (Revelation 21: 6).

Unit 1: Weather

Elements of the weather

Weather is the state of the atmosphere in a specific place at a specific time. We can say that the weather has different elements. These include conditions such as temperature, wind speed and wind direction, cloudiness and rainfall. In Grade 5, you will study the following four elements:

- Temperature;
- Wind;
- Cloud cover; and
- Rainfall/precipitation.



The temperature of an area varies throughout the day and throughout the year as seasons change. In South Africa, we measure temperature in degrees Celsius (°C).

When we study the wind, we can look at two aspects: **wind direction** (from which direction the wind is blowing) and **wind speed** (how fast the wind is blowing). Wind can make it feel colder than it really is. Wind can quickly change the weather conditions: think of a hot summer day that suddenly turns into a thunderstorm after strong gusts.

When we talk about **cloud cover**, we mean how much of the blue sky is covered by clouds. If there are no clouds, we can say that the sky is clear or cloudless. When the sky is completely covered, we say that it is cloudy. If only a quarter or half of the sky is covered with clouds, we are talking about a partly cloudy day.



Figure 5.1A: Cloudless

Figure 5.1B: Partly cloudy

Figure 5.1C: Cloudy

Precipitation

In Grade 4, you learned to understand the water cycle.

Water that evaporates condenses and becomes clouds. When the water in the clouds becomes too heavy, it falls to the earth.

We call the falling water precipitation.

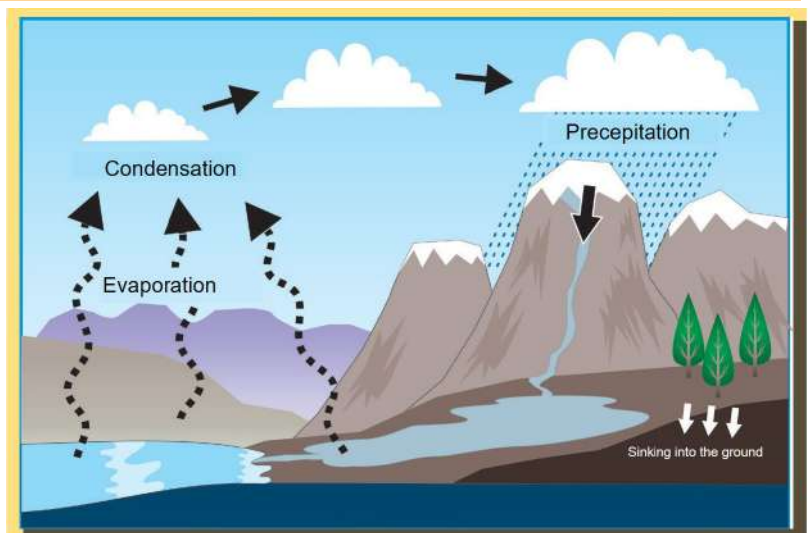


Figure 5.2: Water cycle



There are different types of precipitation. The most common precipitation is rain. Rain is liquid water droplets that fall on the earth. The raindrops can freeze and form hail if the clouds are very high. Heavy hail drops that fall can do much damage. Hail usually forms in summer, when the clouds are very large and high.

Snow is a form of precipitation that forms in very cold places in winter. It is frozen water that forms when small ice crystals bind together. The ice crystals are known as snowflakes. It only forms when the temperatures are very low.



Figure 5.3: Hail in Gauteng



Figure 5.4: Snow in the Cacadu District, Eastern Cape

Weather measurement

The weather conditions are measured daily at weather stations around the world. At these weather stations, some instruments measure the different elements. The measurements are written down and used to predict future weather conditions.

Temperature is measured using a thermometer. In South Africa, we measure the temperature in degrees **Celsius**. Water freezes when the temperature reaches 0 °C and boils at a temperature of 100 °C. In countries such as the USA, temperature is measured in degrees **Fahrenheit**. Scientists measure temperature in **Kelvin**.

A rain gauge is used to measure rainfall. The water is collected in the rain gauge and the amount of rain are then indicated in millimetres (mm).



Fig. 5.5: A kitchen thermometer



Pretoria receives about 580mm of rain annually, while Cape Town receives about 720mm per year. A dry city like Upington has an annual rainfall measurement of 90mm, while a very wet city like Durban can receive up to 1000mm of rain per year.

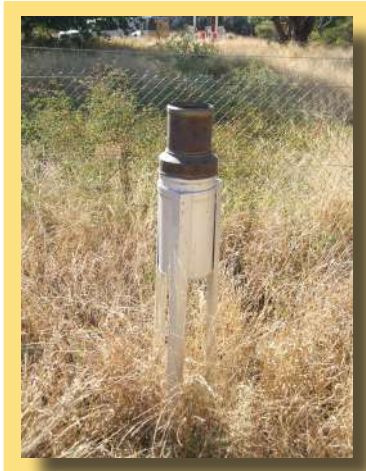


Figure 5.6A: A rain gauge at a weather station in the Kruger National Park



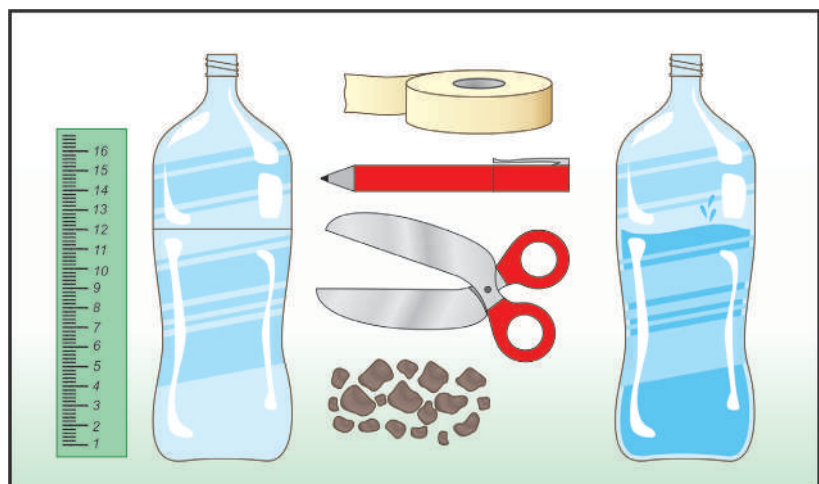
Figure 5.6B: A rain gauge in a garden

FOR FUN: MAKE YOUR OWN RAIN METER

Rain gauges are freely available and can be purchased at the nearest hardware store, but you can also make your own.

You will need:

- 2 liter soft drink bottle;
- Sharp knife, blade or scissors;
- Small pebbles;
- Water;
- Masking tape;
- Ruler;
- Black pen.





Method:

1. Cut off the top third of the bottle with a sharp knife, blade or scissors. Set aside the portion you cut off.

Safety Tip: Ask an adult to help you with this.

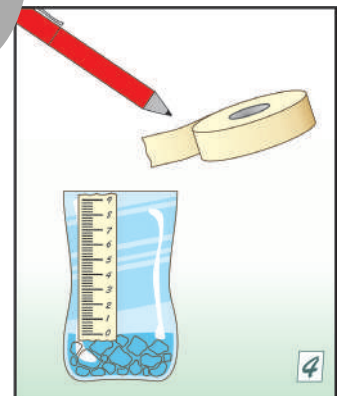
2. Pack a few pebbles at the bottom of the bottle. This makes the bottle heavy and prevents it from overturning.



3. Pour water into the bottle just above the level of the pebbles.



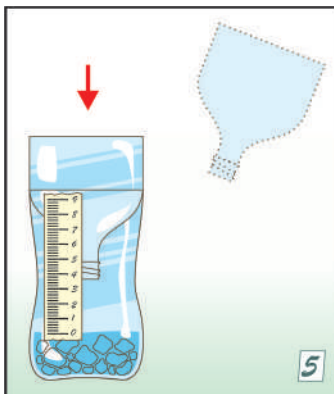
4. Draw a scale in millimetres on the masking tape and stick it on the bottle. Start at zero millimetres and paste the zero value at the level of the water contained in the bottle.



5. Turn the top third of the bottle over so that it looks like a funnel. Put it in the bottle. The funnel helps the water to flow more easily into the bottle and prevents the water in the bottle from evaporating.

Tip: the funnel should be removable, so you should not glue it on. You can fasten it with paper clips.

6. Place your rain gauge outside in an open place with a stable surface. It should not be placed under a tree.



7. Wait for the rain and write down your measurements.

8. **Note:** every time it has rained, the water must be poured out. Then make sure that the water level in your bottle returns to zero value.

Term 4

Geography



Minerals and mining
in South Africa



Values



View of God:

(Who is God?)

God created the heavens and the earth and resources (like minerals) for people to use. God gives us the command to develop the earth responsibly.

View of Man:

(Who am I?)

Appointed by God as ruler (king) over creation to develop the earth responsibly.

View of Creation:

(What must I do?)

We must use the resources created and manage them responsibly. When we use the resources, we must preserve the environment and weigh the pros and cons of using them against each other.

Knowledge



- Difference between renewable and non-renewable resources.
- Most important minerals mined in South Africa and their uses.
- Formation, use and location of coal.
- Types of mining activities.

Skills



- Understand the link between the location of coal and settlement patterns.
- Recognize and identify the impact of mining on the environment.
- Discuss the impact of mining on miners.



Introduction

We believe that God created all creation. Along with that, He also created the resources that man needs to survive. He created water, air, various plants, animals and the raw materials in the soil. We may and must use the resources. God has given us the creative command to develop the earth.

From the earliest times, we hear that man is engaged in development. Cain and Abel cultivated the lands and developed farms. In Genesis 4, we read of Cain's descendants building cities and making musical instruments. Tubal-Cain, a descendant of Cain, used raw materials such as copper and iron to make all kinds of instruments. In Exodus, we read of different kinds of raw materials used to make the objects of the tabernacle (gold, silver and copper). In Job 28, we read specifically about mines and mine shafts that man uses to extract treasures from the earth. Development through mining took place early on.

We must remember that God not only gave a development order to man but also a conservation order. Unfortunately, we live in a sinful world where selfish people have forgotten their command to work responsibly with God's creation. The wealth that mining offers, provide blinds greed for the devil's gain that often accompanies mining.

As obedient rulers of creation, we need to understand the impact of all our activities on the environment and on people to make responsible decisions about future developments.

Minerale en steenkoolpulpbronne van Suid-Afrika

South Africa is a country that is blessed with a large variety of raw materials that are mined through mining. A **resource** is something we can use to meet our needs. A **natural resource** is found in nature and is collected by humans and grown into a useful product. Examples of natural resources are water, soil, crops and minerals.

Resources can be divided into two groups:

- *Renewable resources; and*
- *Non-renewable resources.*

Renewable resources are, of course, replaced by nature over a short period. Examples of renewable resources include

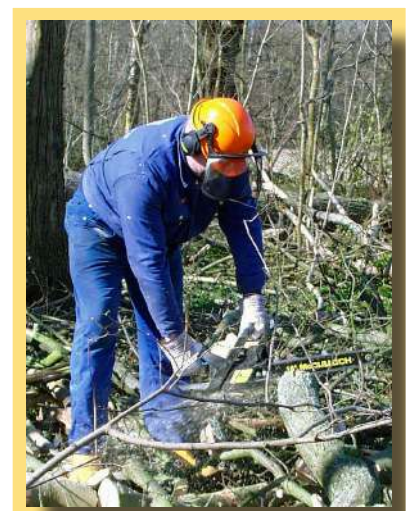


Figure 7.1A: Wood is a renewable resource



water and plants. Water can be cleaned again, and new plants can be planted and will grow quickly.

Non-renewable resources are not naturally replaced by nature, or it takes a very long time before they are replaced. Minerals are examples of non-renewable resources. If a gold mine has mined all the available gold underground, it will not be replaced naturally. The mine is then depleted and must be closed. There is only a limited amount of gold available in the world.



Figure 7.1B: Coal is a non-renewable source

Minerals and raw materials of South Africa

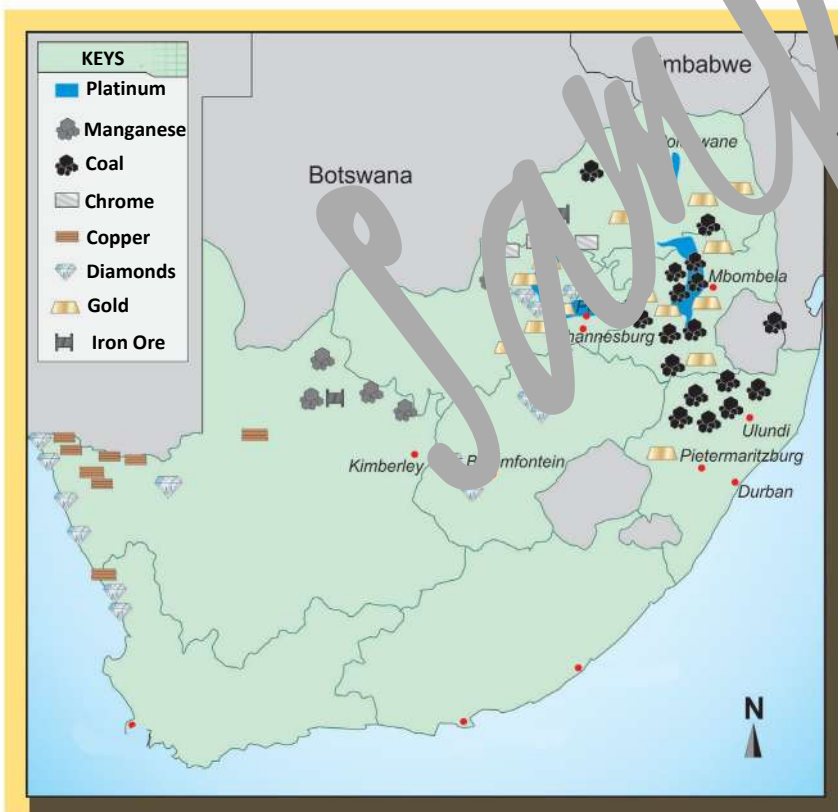


Figure 7.2: The most important raw materials in South Africa

The South African mining industry is well developed because there are so many minerals and raw materials available in South Africa. Figure 7.2 is a map of South Africa that shows the most important raw materials that are mined in South Africa.

- **Gold** is mined in the more northern provinces. Johannesburg originated as a result of gold mines. Gold is used for jewellery, coins, medals, electronics and medical devices (especially dentistry).



Figure 7.3A: Gold ring



- **Platinum** is a precious metal that is mainly mined in the North-West Province. It is used for jewellery, electronics, auto parts and laboratory equipment.



Figure 7.3B: Platinum



Figure 7.3C: Cullinan Diamond (Star of Africa)

- Kimberley originated due to the presence of **diamonds**. Although this diamond mine has been depleted, there are still diamond mines across South Africa. One of the best known is the Cullinan mine near Pretoria. Diamonds are mostly used for jewellery and industrial drill bits.

- Sishen (Northern Cape) and Thabazimbi (Limpopo) are known for the **iron ore** mined there. The ore is a reddish stone that is the main component of steel. Steel is used to make thousands of items such as train tracks, cars, reinforcing bars in buildings, tools and even bicycles.



Figure 7.3D: Iron ore at Sishen



Figure 7.3E: Chrome was used for the car's grille

- **Chromium** is mined in the North West Province. It is used in conjunction with other minerals to make metals. Chrome can be polished to give something a glossy finish. It is anti-corrosive and prevents minerals such as iron ore from rusting in metals.

- **Copper** is mined in the Northern Cape and the North-West provinces. It is commonly used to make coins. It is a good conductor of electricity and is used for electrical wiring. Various musical instruments are made of copper.



Figure 7.3F: Copper cables



Figure 7.3G: A piece of manganese

- **Manganese** is found mainly in the North West Province. It is mixed with other minerals to form steel and is a disinfectant for the medical industry. Furthermore, it is also added to petrol.



IS THERE SILVER IN SOUTH AFRICA?

The map in Figure 7.2 does not indicate the position of silver mines in South Africa. Silver is also mined here, but South Africa mines little silver compared to other parts of the world. There are a few silver mines in Mpumalanga and near Pretoria. Silver is mainly used in jewellery, coins, electrical appliances and batteries.



Figure 7.4 Silver coins

Activity 1: Minerals of South Africa

1. What is a natural resource?
2. Explain the difference between a renewable and a non-renewable resource.
3. Give TWO examples of renewable resources.
4. Give TWO examples of non-renewable resources.
5. Copy the following table in your workbook and complete it:

Mineral	Where is it found?	TWO uses
Gold		• •
Platinum		• •
Diamonds		• •
Iron Ore		• •

Activity continues on next page



Activity 1: Minerals of South Africa (continues)

Chrome		• •
Copper		• •
Manganese		• •
Silver		• •

5. Search your wallet for coins. Which minerals are used to make the following coins:
 - a. 10 cent?
 - b. 20 and 50 cents?
 - c. R1 and R2 coins?
 - d. R5 coin?
 - e. Krugerrand?
6. Study Figure 7.2 and answer the following questions.
 - a. In which province do we find the largest variety of minerals?
 - b. Where in South Africa is coal mined?
 - c. Name any TWO ways in which you use coal in your daily life.
 - d. Most power stations were built near coal mines. Explain why this is so.

Unit 2: Coal as a non-renewable resource

Coal is one of the most important raw materials mined in South Africa. The sale of coal is very profitable and is an excellent source of income for our country. The mines employ a large number of people, and the coal is used in coal power stations.

Coal is a non-renewable resource. This is because it takes many years for coal to form naturally. If it has to be replaced naturally, it could take millions of years. It is, therefore, very difficult to replace coal once we have mined and burned all the available coal.



Study Figure 7.5 and the descriptions that follow, which show how coal forms:

1. Plants and animals die and their remains fall to the ground or end up in swamps.
2. Over many years, soil washes over the dead plant and animal remains and buries them. The layers of soil and water in the swamps become heavy and put pressure on the remains.
3. Pressure and heat from water, soil and stones cause the oxygen to be forced out of the dead material. A change takes place, and the dead material becomes coal. The longer the residues were under pressure, the higher the quality of the coal.

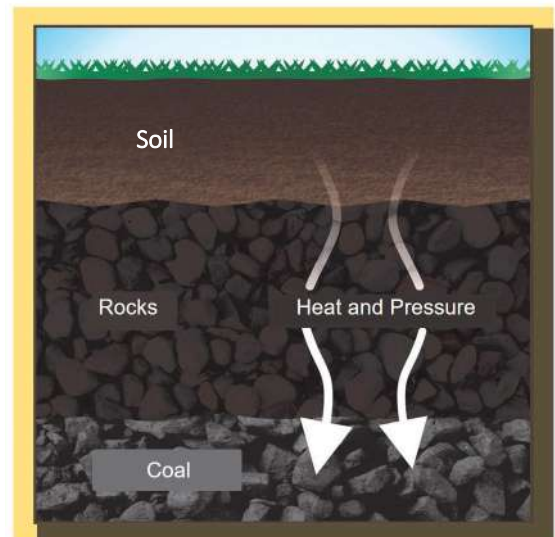


Figure 7.5: How coal forms

DID YOU KNOW?

Coal is not a mineral because it is formed from plant material. Minerals do not form from organic materials such as plants and animals. Coal is a stone or rock.

Enrichment: How long does it take for coal to form?

Many scientists and geologists have done research over the years on the speed at which raw materials such as coal form. If we look at the current speed at which coal is forming, it will take millions of years for new coal to form. We must, therefore, carefully plan how we use this resource, as it cannot be easily replaced, naturally, once it is depleted.

As Christians, we believe that God created the heavens and the earth. God created the raw materials and minerals. He also created the natural processes by which the raw materials were formed. God does not tell us in the Bible how He did it or how fast He did. It is not necessary for our salvation.

We may be grateful for the resources God has provided there, but we are responsible for using them sparingly.



Figure 7.6: Coal



Uses of coal

We can classify the uses of coal into two groups:

- The use as **fuel**; and
- The use in **industries/factories**.

Coal is the fuel burned in power stations to generate electricity. Petrol and different types of oils are also made from coal. Certain factories (such as paper and aluminium factories) burn coal to provide heat for the manufacture of their products.

In factories, coal and the **by-products** of coal are used to make the following products:

- Iron and steel;
- Fertilization for plants;
- Tar, cement and concrete;
- Plastic;
- Motor tires;
- Paint;
- Explosives; and
- Chemicals and products for the pharmaceutical industry (such as soaps and medicines).

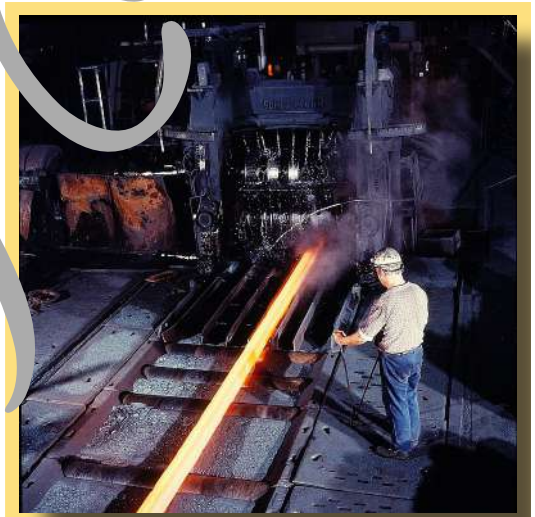
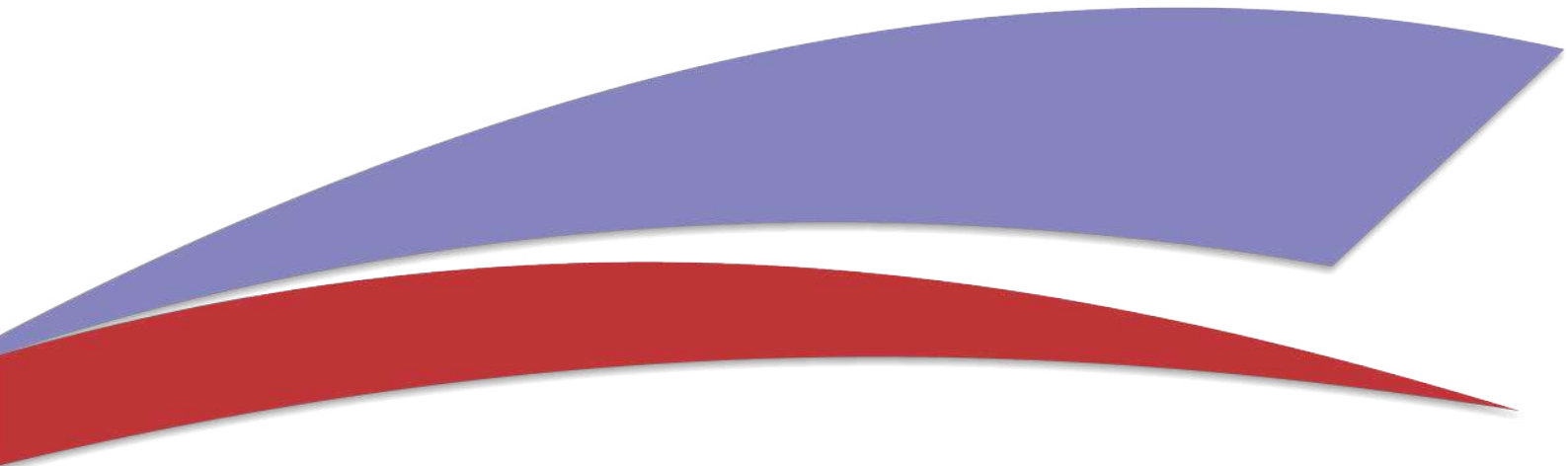


Figure 7.7: Steel is manufactured in a steel factory

HISTORY



Term 1



History

Hunter gatherers and
shepherds in Southern Africa



Values

View of God:

(Who is God?)

God is Creator and Ruler over all creation.

This includes the hunter gatherers. He also rules and manages their lives just like our lives, within His plan of counsel.



View of Man:

(Who am I?)

Child of God living in His plan of counsel. Disciple of God.

View of Creation:

(What must I do?)

Recognize how God governs history, also through the lives of Hunter gatherers. See the revelation of God in both nature and scripture. Spread his Word to all nations.

Knowledge

- How populations in South Africa have become established since the Later Stone Age.
- How we obtain information from hunter gatherers and shepherds.
- The lives of San hunter gatherers.
- The creation of rock drawings.
- The life of the Khoi shepherds.



Skills

- Interpretation of rock drawings and understanding their value for today.
- Research skills.





Introduction

Scientists who research the history of humans have divided it into certain periods. The periods are called the Stone Age, the Bronze Age and the Iron Age. Each period has a typical character of development: in the Stone Age, bricks were used as tools. In the Bronze Age, bronze was used to make tools, and in the Iron Age, iron and other metals were used to make tools. Over the years, technology has evolved more, and people have been able to do more with their tools.

These scientists try to attach dates and times to these periods and will easily say that a period began millions of years ago. The methods used to date the age of, for example, objects of the San are methods that accept that all mankind originated from evolution.

As Christians, we know that God created all creation and mankind. Man was created from dust, artificially woven by God. It is impossible for a Christian historian to regard history as evolution. In Genesis, we hear that humans could already work with both bronze and iron and that they built great cities. They were busy from an early age with their mission to develop the earth.

We do know that world civilizations have changed and evolved over time. The hunter-gatherers are such a civilization. All people, nations and languages fall under the rule of God. He manages all development and does it in His plan of counsel. A Christian historian does not focus on what the people have achieved in a certain period but instead realizes that God was (and is) directing creation.

Unit 1: The people of early South Africa

Long before the Europeans and North Africans discovered South Africa, people lived in South Africa. Today, these people are known as **hunter-gatherers** or as the San.

The hunter gatherers of early Southern Africa lived close to nature. They hunted just enough meat for their family groups and collected plants to survive. They lived **nomadically** and moved from place to place behind their food. The men were armed with a bow and arrow to hunt bucks, and huts were built of branches and grass. They sat around the campfire at night and told stories of their hunts.

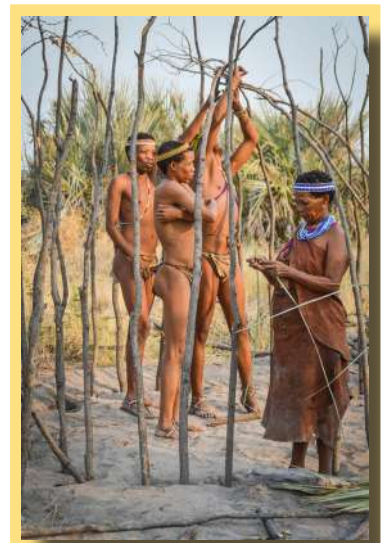


Figure 2.1: San hunter gatherers



About 1700 years ago, the Khoi shepherds came to South Africa. They were the first farmers in South Africa and kept a variety of livestock. They also led a nomadic lifestyle and moved behind pasture for their livestock. They originally moved south from the Botswana area and encountered the San groups. The Khoi and the San had to learn to share the land.

Unit 2: How we obtain information about hunter gatherers and shepherds

The Khoi and the San groups could not write. The history of their societies cannot be translated into a book. There are others sources of information that tell us more about the Khoi and San societies:

- Stories passed down from one generation to the next;
- Objects discovered by scientists (archaeologists);
- Rock drawings;
- Writings and books of people who later saw and described them; and
- Observations of current Khoi and San societies.



Figure 2.2: San people tell stories around the fire

Both the San and Khoi were groups that liked to tell stories next to the campfire. The famous stories were passed down from generation to generation. By telling stories, their children learned about their culture and faith. Animals have always played an important role in their stories and stories were often told of great hunts. Some of the stories are found in rock drawings. Over many years, these stories have found the ears of people who can read and write, and they wrote them down.

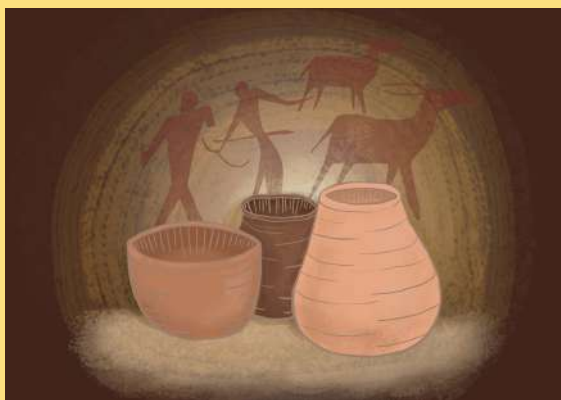


Figure 2.3: Clay pots

Archaeologists studying the San and Khoi cultures have found many artefacts in caves where these people once lived. Objects such as weapons, clay pots and pieces of clothing tell a story of how people lived.

The San people are known today for their rock drawings. There are caves all over South Africa filled with drawings of animals and people. The drawings were mostly made by religious leaders and often told stories of great hunts.



The descendants of the Khoi and San groups are still alive today. Although few of their descendants still live the traditional way, a few groups in the Kalahari and Namibia still live traditionally. Archaeologists can visit these groups to learn more about their cultures, hear their stories, and view their way of life.



Figure 2.4: Rock drawing



Figure 2.5: A San family shows how they live

Activity 1: Hunter gatherers and shepherds of early South Africa

1. Provide definitions for the following words. Use a dictionary to help you:
 - a. Hunter gatherers.
 - b. Nomadic.
 - c. Archaeologist.
2. Both the Khoi and San were nomadic in their existence.
 - a. Why did the San move often?
 - b. Why did the Khoi move often?
3. Explain how stories can be an important source of information.
4. An archaeologist can excavate an area and find a weapon used by the San. How does this object tell us more about their way of life?
5. Look for any two examples of rock drawings. Paste it in your workbook. Below the picture, describe what the drawing is about.
6. Study the following San story that has been passed down from generation to generation, and answer the questions that follow:



Long, long ago, humans and animals could still talk to each other and understand each other. The animals lived much longer and were wiser and stronger than humans. They had to teach the people how to survive.



Activity 1: Hunter gatherers and shepherds of early South Africa

The rhino knew how to make fire. The otter knew how to swim and catch fish. The baboon knew which fruits and plants could be eaten. The otter and baboon liked to share their knowledge with the people, but the rhino was grumpy and had a bad temper. He did not want to share his knowledge with humans.

Every time people asked rhino, "Please show us how to make a fire because we are cold at night and the dark night is frightening," rhino snorted through his nose and ran away. "I do not know. Go away!" he shouted.

Every time a rhino told this lie, the horn on its nose started itching terribly. Because it did not have hands, it used a tree to scratch its nose and set the tree on fire. This happened every time people asked the rhino to teach them to make a fire.

Over a long period, the grey ash of all the burning trees stained rhino's skin grey and made its vision poor. So much so that rhino's skin is still grey today.

Because rhino did not want to share his knowledge, the San had to steal the secret of fire from him, but that is a story for another day.

<http://www.gateway-africa.com/stories/rhino-african-story.html>

- Can you think of a reason why the San told this story to their children?
 - What lesson did the children learn from this story?
 - What information about the San can we get from this story?
7. Find another story of the San and write it down in your book.
Your teacher will ask you to share the story with the class.
8. Explain how world historians and Christian historians differ in their views on history.

Hint: read again through the introduction of this chapter

Unit 3: San hunter gatherers society in the early South Africa

Most historians agree that the San were the first inhabitants of South Africa. They lived alone in Southern Africa for many years and developed their own culture and language. Their language was filled with clicking sounds, which were difficult for other people to learn. Most San languages have been lost, and very few people can still speak them today.



History

The African farmers in
Southern Africa





Values

View of God:

(Who is God?)

God managed the history of these societies according to His plan.

View of Man:

(Who am I?)

Child of God who lives according to His plan and obey His commandments.

View of Creation:

(What must I do?)

Recognise God's hand in the history of the early farmers and judge cultural practices according to the Bible.



Knowledge

- When, why and where the first African farmers settled in South Africa.
- The society of the first farmers.
- The type of tools that the first farmers used.
- The healing culture of African farmers.



Skills

- How to obtain and process information from sources.
- How to use a poster as a summary of a cultural group.
- How to work together in a group.





Introduction

The existence of the Khoisan peoples was suddenly threatened by other peoples who moved to South Africa about 2,000 years ago. The first people who came to inhabit and cultivate South Africa were **farmers** who moved south from northern Africa. They were farmers who planted crops and kept animals. They did not, like the Khoisan, move around behind food and grazing. They formed organized communities that lived in a specific area. Some of the Khoisan married these peoples and over time the Khoisan groups and the farmers lived together in Southern Africa.

KHOISAN

Here the term Khoisan refers to both the San and the Khoi groups. In many cases, the two groups had already merged by the time African farmers arrived in South Africa.

Historians like to talk about this period in South Africa's history as the Iron Age. It means that the people used iron tools to make their lives easier. The communities that formed were strong and could defend themselves well during conflict. These people brought new kinds of technology to South Africa, making it easier for them to survive.

The farming communities formed different cultures that we, today, among other things, call the Xhosa, Zulu, Ndebele, Venda or Tswana people. Each community has developed specific habits, and today, South Africa has a variety of cultural differences that make our country unique. It also means that a great variety of religions and superstitions can be found in our country. In this, God is still in control, and we have the task of shining the light of God's Word.

It is important to learn more about the culture of the different people in our country (and that includes your own culture). By learning more about the historical background of the different cultures, you can better understand why people acted and still act the way they do. You then understand the point of view from which people from another culture make decisions. This way, you can better communicate with people from a culture unlike your own. As a child of God, you can look back on the actions of the people of that time and ask: how were they obedient or disobedient to the commands of God?



"Let your light shine before men, that they may see your good works and glorify your Father which is in heaven."

Matthew 5:16

Unit 1: Settlement of African farmers in Southern Africa

There is little written information on how and why African farmers moved south. It is because these people did not have written languages and therefore did not write down their history. Over a long period, researchers have formed an idea of how and why these people chose South Africa as their home. The first African farmers spoke the Bantu languages.

BANTU

When we talk about Bantu languages, we are talking about a large variety of African languages. The word Bantu comes from the Zulu word *Abantu*, which means "people". The Bantu-speaking people consist of more than 100 million people with about 700 different languages and dialects.

The word Bantu (for people) was given a negative meaning by apartheid and is today seen as an insult. Researchers often refer to Bantu languages or Bantu-speaking people.

When did the African farmers come to settle in South Africa?

Ethnic groups in northern Africa began to move south as early as 250 AD. Some farmers may have reached South Africa by 400 AD. There is good evidence that people lived in Zimbabwe in the 9th century (800 - 899 AD). Most African farmers in South Africa only began to occupy the land after 1000 AD.

Why did the African farmers come to settle in South Africa?

Possible reasons for this southbound trek include the following:

- There were too many people in northern Africa, and the only place they could move to was to the south. There were still large parts of uninhabited land, pasture, and living space here.
- There was war between the different peoples in the north. For some groups, it was easier to move south to avoid the conflict.
- Slave trade in northern Africa could have forced nations to move south to escape slavery.

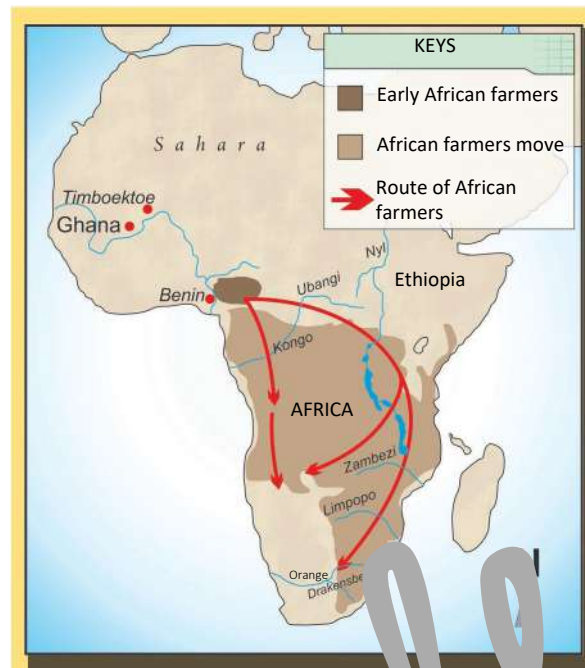


Figure 4.1: The routes that the African farmers followed southwards

Where did the African farmers come to settle?

The African farmers needed large pieces of fertile land and pastures. They settled in the fertile parts of South Africa, where a lot of rain fell. It is mainly in the eastern parts of the country.

Today we can distinguish between the following African peoples in South Africa:

- The Nguni Peoples: Between 1400 and 1600 AD, these people invaded South Africa. They migrated along the east coast of South Africa and settled in the fertile parts of the country. The Xhosa settled in the Eastern Cape; the Zulu in KwaZulu-Natal; the Swazi mainly in Swaziland; and the Ndebele in parts of Limpopo, Mpumalanga and Gauteng.
- The Sotho peoples: These people migrated through the central parts of South Africa and settled in Gauteng, Free State, North West and even parts of Limpopo. We find the Basotho mainly in Lesotho and parts of the Free State, the Tswana in the North West and the Northern Sotho groups in Mpumalanga and Limpopo.
- The Venda Peoples: These smaller ethnic groups stayed longer in Zimbabwe before moving south. Today we find Vendas near the



Figure 4.2: Xhosa children in front of a contemporary hut in the Eastern Cape



Figure 4.3: The Basotho is found today in the Drakensberg area



borders of South Africa and Zimbabwe.

Other smaller population groups in South Africa have followed similar routes and settled in the country. Their languages and cultures are part of the cultural diversity we find in South Africa today.

Attitudes about country

Farmer communities shared plots of land among the members of the community. They settled in an area and fiercely protected the area from other people but divided the pastures and fertile land among their own people. Chiefs indicated where the members of the community could plant and sow. Pastures were shared among all the members of the community.

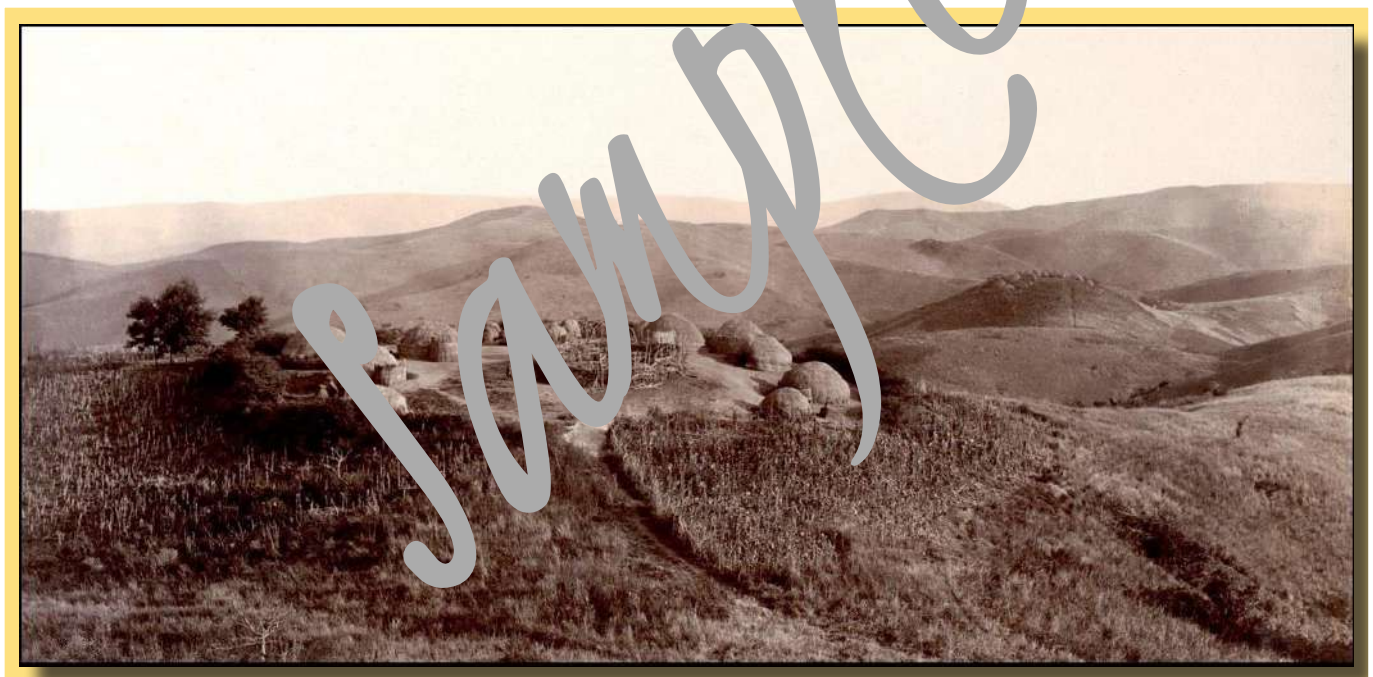


Figure 4.4: Zulu farmers kept their livestock in a common camp to protect them

CHIEFS

The African farming communities had political leaders and habits that were constantly changing. The political leaders of the various groups were called "**chiefs**".



Interaction between the farmers and the Khoisan

The arrival of the African farmers threatened the hunter-collector lifestyle of the Khoisan. They suddenly had to share the same parts of the country.

- In some cases, conflict arose between the hunter gatherers and the farmers.
- Some of the Khoisan married the farmers. They joined the farming communities and were welcomed and accepted. Today we hear clicking sounds in the Xhosa language, originally from the Khoisan languages.



Figure 1.5: In Qunu (Eastern Cape) many Xhosa people are still subsistence farmers

- Trade was conducted between the Khoisan and the farmers. The hunter gatherers obtained iron from the farmers, who needed them to make better tools.

By the time the Europeans came to South Africa, the hunter gatherers and the farmers lived together in the South African landscape.

Activity 1: The settlement of the African farmers in South Africa

1. Explain what a farmer is and what farmers are doing.
2. Why is there so little information about the first farmers of South Africa?
3. Why is the word "Bantu", referring to people, no longer used today?
4. Give THREE reasons why the African farmers moved south.
5. Why did African farmers prefer the eastern parts of South Africa?
6. Your teacher will provide you with a map of South Africa. Indicate the following on that map:
 - a. The names of the nine provinces of South Africa.
 - b. Also indicate the position of Lesotho and Swaziland.
 - c. Write the names of the different population groups on the correct areas of the map:
 - The Xhosa (Eastern Cape)
 - The Zulu (KwaZulu-Natal)
 - The Swazi (Swaziland)
 - The Ndebele (Mpumalanga, Gauteng and southern Limpopo)
 - The Basotho (Lesotho and Free State)
 - The Tswana (North West)
 - Northern Sotho (Mpumalanga and Limpopo)
 - Venda (in Limpopo, near the border with Zimbabwe)

Activity continues on next page

Term 3



History

Ancient African Society:
Egypt



Values



View of God:

(Who is God?)

God controls and manages the events of all nations - both believing and unbelieving nations. He is in charge of life on Earth and the afterlife.

View of Man:

(Who am I?)

God controls and manages the events in my life, in the time and place where I have been placed, with unbelievers and believers. I expect eternal life.

View of Creation:

(What must I do?)

We can see the battle between the kingdom of God and the kingdom of Satan in both history and in the present.

Knowledge



- The role that the Nile River plays in settlements.
- Lifestyle of the people of ancient Egypt.
- How the knowledge of Egypt spread to other places.

Skills



- Understand how rivers and springs affect settlements.
- Research skills.
- How to work effectively in a group.



Introduction

Egypt, in northern Africa, remains a mysterious land full of wonders for many people. The pyramids built 2,000 years before Christ still stand today. This country is very well known to Christians. In the Bible, we hear so much about Egypt and learn about the culture that was established there. We are familiar with the history of Joseph in Egypt, where we learn and hear of a Pharaoh who appointed a young man (Joseph) to manage abundant years and drought years properly. We hear of Israel, who were slaves in Egypt, making bricks and building buildings for them. Throughout the Bible, Egypt remains an image of slavery to the Israelites and is compared to man's slavery in sin. God saved us from that bondage.

We always see God's providing and protective hand over His chosen people in Egypt.

In the Bible, we encounter the different aspects of Egyptian culture so many times. It was a wicked people who worshiped many idols. It was also a people who developed writing, architecture, mathematics and the medical sciences. Despite the wickedness of this society,

it made a positive contribution to the development of the world. This way, we see how God governs history. Today, we use some of those developments to the glory of God and to spread God's Word to all the nations and people of the world.

Unit 1: The Nile River's Influence on Settlements

Study the map in Figure 6.1 that shows the position of ancient Egypt. Compare this map with the world map in your classroom. You will see that ancient Egypt stretched over a larger area than present-day Egypt. Take a good look at the position of the Nile River. Can you see that the Egyptians had already lived along the Nile River?

Now, look at a modern aerial photograph of Egypt (Figure 6.2). This aerial photo was taken at night and shows all the burning lights in Egypt. Where do you think the people in Egypt live today?

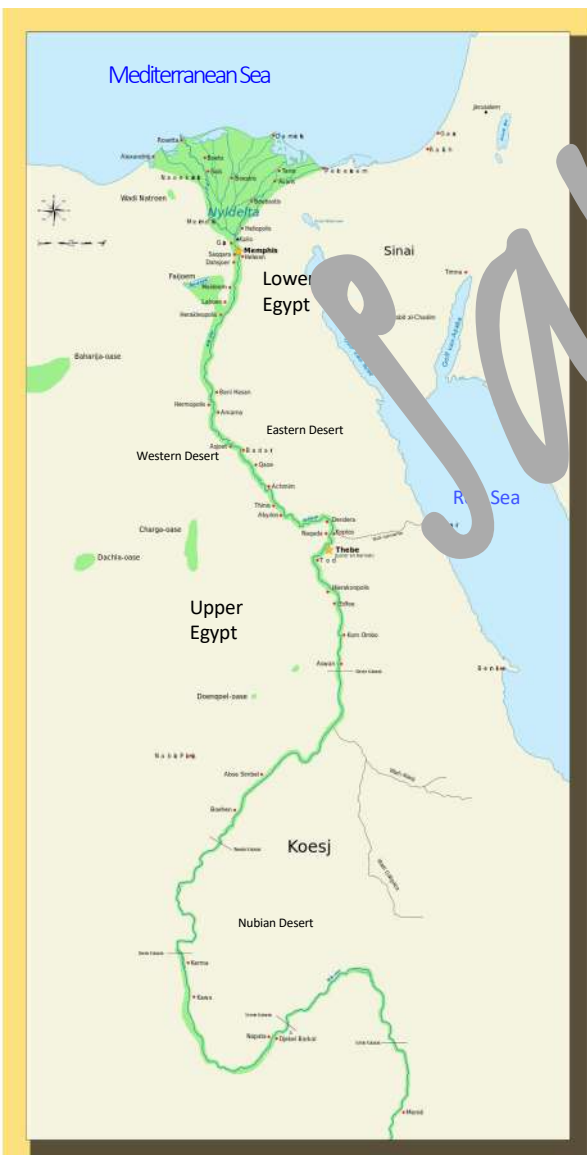


Figure 6.1: A map of ancient Egypt



Figure 6.2: An aerial photograph of modern Egypt at night

Activity 1: The Nile River

Study the world map in your classroom, Figure 6.1 and Figure 6.2 again while answering the following questions:

1. Where did the people live in ancient Egypt?
2. Where do the people in Egypt live today?
3. Why do you think the people of Egypt decided to stay next to the Nile River? Explain your answer with TWO reasons.

The Nile River had a significant impact on where people could stay. Egypt is a country located in the dry desert region of northern Africa. Just west of Egypt begins the Sahara Desert. There is little water falling from the sky, and the people depend on water sources like the Nile River for survival.

The area around the Nile River is extremely fertile. The rest of Egypt is filled with barren sand. One cannot plant in sand, and animals cannot graze on the sand. The Nile River floods its banks every year and floods large areas around the river. The Nile River brings fertile soil to Egypt during these annual floods and drops it next to the Nile. This land is so fertile that people were able to establish farms along the Nile. People of ancient Egypt built canals and storage dams to store the water brought by the flood for the dry seasons.



If the Nile did not flood a particular year, the country would be plunged into famine. The Egyptians worshipped the idols of the Nile and tried to keep them happy to ensure that they would receive good floodwaters and escape famine. Today the people in Egypt still live along the Nile and still farm in the fertile soil brought by annual floods.



Figure 13: Agriculture along the Nile River
(Nile river is to the left, farms in the middle, desert is to the right)

IF YOU KNOW

The Egyptians developed a one-year calendar of 365 days. The calendar is based on the times when the waters of the Nile River rose and fell and also on the phases of the moon. They had three seasons, each lasting four months.

Activity 2: Civilization of the Nile River and Egypt

1. Do you think the people of ancient Egypt could have survived without the Nile River? Explain your answer.
2. How did the Nile River affect the Egyptians' religion?
3. How accurate was the Egyptian calendar? Explain your answer.
4. (Enriching)
Read Genesis 41 carefully.
 - a. What role does the Nile River play in the Pharaoh's dream?
 - b. What is the meaning of the dream?
 - c. What role did Pharaoh give Joseph in Egypt?
 - d. How do we see God's providing hand in this history?Read Genesis 45: 1-8 to help you answer.

Term 4



History

A heritage route through
the provinces of
South Africa



Values



View of God:

(Who is God?)

Creator of the whole earth and in charge of the history that takes place on it.

View of man:

(Who am I?)

Head of God's creation and child of God with a heavenly inheritance. Also receive an earthly heritage, cultural and in nature.

View of Creation:

(What must I do?)

Given the task of cultivating and preserving the earth. Must act as steward over the earthly heritage and act as a child of God in the midst of a world filled with other thoughts about creation, history and heritage.

Knowledge



- Know South Africa's provinces and capitals.
- Understand what heritage is.
- Know what variety of heritage and what there are in South Africa.

Skills



- Atlas skills/map skills (revised).
- Understand the value of heritage sites, especially from the point of view of a Christian child.



Introduction

Pack your suitcases, because we are going to explore South Africa. This trip will be a unique journey - we are going to travel through all the provinces of South Africa to visit their **heritage** sites.

When you talk about your **heritage**, you are talking about something you inherited from the past. Therefore, heritage sites are places where we find something with important history for the people who live there. South Africa is a country full of **diverse** people with different things that are important to them. People will, therefore, differ on what an important heritage is. On your journey through South Africa, you will discover all the different heritage areas.

As a Christian, you have a rich heritage. During our earthly journey, we always keep an eye on God and the eternal inheritance we have received as a gift from His hands. It means that we look at earthly heritage differently than the world.

"LORD, you alone are my portion and my cup; you make my lot secure. The boundary lines have fallen for me in pleasant places, surely I have a delightful inheritance."

Psalms 16: 5-6

Unit 1: South Africa's provinces and capitals



Before you can go on your journey, you must first know the road map of your journey. You will travel all over South Africa and therefore need to know all the provinces and capitals.



Activity 1: South Africa's provinces and capitals

Use your knowledge of Grade 4 to complete the following activity. You can also use a map or an atlas to help you. Your teacher will give you a blank map of South Africa.

Name all nine provinces of South Africa on the map.

2. Complete the following table in your workbook:

Province	Capital / Capitals
Limpopo	
Gauteng	
North West	
Mpumalanga	
Free State	
Northern Cape	
Eastern Cape	
Western Cape	
KwaZulu-Natal	

3. Now write the names of the capitals on the map. Use a red dot to indicate the correct position of each capital. Remember to name them correctly.

Tip: Use an atlas to find the correct position of the capitals.

4. Use a blue star to indicate the position of the three capitals of South Africa on the map. Name them clearly.

Tip: the capitals of South Africa may be different from the capitals of the provinces.

Unit 2: What is heritage?

On your journey through South Africa, you will discover our country's heritage. Before you embark on this journey, you must first clearly understand what heritage is. According to the HAT dictionary, inheritance is the legacy that someone leaves behind for generations after him or her. When someone dies, we often hear people talking about an inheritance. The deceased leaves something behind for the people who are still alive. It is often money or goods that are left behind. Something else is also left behind, namely





the history, memories and characteristics of that person. So when you talk about the heritage of a country, you are talking about the things of history that are left for the next generations.

There are different types of heritage. Heritage can be **tangible** or **intangible**. Tangible heritage is everything we can touch or see. Intangible heritage includes family customs, religion, poems, music, songs, dances and festivals. Furthermore, we can also talk about **natural** and **cultural** heritage. Natural heritage is the beautiful environment and natural resources of an area. Cultural heritage is the expression of how people lived or lived. This includes man-made things such as monuments, buildings, art or scientific knowledge.

Every year, on 24 September, South Africans celebrate Heritage Day. The aim is for South Africans to commemorate their own heritage and the rich heritage (and differences) that can be found in our country.

When studying heritage, we must remember that the value that people attach to heritage differ. Something that seems unimportant to you may be of great value to someone else. We can say that heritage is also something personal.



Figure 8.1: This church building in Graaff-Reinet's architecture is an example of tangible and cultural heritage



Figure 8.2: The Drakensberg is an example of natural heritage

Sample

Grade 5
Learners Guide