

Lighthouse

- series

Social Sciences



Grade

6

Learners Guide

Social Sciences

Grade 6

Learner's guide

The ICO Waterstroom series has been translated into
English by Anchorage Curriculum Solutions





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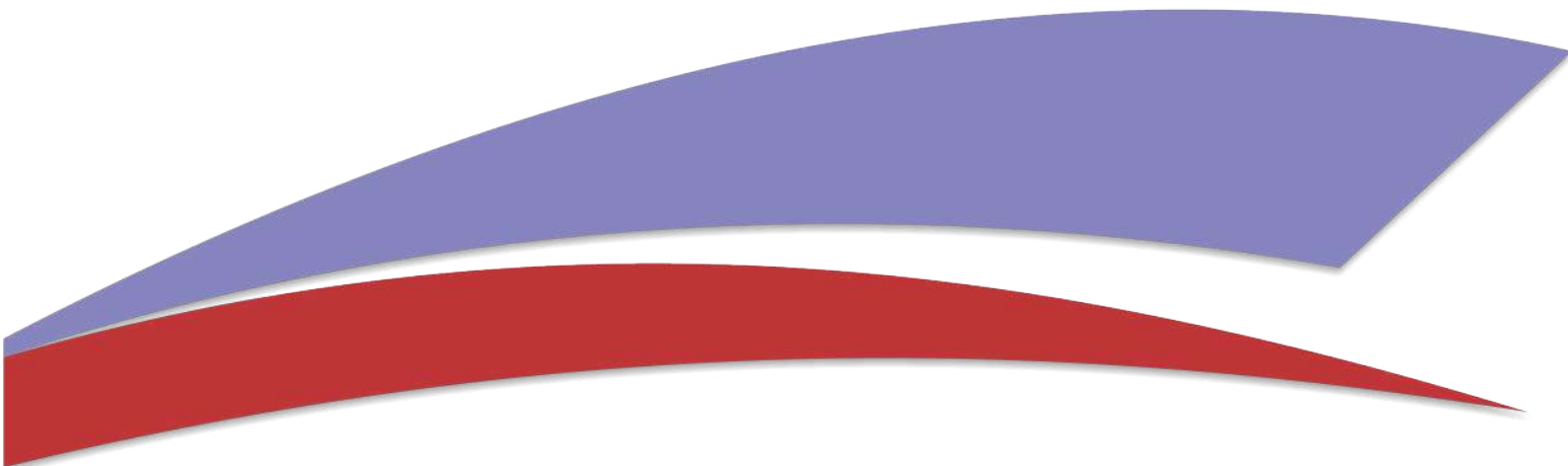
This table shows you which tasks and tests you will complete throughout the year. You need to set a personal goal for each task or test. After the task or test has been marked by your teacher, you must complete the marks you have obtained.

TERM	PROJECT OR TEST	PERSONAL GOAL (%)	MARKS ACHIEVED (%)
TERM 1	Geography Task		
	History Task		
TERM2	Geography Test/Project		
	History Test/Project		
TERM 3	Geography Project		
	History Project		
TERM4	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 still maintains them.

View of Man:

(Who am I?)

God created me in a certain way and placed me in His creation in a specific place and time with a specific task. We are stewards of His creation

View of Creation:

(What must I do?)

I must cultivate and guard the creation and spread God's Word to all nations. By using maps, I can carry out my God-given task more quickly because I understand my place in creation.

Knowledge



- Concepts of hemispheres, longitude and latitude.
- Understand the location of South Africa in longitude and latitude.
- Understand the concept of scale and distinguish between different scales.
- Understand how an atlas is laid out.
- Get acquainted with certain global states.

Skills



- Use longitude and latitude on a map.
- Measure straight line distances on maps.
- Use an atlas.
- Link current events to a map.



Introduction

We believe and confess that God created the heavens and the earth. He created it miraculously, in exactly the right place in the galaxy. He created it so that humans, animals and plants can live here. He also created people with a mind and curiosity to learn more about the earth. He placed us on earth with a specific task: "God blessed them and said to them, 'Be fruitful and increase in number; fill the earth and subdue it. Rule over the fish in the sea and the birds in the sky and over every living creature that moves on the ground.'" (Genesis 1:28). Later, in Genesis 2, we hear that man was commissioned to cultivate and guard the earth. This creation command still applies today.

Geography is the study of the connection between man and the environment in which he lives. By using maps, man can understand his place in creation. Man's impact on the earth can be better understood, and plans can be made to reduce this impact. Maps help us to do the task given to us by God better and more responsibly because we better understand the connection between ourselves and the environment. You get a special tool to fulfil your creation assignment with responsibility by learning how to use maps effectively.

Activity 1: Current events

Collect news stories about interesting world events throughout the first half of this term. Every student should bring a news report about something happening in the world.

- The report should describe an event somewhere in the world. It may not be a South African event.
- You may search for news reports on the Internet.
- It should be a news story about something that happened this term.

Paste your article on a page and write your name at the bottom. Give this article to your teacher. Your teacher will provide you with a submission date.

Unit 1: Latitude and longitude

Before you start studying a map, you must first understand how the map works. All maps are divided into latitudes and longitudes. Study the world map or globe in class. Do you see all the lines drawn on it? The whole earth is divided into blocks; - in latitudes and longitudes.

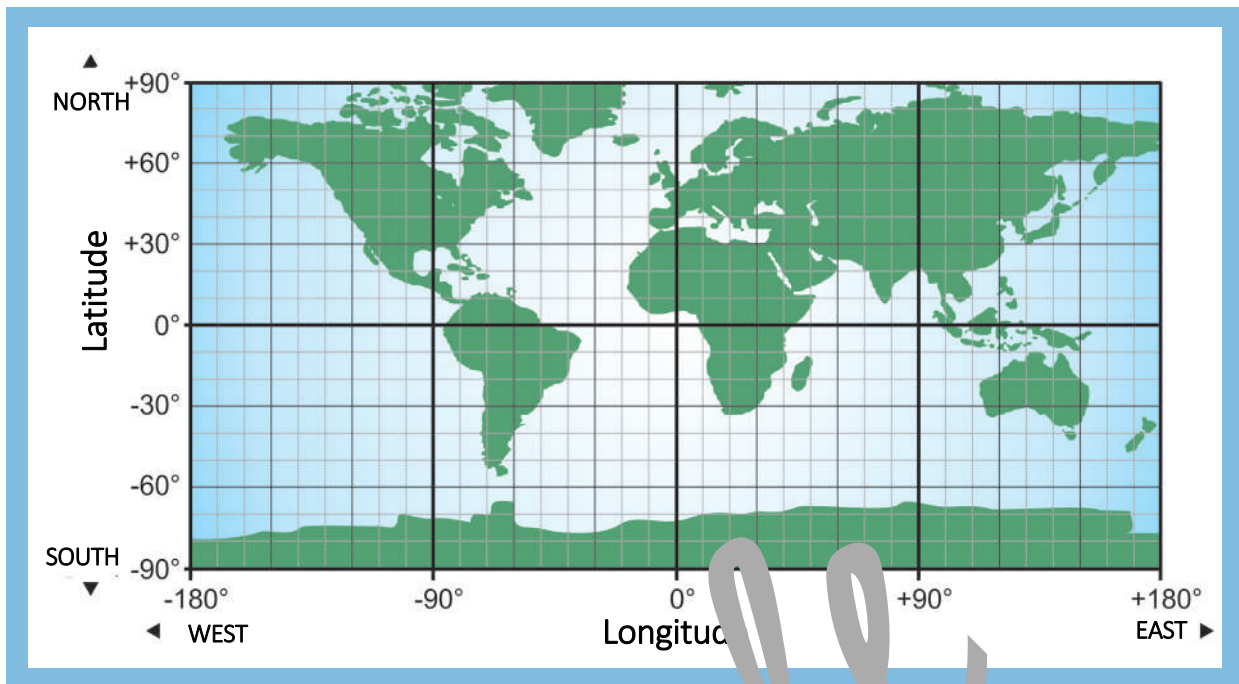


Figure 1.1: The world is divided into latitudes and longitudes

Latitude and longitude are used to indicate the position of a place. We can talk about the coordinates of a place. The **Global Positioning System (GPS)** is a group of satellites that transmit signals received by a GPS receiver on earth. The GPS uses the latitudes and longitudes to indicate positions.

Latitudes run from east to west (horizontally across the map). The equator is 0° latitude and divides the earth into a northern and southern hemispheres. The North Pole is the northernmost latitude (90° N) and the South Pole is the southernmost latitude (90° S). There are 180 latitudes in total.

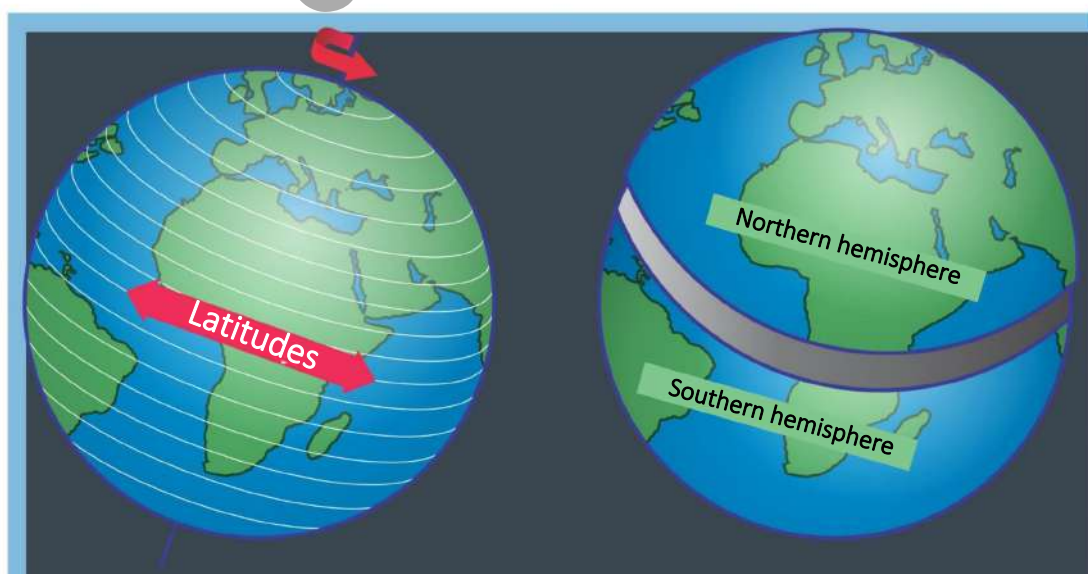


Figure 1.2: The equator divides the earth into a northern and southern hemisphere



Map skills

Longitudes (also known as meridians) run from north to south (vertically across the map). The Greenwich Meridian is the 0° longitude and divides the earth into an eastern and western hemispheres. The 180° longitude is the International Date Line and lies on the opposite side of the earth as the Greenwich Meridian. The International Date Line is the longitude that separates one calendar day from the next. There are 360 longitudes in total.

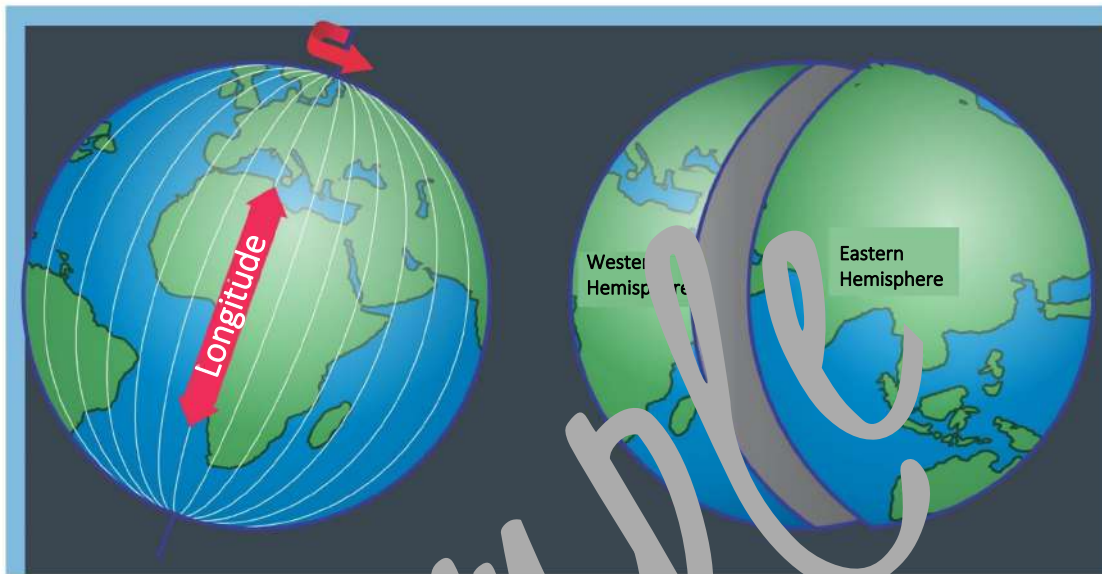


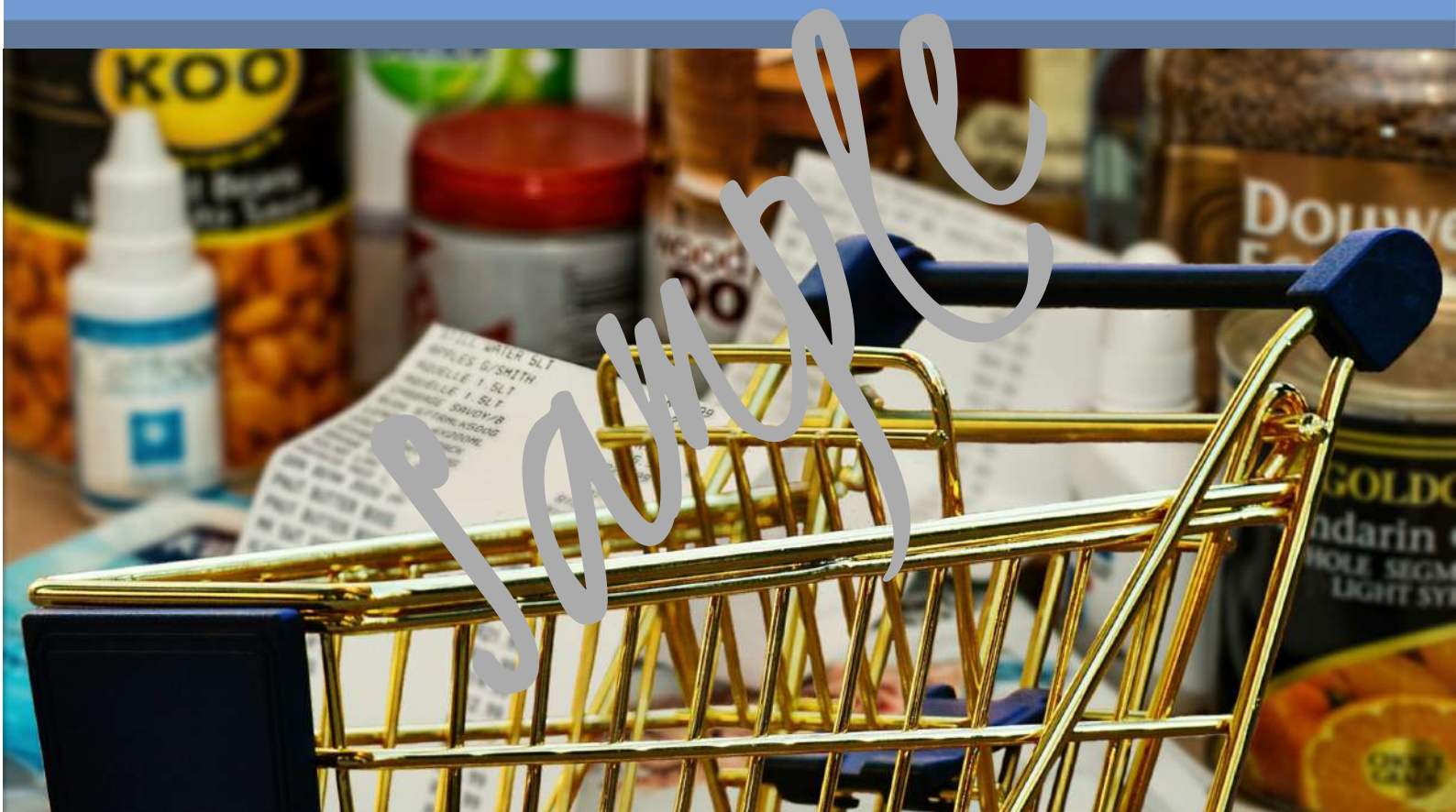
Figure 1.3: The Greenwich Meridian and the International Date Line divide the earth into an eastern and western hemisphere

You will always be in two hemispheres no matter where you are on earth. Study Figure 1.4, which shows a person's coordinates on a world map. Can you see that he is in the northern hemisphere? He is also in the western hemisphere. You can, therefore, always describe your position according to the hemispheres in which you find yourself:

- Northern or Southern hemispheres
and
- Eastern or Western hemispheres.

Term 2

Geography



Trade





Values



View of God:

(Who is God?)

God is the Creator of heaven and earth. He created the earth, with everything in it, out of nothing. He rules and sustains it through his eternal counsel and providence. As Creator, Ruler and Owner of creation, He gives spiritual and physical gifts to people.

View of Man:

(Who am I?)

Ruler of creation with the responsibility of stewardship.

View of Creation:

(What must I do?)

Trading is a gift from God, learning to handle it responsibly. May not exploit nature for the sake of material prosperity through trade. We must be accountable to God for what we have done with His creation and the belongings He has entrusted to us.

Knowledge



- Reasons why people trade.
- Goods and resources that people trade with.
- Adding value to raw products.
- The impact of supply and demand.
- Concept of fair and unfair trade.

Skills



- Use role-play to reach new conclusions.
- Interpret graphs and maps with information.
- Assess the cost of unfair trade.
- Analyse case studies based on new knowledge acquired.
- Use and understand a flow chart.



Introduction

Trade is the buying and selling of goods and services, usually for profit. Millions of trade transactions take place daily all over the world. Your family participates directly in this when you go shopping weekly. The trade industry is so important that countries' economies depend on it. The exchange of goods and services for money forms the basis for the study of economics.

Trade brings countries closer together because they have contact with each other and enter into agreements. Raw materials and resources are taken from the earth to trade with. Trade impacts the earth and the people who live on it. What does this have to do with Geography? We can talk about Economic Geography (the study of the distribution of economic activities and their impact on the earth).

Trade has become so familiar that we no longer think about it. It is always important to remember that all our possessions come from the hand of God. Everything we trade with (everything we buy or sell) belongs first to God, because "the earth is the Lord's, and the fulness thereof; the world, and they that dwell therein" (Psalm 24:1). If you look at what is entrusted to you in this way, you will act differently from the rest of the world.

God gives us possessions but expects us to handle them responsibly. In our contact with the trading industry and the people who work in it, we must realize that we are radiating the image of God there. We must trust in God and not in money or possessions. Remember, one day, you will be accountable for how you dealt with the possessions that God has entrusted to you. The purchase, use and sale of our possessions must

Unit 1: Why people trade

All people on earth have basic needs that need to be met. Trade occurs when people try to satisfy these needs. To understand why people trade, it is necessary to look briefly at trade history. Trade started when people began to exchange goods with each other. The first trading transactions did not use money as a means of payment.



Figure 3.1: Bartering



Trade

Farmers exchanged their goods for goods of other farmers. It became known as barter. It was difficult to decide the value of goods and what an honest exchange was. People started using money for that reason to simplify trading. The value of an item is represented by the money exchanged for it. Today we know trade as buying and selling goods for money. People trade or sell goods, labour and services.



Figure 3.2: Today goods are exchanged for money

The governments of countries have the responsibility to provide for the people's basic needs. Sometimes countries do not have all the necessary resources or raw materials to meet people's basic needs. It must then be purchased from other countries, which have some of these resources in abundance. We are talking about the import (purchase) and export (sale) of



Figure 3.3: The import and export of products often takes place through ports

Trade is not always just the satisfaction of basic needs. Sometimes a country decides to import goods rather than produce them itself because other countries offer better quality products or because they are cheaper.



Activity 1: Why people trade

1. Give definitions for the following words. Use a dictionary if you need help.
 - a. Economic Geography
 - b. Basic needs.
 - c. Trade.
 - d. Barter.
 - e. Service.
 - f. Resources.
 - g. Raw materials.
 - h. Import.
 - i. Export.
2. Give THREE reasons why countries trade goods and services.

Sit in a group of four around a table. Your group is going to trade. Each group member must take one item out of his school bag to trade. You must decide in the group what the value of each item is and which items can be traded honestly.

Then discuss the following questions:

 - a. What made this activity difficult?
 - b. What problems do you think people who trade have experienced?
 - c. How has money made the trading process easier?
 - d. Describe in your own words what is a fair or unfair trade.
 - e. What is usury profit?
 - f. How can someone who trades by bartering make a usury profit?
 - g. Give an example of how someone can make a fortune today.
 - h. What does God say about usury profit? Read Ezekiel 18: 1-13.

Exports and imports between South Africa and the world

The economy of South Africa largely depends on the quantity of products imported and exported. Remember: when we export products, we earn money. If we import products, we have to pay for them. It is advantageous if the value of the products we export is higher than the value of the products we import. If we import more than export, our expenses are more than our income. That means we have more debt than profit.

$$\begin{array}{l} \text{Exports} > \text{Imports} = \text{Profit} \\ \text{Imports} > \text{Exports} = \text{Debt} \end{array}$$



Trade

In the following two tables, you can see the most important products imported into SA and exported from SA in 2017:

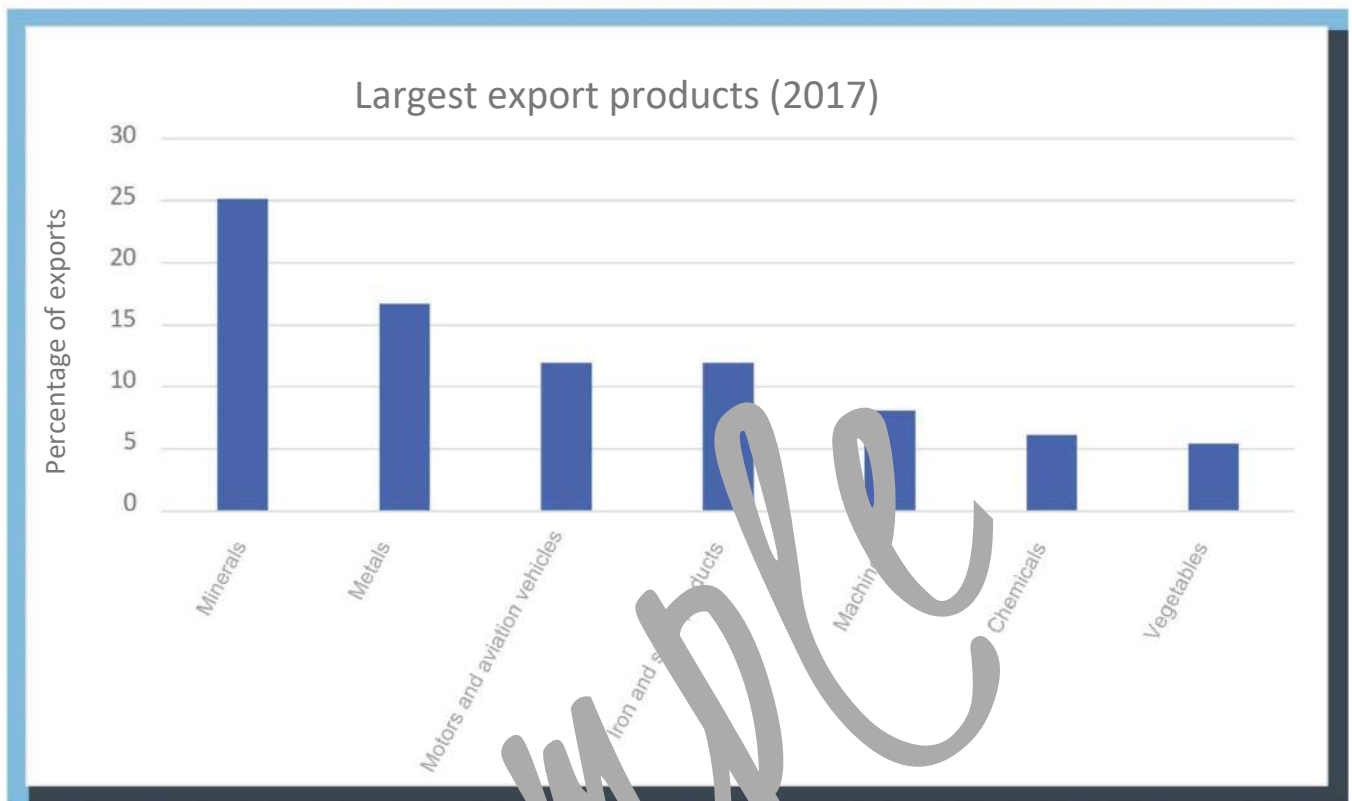


Figure 3.1: Largest exports of 2017

NOTES ON EXPORT PRODUCTS:



Minerals include products such as chromium, coal and petroleum.

Metals include products such as gold, platinum, diamonds and jewellery.

Chemicals include products such as rubber and plastics.



Term 3

Geography



Climate and
vegetation around
the world





Values



View of God:

(Who is God?)

He is the Creator who created everything to the glory of His Name, and He prepared the earth in an orderly and structured way for us to stay in it. We see His eternal power in the climate and weather conditions.

View of Man:

(Who am I?)

All things on earth must be worked out so that God's Name is glorified through them. We were, therefore, appointed on earth with a specific assignment.

View of Creation:

(What must I do?)

Understanding climate and the impact of weather on people helps us make more responsible decisions about the development, conservation and cultivation of the earth.

Knowledge



- Difference between weather and climate.
- Different types of climatic conditions: temperature differences and rainfall differences.
- Climate regions: tropical rain forests, warm deserts and coniferous forests.
- Understand the relationship between rain and temperature conditions and natural vegetation.
- The impact of climate on people and the impact of people on the environment.

Skills



- Obtain new information from temperature and rainfall maps.
- Understand, use and draw temperature and rainfall graphs.
- Presentation skills: Learn how to present new information to fellow learners.



Introduction

God, in His omniscience, created the weather and climate. He created the perfect climate for man and animals to live in. The fall of man also affected the climate. Before the fall, we do not hear of floods and droughts, but we do hear of them after the fall (think of Noah, drought in Egypt, and devastating winds in the book of Job).

Despite man's sin, God always remains in control of the climate. God provides what man needs to survive in climatic conditions. In Mark 4: 35-41, we read that Christ, himself, calmed the wind and the storm on the sea. Think of how He sent food (quail and manna to the Israelites in the wilderness and how many times He provided them with water.

We live in a broken world with extreme climatic conditions. We hear of devastating hurricanes, floods and droughts leading to numerous deaths. We know that there are beautiful places on earth - because of the good climate experienced there. Farmers depend on the right weather conditions that God sends for the success of their annual harvests. In South Africa, we know our dependence on God for necessary rain. We live every day by the grace of God's hand.

He appointed us stewards of his creation. We must deal responsibly with the earth He has given us. We must realize that the climate has a great impact on us, but also that we can influence the climate and environment with our actions. When we look at the weather and climate, we must ask ourselves: do we inhabit, cultivate and protect the earth, or are we wreaking havoc?

Unit 1: Climate around the world

You learned in Grade 5 that there is a difference between the weather and the climate. Again, the state of the atmosphere is at a specific place and a specific time. These include atmospheric temperature, wind speed, wind direction, cloudiness and rainfall. The weather can suddenly change:



Figure 5.1: Different types of climate

a sunny, warm day can turn into a stormy day with cold and rain showers. Climate, again, refers to the average weather conditions of a place over a long period. When we talk about climate, we use words like: very hot, hot, cold, cool, dry, wet or stuffy. We distinguish



between an area's summer and winter climate. Climate takes a long time to change, months or even years.

In Grade 6, we will focus on the climatic conditions of different areas in the world. We are going to study the average temperatures and rainfall of different regions. Furthermore, we will see that the climate of an area has a significant impact on the vegetation, animal life and human activities.

Temperatures around the world

Maps are a handy way to study the world's climate. Study the following world map, which shows the average temperature conditions around the world.

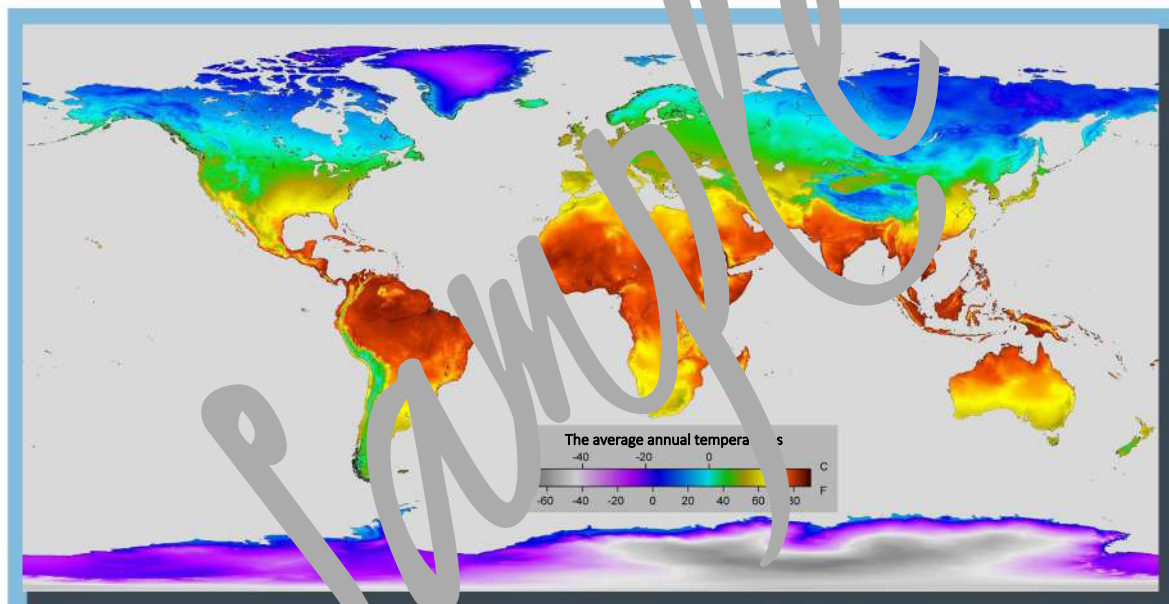


Figure 5.2: The average annual temperatures in countries around the world

From this map we can learn the following:

- The red areas indicate regions with hot temperatures. These are mostly the regions around the equator.
- The blue, purple and grey areas indicate regions with cold temperatures. It is mainly the regions closer to the North Pole or the South Pole.
- Moderate temperatures are indicated in yellow. These are areas where the temperatures are not too high or too low.

We know that the temperatures are not the same all year round. A region's temperatures differ between summer and winter.



Activity 1: Temperature maps

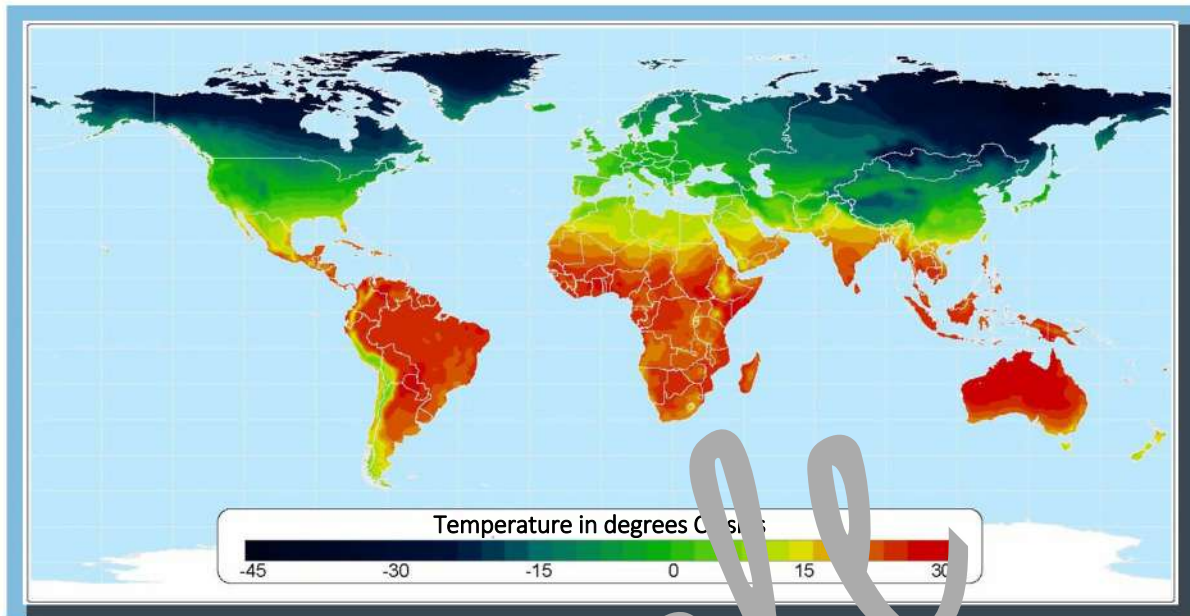


Figure 5.3: Average temperature in the world, in January.

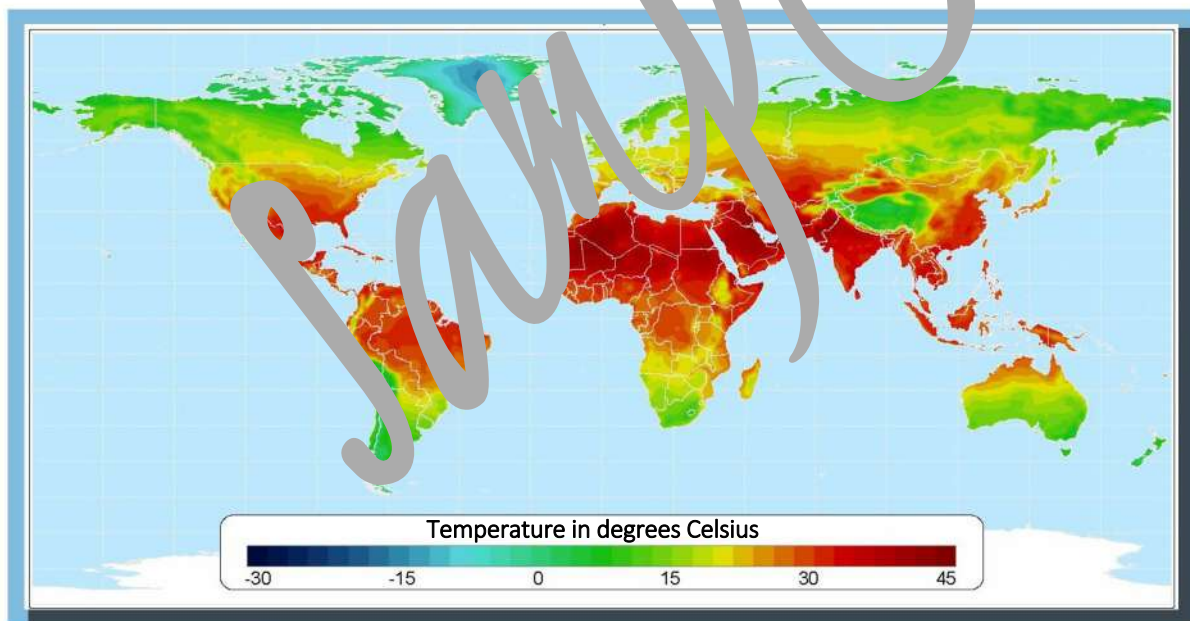


Figure 5.4: Average temperatures in the world, in July.

1. Which continent's temperature information is not indicated on these world maps?
2. Study Figure 5.3.
 - a. What season is experienced in the northern hemisphere? Explain your answer by referring to the map.
 - b. What season is experienced in the southern hemisphere? Explain your answer by referring to the map.
 - c. Write down the names of the continents where winter is experienced.

Term 4

Geography



Population





Values



View of God:

(Who is God?)

God the Father created the heavens and the earth out of nothing through his Word, His Son. God is the Creator of man.

View of Man:

(Who am I?)

Created in the image of God, man is a unique being, which means that man is God's image-bearer on earth. God's children are commanded to multiply and fill the earth.

View of Creation:

(What must I do?)

Responsibly fulfil my command: multiply and fill the earth; inhabit and cultivate the land and do it in such a way that it is accountable to God. As believers we live according to God's Word, also in the command to fill the earth.

Knowledge



- Concepts of population distribution and population density.
- Reasons why people live in specific places.
- Reasons why people move from rural to urban areas.
- Reasons for the location of cities.

Skills



- Read graphs and understand population distribution and population density figures.
- Read, compare and interpret maps showing population distribution.
- Identify reasons for the location of cities from a variety of sources.



Introduction

Just after God created man, He commanded him, "Be fruitful and multiply, and replenish the earth, subdue it, and have dominion" (Genesis 1:28). After the fall of man, the woman receives a punishment: "In sorrow, you shall bring forth children" (Genesis 3:16). This woman was called Eve and became the mother of all living things (Genesis 3:20). She became pregnant and gave birth to children. Thus began the world's population growth.

God did not want man to multiply. He wanted man to fill the earth. When people built a tower not to become scattered, God confused their tongues and forced them to fill the earth. He scattered the people across the earth (Genesis 11).

This command still stands today. Man must still be fruitful and multiply and fill the earth. You will notice this term that there are already so many people on earth. Is there still room for God's command? God has appointed us as stewards and rulers of His creation (subject and rule over it). We must cultivate and preserve the earth. The way we deal with His creation and how we fulfil the command to multiply and fill the earth must be in a way that it is accountable to God.

From our sinful, human outlook on life, it is difficult to understand how we should carry out God's commands. We may happily remember that God is always in control. We must live in prayerful dependence on Him because we know that He will take care of us.

The earth is the Lord's, and the fulness thereof; the world, and all who live in it;
Psalm 24: 1

Unit 1: People and provinces in South Africa

Population density and population distribution

When we talk about the population of an area, we are talking about the people who live there. We can further talk about how many people live in an area unit (population density) and the pattern or distribution of the people in an area (population distribution).

Study the table on South Africa's population below:

Population (2018)	57 million people
Population density (2018)	47 people per km ²



Population

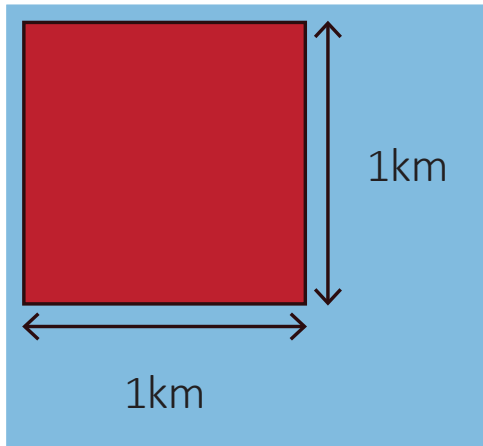


Figure 7.1: One square kilometre

The population density is calculated in the following way:
 $\text{Population density} = \text{population figure} \div \text{area in km}^2$

The population density is indicated as people per km^2 .
A square kilometre (km^2) is an area that is exactly 1km long and 1km wide (Figure 7.1).



HOW BIG IS 1KM²?

A rugby field is, on average, 144m long and 70m wide.
The area of one rugby field is approximately 10080 m^2 or 0.01 km^2 . If you put 100 rugby fields next to each other, then you have 1 km^2 .

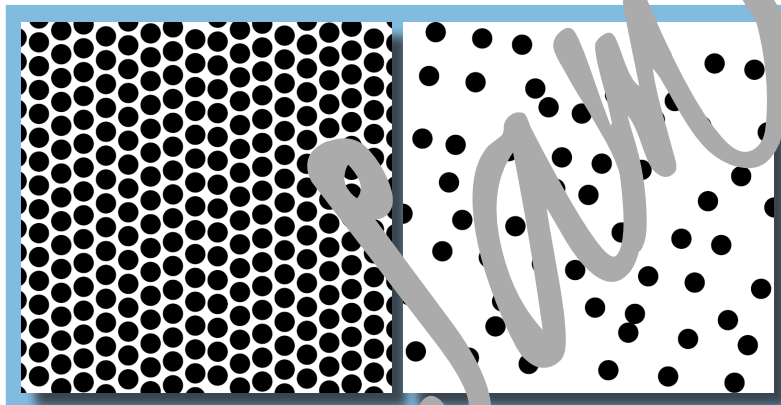


Figure 7.2: Population density

The population density in South Africa is 47 people per km^2 . It means 47 people share an area as large as 100 rugby fields. It makes you think there is quite a lot of space in South Africa. However, not all people live equally close to each other. The population is unevenly distributed across the provinces of South Africa. In some provinces, such as

Gauteng, the population stay very close to each other (800 people per km^2).
The Northern Cape has large pieces of open fields (3 people per km^2).

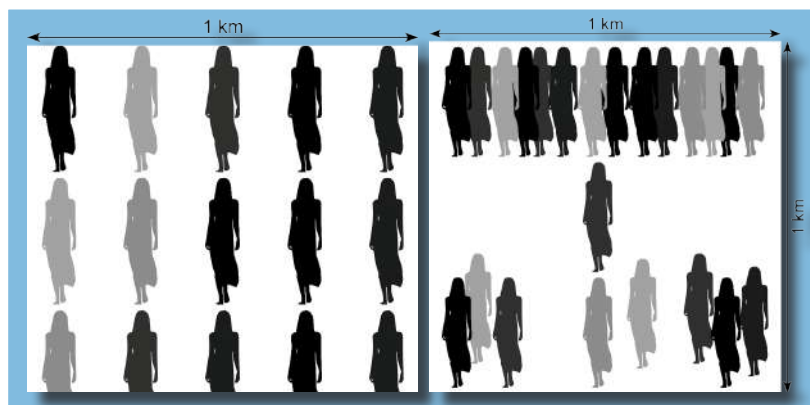


Figure 7.3: Population distribution



Distribution map of South Africa

To make it easier to understand the population distribution of South Africa, we use a map. This map shows us where the people live in South Africa and how close they live to each other (density). It shows in which provinces the population density is high.

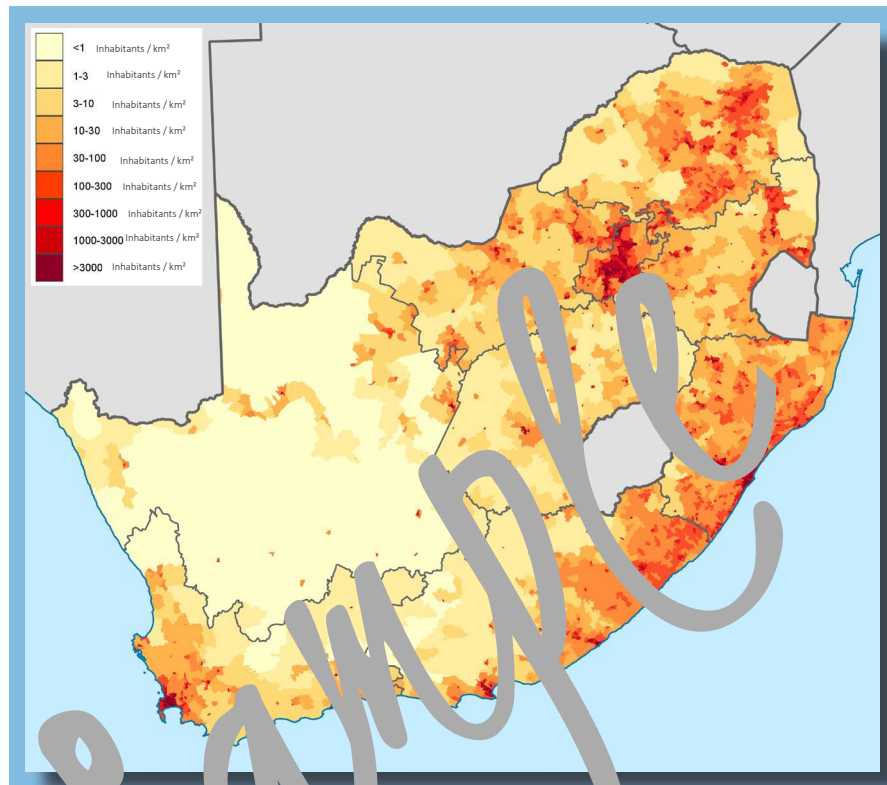


Figure 7.1: Population distribution map of South Africa

By studying this map you will notice the following:

- The South African population is not evenly distributed across South Africa.
- The western provinces house fewer people than the eastern provinces.
- People in the urban areas stay closer to each other (more densely populated), while those in rural areas stay further apart (sparsely populated).
- Gauteng and KwaZulu-Natal have the highest population densities.
- The Northern Cape and the Free State have the lowest population density.

Activity 1: Population of each province

Use a dictionary and your textbook to write down definitions for the following words:

- a. Population.
- b. Population density.
- c. Population distribution.



Activity 1: Population of each province (continued)

2. Study the following graphs and answer the questions that follow:

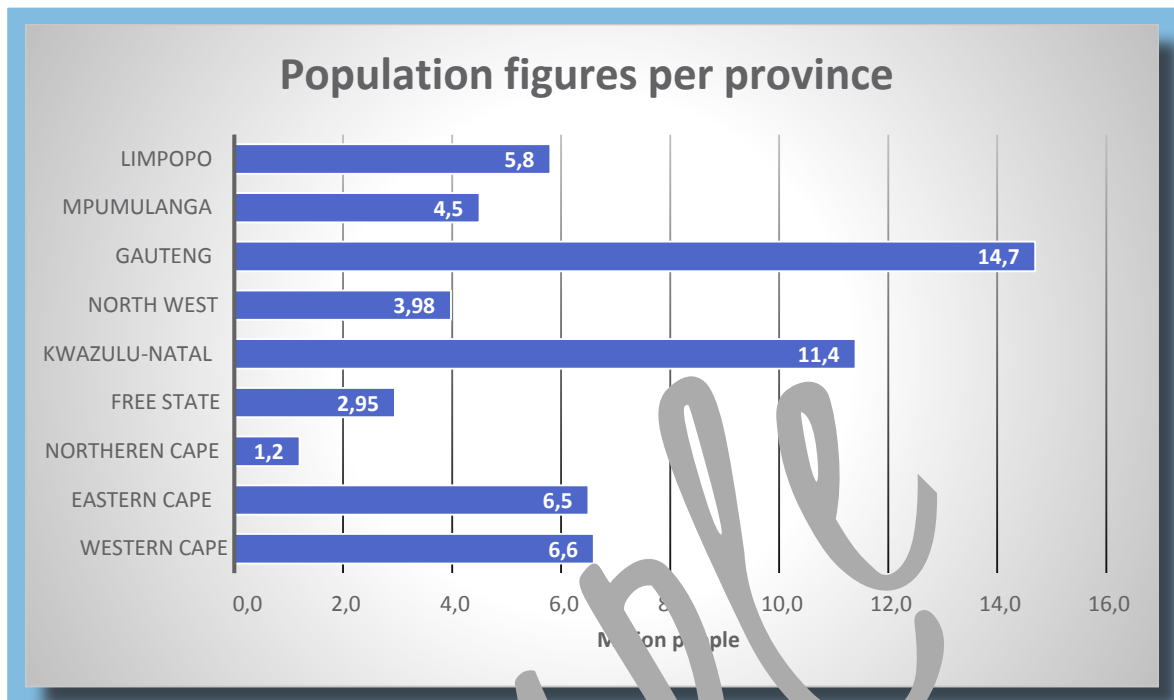


Figure 7.5: Population figures of each province

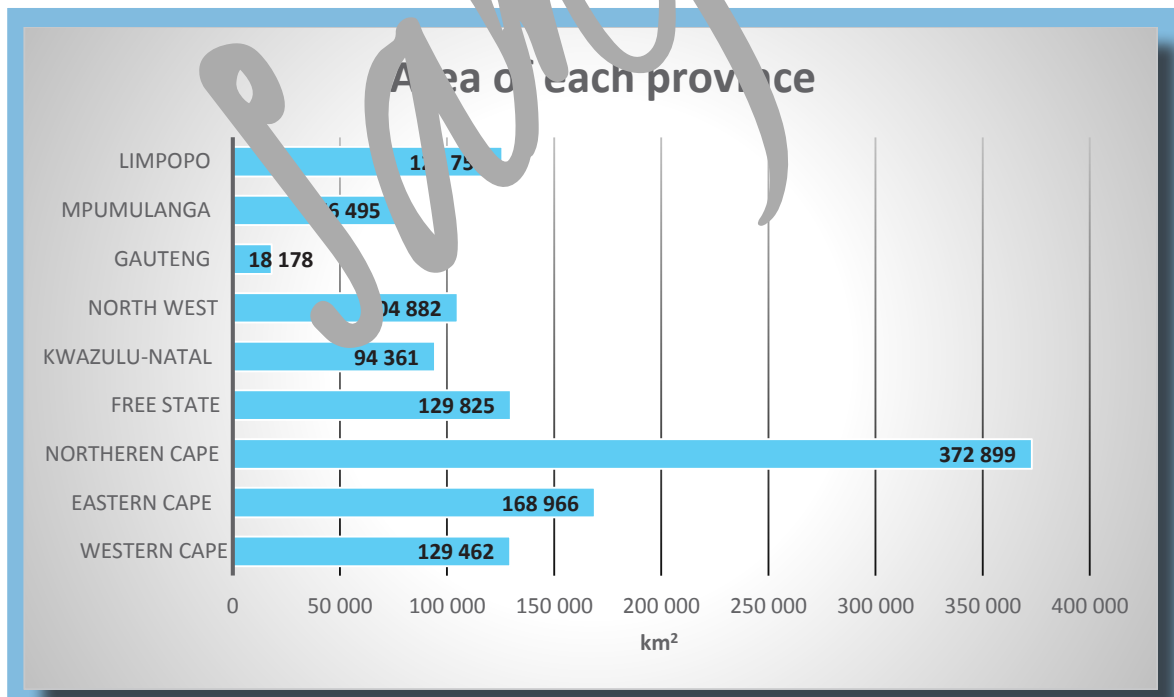


Figure 7.6: Area of each province

- Explain in your own words what Figure 7.5 indicates.
- Use Figure 7.5 to list the provinces in order from highest to lowest in population figure.
- Explain in your own words what Figure 7.6 indicates.



Activity 1: Population of each province (continues)

- d. Use Figure 7.6 to list the provinces in order from largest to smallest.
- e. Use the two lists you have made to decide whether the following statement is TRUE or FALSE:
Most people live in the largest province.
- f. How is population density calculated?
- g. Predict which province:
 - i. Will have the highest population density.
 - ii. Will have the lowest population density.

Motivate your answers.

- 3. Study Figure 7.7 and then answer the questions that follow.

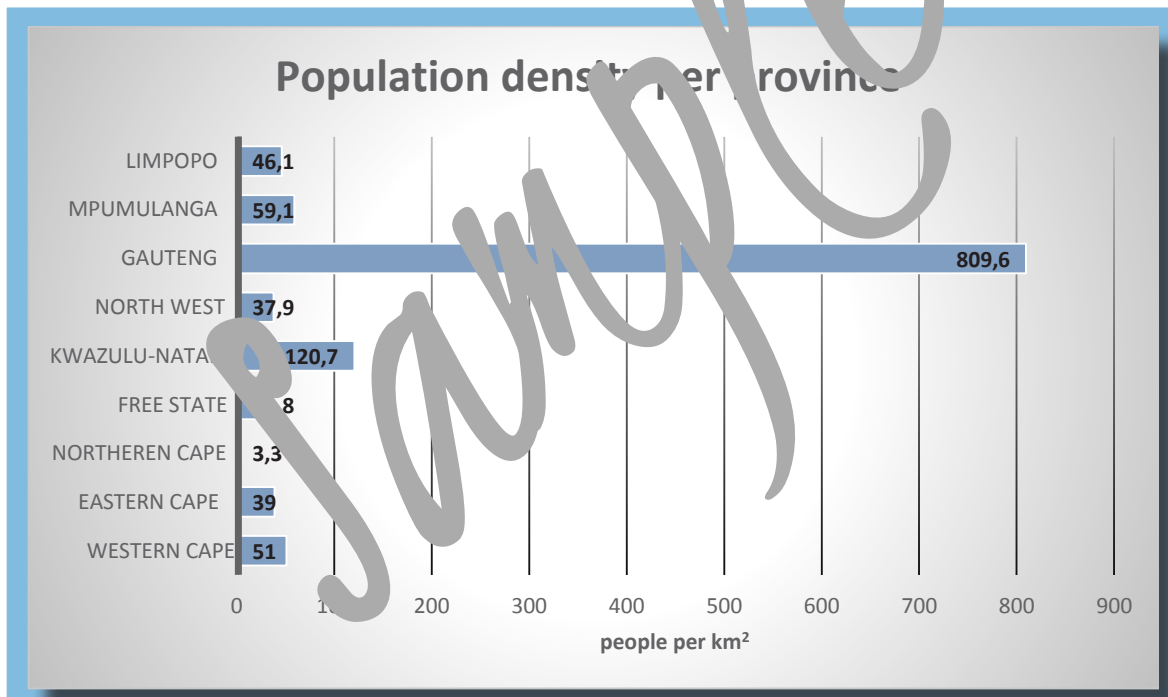


Figure 7.7: population density of each province

- a. Explain in your own words what Figure 7.7 indicates.
- b. Name the TWO provinces with the most densely populated areas.
- c. Why do you think the people in these two provinces stay so close to each other?
- d. Name the THREE provinces where the population density is lowest.
- e. Why do you think the people live so far apart in these provinces?

History



Term 1



History

Mapungubwe





Values



View of God: (Who is God?)

God is Creator and Ruler over all creation throughout the ages. Throughout history, God has revealed Himself to man. He is the one who rules and governs man yesterday, today and tomorrow, all within His council plan.

View of Man: (Who am I?)

Child of God living in His plan with an awareness of His law and His grace.

View of Creation: (What must I do?)

Recognize how God has managed history and continues to do so today. Learn from the mistakes made in history. Use the Ten Commandments as a guide to judge the events in history.

Knowledge



- Changes of societies and settlements in the Limpopo Valley before Mapungubwe.
- Mapungubwe's society.
- Mapungubwe today.
- Greater Zimbabwe.
- Marco Polo's voyages of discovery.

Skills



- Understand and discuss the influence of changes in societies.
- Use objects and photo resources to tell a story.
- Compare different communities in the world of the same period.
- Summary skills



Introduction

In the period from 900 to 1300 AD, several kingdoms arose in Africa. Across Africa, the people became more organized and began to trade with other kingdoms and countries worldwide. These kingdoms appointed kings to rule over them and built great cities where thousands of people lived. Through trade with other kingdoms, they became influential.

During the same period, the first European explorers started exploring the world. While Mapungubwe reached the pinnacle of its power, Marco Polo explored Asia. He encountered a completely different world than the one that originated in Africa.

The history of the kingdoms of Africa and the European explorers during this period gives us the opportunity to compare different communities in the world. Different communities in different parts of the world have undergone technological, social and political changes in different ways.

The rich gospel of God had not yet been preached to the African kingdoms at this time. Nevertheless, God ruled and governed this history. Explorers opened the way for missionaries to preach the gospel to the descendants of these people. Today we may be thankful that Christians worldwide, from all nations, tongues and nationalities, may serve God together as part of His Church.

Unit 1: Changes in the Limpopo Valley Societies

African farmers started migrating south as early as 250 AD. Some groups established themselves as early as the 9th-century n.C. in the southern parts of Africa. Between 900 and 1000 n.C., there were small groups of farmers in the Zimbabwe and Limpopo River area. The farming communities at this time were subsistence farmers. They farmed mainly with cattle, sheep and goats. They also planted and



Figure 2.1: Location of Mapungubwe in the Limpopo Valley



harvested crops. They planted just enough crops and kept enough animals to take care of their families.

The farmer groups have become more organized over time. Between 900 and 1300 AD, a kingdom arose in the Limpopo valley. They not only engaged in farming but also mined, melted iron and gold and made objects out of it. The community developed, and different social classes emerged - kings and rulers emerged who led and protected the rest of the community. This kingdom learned to trade successfully, which gave the kings of the kingdom much power.

Schroda and K2

Before the Kingdom of Mapungubwe came into being, there were two smaller settlements in the Limpopo Valley. These two settlements are known today as Schroda and K2.

In more or less 900 AD, a group of African farmers, the Zhizo people, left Zimbabwe and went farming in the Limpopo Valley. They established a town overlooking the valley. This town was later found on the farm Schroda and named after it.

In Schroda, the farmers farmed with grain and cattle. They hunted the elephants in the area to obtain ivory. The ivory was traded with Arab traders for glass beads and various kinds of materials. For a long time, the Zhizo controlled the trade routes in the Limpopo Valley.

The Zhizo kingdom was replaced by a group of farmers who moved from Botswana to the Limpopo valley. They built a new town. The place where the town was built is known today



Figure 2.2: Mapungubwe hill

K2 housed about 1500 people. During the period that the people lived there, the climate was wetter than before, and the Limpopo River flowed all year round. The people were able to plant a greater variety of crops and thus expand their farms. The extra food produced was sold. The farmers of K2 took over the trade route of the Zhizo and traded copper, iron and beadwork with other groups in



Africa and Arabia. Some of the K2 farmers soon became rich.

The wealth of the K2 people led to a change in their social structure. Society was divided between the wealthy ruling class (royals) and the working class. The royals moved their residence to the Mapungubwe hill, while the rest of society settled around the hill. Thus the Mapungubwe kingdom was established.

Activity 1: The period before Mapungubwe

1. What were the African farmers in the Limpopo valley doing? Name THREE things.
2. What is a subsistence farmer?
3. What is a settlement?
4. What did the Schroda farmers trade with the Arabs?
5. What role did the climate play in the lives of the K2 farmers?
6. What did the K2 farmers trade?
7. Why has there been a social change in the society of the K2 farmers?
8. How did Mapungubwe kingdom come into being?
9. Why do you think the royals settled on the hill while the workers lived in the valleys around the hill?

Unit 2: Mapungubwe

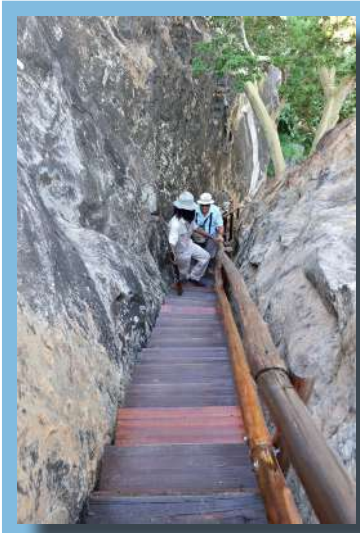


Figure 2.3: Tourists climb up
Mapungubwe hill

Mapungubwe, the first actual state of southern Africa, existed between 1220 and 1300 AD. Before its end, this hilly kingdom was southern Africa's most important and largest kingdom. Shortly before the kingdom's power ended, about 5,000 people lived there. Mapungubwe had power over the environment because of the kingdom's control over the trade routes.

The hill itself was considered a sacred hill and was, according to the inhabitants, a place where ancestral spirits lived. Only the royals lived on the hill and could look at it. Ordinary people could not look at the sacred hill. If they wanted to climb the hill, they had to walk backwards.

Term 2



History

European explorers find
Southern Africa





Values

View of God:

(Who is God?)

Jesus Christ is and remains King.

Nothing happens outside of his will. We cannot figure out or contain God, yet we may know that He causes all things, including discoveries, to work together for good to those whom He has chosen.

View of Man:

(Who am I?)

Even if we are infected with sin and are incapable of anything good, God uses us in the period He placed us on earth to spread His Word to all nations. We are commanded to go out and make disciples of all nations.

View of Creation:

(What must I do?)

Acknowledge the mistakes of people from history, but also notice how God uses these events in history to introduce His gospel to all nations.

Knowledge

- The impact of the European Renaissance on the voyages of discovery.
- The work of da Vinci and Galileo.
- The European trade route to the East and Southern Africa.
- Dias' voyages of discovery.
- Vasco da Gama's voyages of discovery.
- The VOC.



Skills

- Research skills.
- Recognize and discuss the impact of new knowledge and ideas on history and today.
- Create a route map from a description.





Introduction

During the period between the 1400s and 1500s, the European Renaissance (meaning rebirth or revival) took place. Before the Renaissance, most Europeans lived their entire lives in their hometowns. They were content with the knowledge they had at that time and did not like to welcome new ideas. Most Europeans knew little about the rest of the world. They believed in a dark, mysterious Africa, that the world was flat and that there were no civilizations developed anywhere but in Europe.

The Renaissance was a period of rebirth or revival. The people read books like those of Marco Polo and started welcoming new ideas. They wanted to know what else was in the world. The changes that took place during the Renaissance led to the era of European exploration, a period during which European explorers would discover the rest of the world.

In the same period, Great Zimbabwe reached the pinnacle of its power. For a long time, most Europeans knew nothing about Great Zimbabwe or Southern Africa. Explorers, such as Bartolomeu Dias, discovered southern Africa and introduced it to Europe.

The people's view of the world was suddenly changing. Amid the great changes, God was in control. He led certain inventions and discoveries so that it was possible for people all over the world to hear his Word. Most Europeans were serious Roman Catholic Christians and carried the Word of God on their voyage of discovery. They were sinful people who made many mistakes in how they preached the Word. Nevertheless, amid change and a sinful world, we must still see how God governs the history of His worldwide Church.

Unit 1: Reasons for European voyages of discovery

New ideas and knowledge

During the 15th and 16th centuries - the 1400s and 1500s - the European Renaissance took place. It started in Italy and then spread to the rest of Europe. The people of Europe welcomed new ideas and encouraged people to learn more about the world. It was a time when people were doing research, which led to various inventions. Art, politics, literature, religion and science changed and developed during the Renaissance. One could say that the Renaissance changed European history forever.

The Renaissance had a humanistic (people-centred) character.



European explorers find Southern Africa

Man was in need of knowledge and freedom. The Renaissance focused on the intellectual (that which man could understand with his mind). Political power was also important. The leaders of different European countries wanted to take possession of other countries as quickly as possible to be politically the strongest. Trade was still very important and, therefore, the control of trade routes between Europe and Asia was also important.



Figure 4.1: The printing press made information freely available

In addition to the new ideas and knowledge that were developing within Europe, ideas, knowledge and inventions from other parts of the world stimulated adventurers' curiosity to go on voyages of discovery. The printing press was developed, allowing books (like those of Marco Polo) to be printed and distributed more easily, thus reaching more people.

As books became more accessible, more people learned to read and were able to read about all the discoveries and ideas that were developing. Information and knowledge from all over the world have reached more and more people. Sketches and maps from other parts of the world have become more widely available. All of these changes and discoveries have prompted countries to send explorers around the world.

Case Study: Leonardo da Vinci

Leonardo da Vinci, an Italian researcher, artist and inventor, lived between 1452 and 1519. He only gained fame after his death. He had several talents: he was a painter and sculptor, an architect, a geologist and an engineer. Today he is known for paintings such as the *Mona Lisa* and *The Last Supper* or his studies of the human body.

Leonardo was a typical *Renaissance man*. Before the Renaissance, the arts and science were separated. Leonardo believed that art and science should work together to improve inventions. His studies in science improved his art. He studied, for example, human anatomy by dissecting the bodies of the deceased. His studies of the human body improved his sculptures because he could draw and depict the body better. His artistry made him more creative and equipped him to make very good sketches of his ideas. He drew ideas for flying machines, helicopters and parachutes long before they were actually discovered and made.

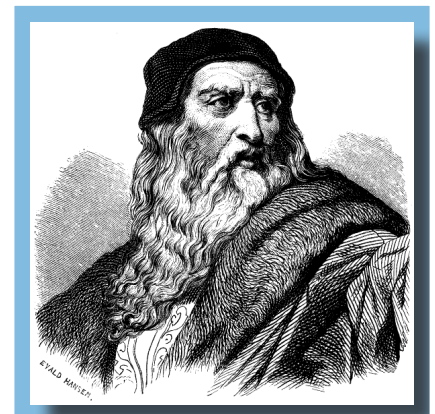


Figure 4.2: Leonardo da Vinci



Today we look back at Leonardo's work and stand amazed at the talented man. We realize that much of what he dreamed and thought about led to inventions we cannot live without today.

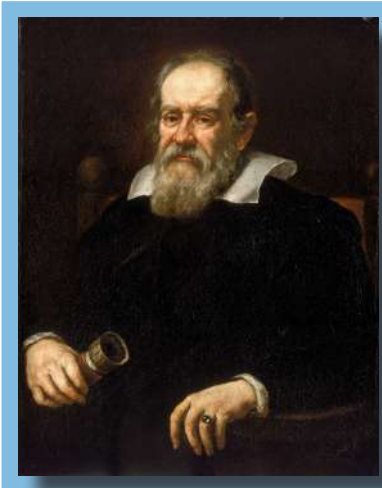


Figure 4.3: Portrait of Galileo
Galileo with his telescope

Case Study: Galileo

Galileo Galilei was born in 1564 and died in 1642. He was a skilled Italian mathematician. During his life, he did several experiments on the speed at which objects fall, mechanics and pendulums. He is best known today for the pendulum clock and the telescope he built.

Galileo did not discover the telescope, but he built his own shortly after the discovery of the telescope. This telescope was a big improvement on the first telescope because he could see eight times further with it. Shortly after building the telescope, Galileo studied the moon and the stars with it. He came to the

discovery that the moon had mountains and valleys. He discovered sunspots on the sun and the four largest moons of Jupiter (the Galilean moons).

Before Galileo studied the sky, Nicolaus Copernicus developed a theory where the sun is the centre, and the planets rotate around the sun. He developed the theories after studying the sky with the naked eye. Galileo later studied the sky, but this time with a telescope. Galileo confirmed Copernicus' theory.

Up to that time, the church had proclaimed that the earth was the centre around which everything revolved. His discovery and his evidence made the church very angry. He was summoned to Rome in 1616, where he was told to stop studying the sun, the centre of the solar system. In 1632 he was declared a heretic and spent the rest of his life under house arrest.

The telescope that Galileo built, and his discoveries with the telescope, changed the image humans had of the earth and the universe. Today, we know Galileo was right when he confirmed Copernicus' finding that the sun is at the centre of our solar system.



Activity 1: Inventors during the Renaissance

1. Use your textbook and a dictionary to write down the definitions of the following words:
 - a. Renaissance.
 - b. Literature.
 - c. Geologist.
 - d. Anatomy.
 - e. Mechanics.
 - f. Pendulum.
 - g. Heretic.
2. The European Renaissance changed many things. Explain how the people's attitude towards the following aspects has changed:
 - a. New ideas.
 - b. Civilizations in other parts of the world.
3. What is humanism?
4. What is the danger of humanism?
5. How do you think God used this humanistic attitude to his glory?
6. Leonardo was a Renaissance man. Explain what this means and give an example that proves it.
7. Galileo discovered that the solar system revolves around the sun, instead of the earth. The church of that time said that God teaches in Genesis that He created the earth for the people to live on. They reasoned that the earth should therefore be the center of everything. The church of that time declared Galileo a heretic for his discovery.
 - a. Seen from the point of view of the church of the time, how is it understandable that they expressed such a strict judgment on Galileo? Explain your answer.
 - b. Today, we know that Galileo was right in his discovery. Why can we say that it makes us, as Christians, look with greater deference at God's creation and omnipotence?

Activity 2: The contribution of Leonardo da Vinci or Galileo Galilei

Both Leonardo da Vinci and Galileo Galilei contributed to the Renaissance and technology of today. Do research and give a short report on **one** inventor's contribution.

Follow these steps:

1. Choose **one** inventor (Leonardo da Vinci or Galileo Galilei).
2. Do research on **one** idea or invention that this inventor made.
Write a report on this invention.

Term 3



History

Democracy and citizenship





Democracy and citizenship

Values

View of God:

(Who is God?)

God rules and governs creation. He is the King, also of South Africa. He puts governments in power with the responsibility to govern the country and for all things to work together for good to those whom He has chosen.



View of Man:

(Who am I?)

Child of God, who always obeys His authority - as revealed in the Bible - must listen.

View of Creation:

(What must I do?)

I must obey the authorities, as long as their government is consistent with what God reveals in the Bible. I must be a responsible citizen of my country, but, first, I remain a child of God and a citizen of the heavenly kingdom.

Knowledge

- How the South African democratic government system works.
- Children's rights and responsibilities.
- The national symbols of South Africa since 1994.



Skills

- Understand the difference between rights and responsibilities.
- Research skills.
- How to write a biography.





Introduction

We can sometimes get very worried when we see that a government is corrupt, wasting money and the country is not governing well. It can make one discouraged. As Christians, we must acknowledge to one another that all authority, including government, comes from God. In Romans 13 Paul writes about government, and in verse 1 it says that there is no authority but God. Authority and authority structures are therefore a divine institution. We all want an orderly society and order is cultivated by authority. Just think of the class. If the students do not respect the authority in the class, then there is chaos and learning cannot take place there.

It is therefore the will of the Lord that society be best in order by good governments. Man has fallen into sin and is naturally prone to do wrong. Governments are needed so that the citizens who do good are honored and those who do evil can be punished. The government must govern a country in such a way that its citizens can lead a quiet and peaceful life. As Christians, we have the command to obey authority. We live as children of God in a democratic country where citizens have equal say. (Democracy means government by the people.) We all have certain responsibilities and privileges to which we, we may invoke. Our government calls these privileges human rights and describes them in our constitution. It is important to remember that human rights are based on humanism and want to honor man.

We would rather say we are image bearers of God and are commanded to love our neighbor. Therefore, for example, we will ensure that our neighbor has clean water, can go to school, hospitals are available and will protect each other's lives. Every so-called human right is only a privilege that we must apply in the light of the commandment of love.

Sometimes we ask ourselves if there can be a point when a Christian does not listen to authority. Yes certainly, when those who are appointed over me expect something from me that is against God's will.

So we can not listen to our government if they expect us to sin. We must therefore obey the governments, even if they do not serve the Lord. But if they expect me to sin, I must resist. God has decided that He wants us to be ruled by this government. They have flaws because they are sinful people. We must be patient with these shortcomings and pray for our government. We must be active citizens in our country and ensure that our government acts responsibly. We have a responsibility to shine our light as citizens of God's kingdom in this land in which we are placed.



Unit 1: Project

You have to compile a biography of a South African leader this term. You may choose the leader you want to research and then write a report on the leader. The leader you choose must have made a positive contribution or must currently make a positive contribution to building the democracy of South Africa.

You will have the entire term to complete this biography. Sharing your research with your teacher as you complete the project would be a good idea. This way, your teacher can give constructive criticism, which will ensure that you can deliver a good product. Remember to submit your biography on time.

A biography

A biography is someone's life story. So when you write your biography about a South African leader, you have to tell his/her life story. One's life can easily be divided into different phases or sections, namely:

- Birth and childhood.
- Years of training and development.
- Major life events and achievements.
- Later life and time of death.

A biography is usually written chronologically (in date order). When writing your biography about the leader you chose, start with their birth and write chronologically about the rest of his/her life.

It is also important that you reflect on the length of the different sections of your biography. It is not important to write many pages about a leader's childhood. Writing about his/her major life events and achievements is more important. The leader you have chosen will be known for something in his/her life. The events for which they are known are the important events to write about.

A biography is usually written as an essay with paragraphs. You can include a timeline which quickly summarizes the important events of the person's life. You can enrich your biography with photos of the person and important events in the person's life.

If you're still wondering what a biography looks like, you can check out examples on Wikipedia. The biography of Nelson Mandela is a good example of the format of a biography.



Activity 1: Biography of a South African leader

Write a biography of a South African leader who has contributed or is currently contributing to the democracy of South Africa. You need to tell the life story of this person and his/her important achievements or life events. You can choose any person, as long as he/she has made a contribution or is currently contributing to the democracy of South Africa.

At the end of your biography, you must answer the question: Why was he/she an example of a good leader? You have already learned about leaders in Grade 4 and what a good leader is. Go and read Proverbs 16 again. There we read how a king should act. Use it to motivate why the leader you have chosen is a good leader.

Your biography should be written as an essay. Divide your essay into paragraphs with the following headings:

- Birth and childhood.
- Years of training and development.
- Major life events and achievements.
- Later life.
- Why was he/she an example of a good leader?

Enrich your biography with photos of the leader and his/her life events. Remember to list all your sources at the end of your biography.

Your teacher will use the following rubric to mark your biography:



Democracy and citizenship

	Fail 0 marks	Poor 1 mark	Pass 2 marks	Outstanding 3 marks
Birth and childhood	Not discussed, too little or incorrect information was given.	Very short description was given. Missing important information.	Description is good. Some important points are missed or description includes unnecessary information.	Description is excellent and sums up the birth and childhood very well. All important and relevant information was given.
	0 marks	1 mark	2 marks	3 marks
Years of training	Not discussed, too little or incorrect information was given.	Very short description was given. Missing important information.	Description is good. Some important points are missed or description includes unnecessary information.	Description is excellent and sums up the years of training very well. All important and relevant information was given.
	0 marks	2-3 marks	4-5 marks	6-7 marks
Important life events and achievements	Not discussed, too little or incorrect information was given.	Very short description was given. Missing important information. More research is needed.	Description is good. Some important points are missed or description includes unnecessary information. Slightly more research is needed.	Description is excellent and sums up the big life events and achievements very well. All important and relevant information was given. Person's impact on democracy is clear.
	0 marks	1 mark	2 marks	3 marks
Later life	Not discussed, too little or incorrect information was given.	Very short description was given. Missing important information.	Description is good. Some important points are missed or description includes unnecessary information.	Description is excellent and sums up the later life very well. All important and relevant information was given.



Democracy and citizenship

	0 marks	1-2 marks	3-4 marks	5-6 marks
Why good leader?	Not answered or answered incorrectly.	Very briefly answered. More research is needed.	Answer is good and satisfactory.	Excellent answer that clearly indicates Christian values.
	0 marks	1 mark	2 marks	3 marks
Layout and neatness	Do not follow the prescribed layout. Too short and extremely untidy. Not chronologically. No photos were used.	Follow the prescribed layout. Too short or too long. Neatness can improve. Chronology confused. Few photos used. Photos not labelled.	Follow prescribed layout. Length is appropriate. Pretty neat. Mostly chronological. Use photos and give labels. Satisfactory.	Follow prescribed layout. Length is appropriate. Very neat. Chronology makes sense. Use good photos with good labels. Outstanding.
	0 marks	1 mark	2 marks	3 marks
Source list	No source list.	Poor source list with only a few sources	Good, almost complete source list	Complete, logical source list.
	0 marks	1 mark	2 marks	
Submission	More than one day late	One day late	Submitted on time	
Total:				
30 Marks				

Term 4



History

Medicine over time





Values



View of God:

(Who is God?)

God is the Creator and Sustainer of all things. God is the great Healer, and healing depends on Him. All medical discoveries are gifts from his hand.

View of Man:

(Who am I?)

God created humans to do scientific research and thus discover the medical sciences. People have a great responsibility in this.

View of Creation:

(What must I do?)

We are responsible for the associated knowledge and remain prayerfully dependent on Him, who truly has control over healing. All scientific discoveries must be applied to the glory of God and the salvation of our neighbour.

Knowledge



- Indigenous healing in South Africa.
- Modern Western medical discoveries.
- Holistic healing.

Skills



- Get important information from a case study.
- Study methods for tests and examinations.
- Understand the connection between indigenous holistic healing and the Western forms of healing today.



Introduction

Sickness and suffering are direct consequences of the sin in which man fell. After the fall, the woman receives the punishment of difficult pregnancy and labor. Man receives the punishment of hard labor, until he returns to dust. (Genesis 3: 16-19). This punishment has led to us still suffering physically today, to our health being affected and to going through life with difficulty - until our final day of death.

Mercifully, God has given healing. He gives healing from sin in Jesus Christ. He also gives physical healing - which often happened through miracles in the Bible (just think of all the healing works that Christ performed during his time on earth). God gives people the ability to do research and find medical solutions to problems. He gives certain people the gift of nursing or healing others. He created plants that have medicinal values and that we can use. We may experience this grace of healing already today in this sinful world. We must remain prayerfully dependent on God and ask Him for healing where there is sickness. We ask his blessing on the work of physicians. In times when there is no healing, we remain patient and rest, we abide by His plan of counsel. If there is healing, we have reason to praise and thank Him for it.

We know that eternal healing will take place when Christ comes again to save his children forever. The unbelievers will enter into an eternal life of pain, sickness and suffering. However, believers find this promise in Revelation 21: *And God will wipe away all tears from their eyes and there will be no more death; neither shall there be mourning, nor crying, nor pain, any more: the first things are passed away.*

Unit 1: Indigenous healing in South Africa

In South Africa there are two types of healing practices:

- Indigenous medicine and
- Western medicine.

Western medicine refers to the type of healing that most of us follow: when we get sick we go to a doctor who scientifically looks for a cause of our illnesses; and then prescribe treatment. As believers, we trust that the Lord will also bless this scientific treatment. Western healing had its origins in Europe, in that gifted people made great medical discoveries.

It is necessary for us as believers to have knowledge of indigenous medicine.



Medicine over time

It refers to practices practiced by the inhabitants of South Africa before Western medicine arrived here. The rationale for these practices must also be judged on the basis of Scripture

Many of these practices still exist today. Indigenous healers believe that the body (physical) and the spirit (spiritual) are connected. If a person is ill, both of these aspects need to be addressed.

The practice of indigenous healing is often mixed with ancestral worship. Indigenous healers are known as sangomas or inyangas.

Some healers can be both a sangoma and an inyanga.

HOLISTIC APPROACH TO DISEASE

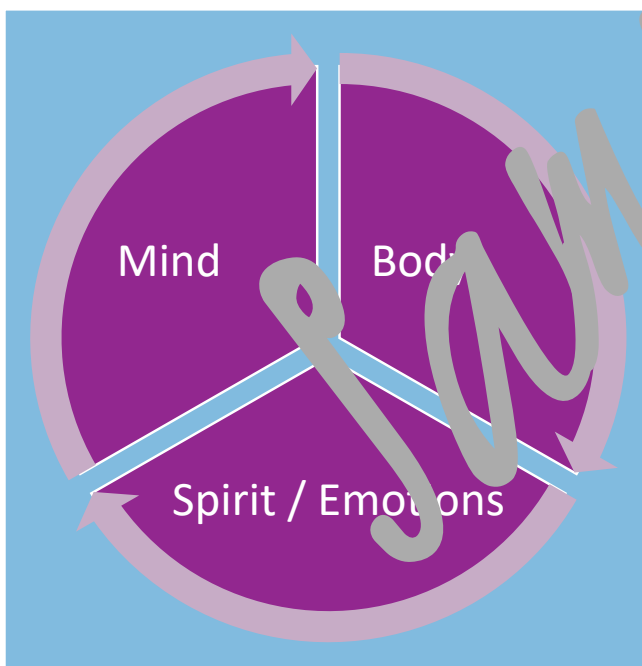


Figure 8.1: Holistic medicine

When a doctor tries to cure a disease by looking at the physical symptoms, as well as the possible mental / emotional cause of the disease, we can say that a holistic approach has been followed.

We can speak of holistic medicine when the human body, mind, spirit and emotions are all taken into account when treating diseases.

Indigenous Healing: Sangoma

The sangoma is sometimes called a spiritual healer or fortune teller. Illness is seen as part of the relationship between people or can develop due to the environment in which people live and work.

Sangomas not only look after the sick person, but also at the community and place where the person works and lives. The symptoms and the cause of the disease are then treated. In this respect, a sangoma's work can be seen as holistic.



Medicine over time

Sangomas also use the pagan ancestral spirit worship to so-called heal the patient. A sangoma makes diagnoses in the following ways:

- Through communication with the ancestral spirits;
- Throwing bones and / or
- Dreams.

They often wear special clothes and beads while engaging in their healing rituals. Sometimes they dance, sing or play drums during the ritual.

When bones are thrown, they believe that each bone has a meaning that represents something in the patient's life.

It is believed that the ancestors spoke to the sangoma in this way.



Figure 8.2: A sangoma interprets bones

Indigenous Healing: Inyanga



Figure 8.3: An Inyanga stands in front of her medicine mixture

A sick person can also visit the inyanga or herbalist. An Inyanga uses herbs and medicine mixtures to make people healthy. Herbs, roots, tree bark, ground animal fat and ground animal bones are used to make medicine. The medicine is often known as muthi. A patient visits an inyanga who then makes a diagnosis. The inyanga then goes into the field to get the plants for the medicine mixture. Some medicine mixtures can be purchased at markets or directly from inyangas.

The medicinal value of some of the herbs that have been used in inyangas for many years is recognized by Western scientists. Something like the aloe, which has been used by indigenous healers for many years, is prescribed and used today by many doctors to treat especially skin diseases.

Training of indigenous healers

Not everyone can become a sangoma or an inyanga. They believe they are called by the ancestors. They are called by getting a sudden illness or unexplained headaches. They often say that they were plagued by the disease, until they listened to the ancestors. Once they then accepted the role as sangoma or inyanga, the ailment disappeared.

The training of both sangomas and inyangas takes a very long time. Sangomas say they are trained by the ancestors. They are apparently taught through dreams how to throw bones.



Figure 8.4: New sangomas are welcomed after their initiation

Other aspects of healing are transferred from one sangoma to the next. At the end of their training, they receive a test during which they have to slaughter a goat and drink its blood. Furthermore, through dreams, they have to look for hidden things and then point them out. Inyangas are often identified by other inyangas.

An inyanga in training often works as an assistant to an experienced inyanga. The training can take many years, because the inyanga must know exactly which plants have which medicinal value. They need to know exactly which plants are poisonous and which doses are dangerous to patients. They need to learn how to mix herbs and what they should use them for. Both the sangoma and inyanga's training consists of rituals. They are often limited to certain foods and must follow a strict cleansing ritual at the end of their training.

Aktiwiteit 1: Inyanga's geneesing

1. Explain the following concepts. You may use your textbook or a dictionary to help you.
 - Indigenous medicine.
 - Western medicine.
 - Holistic medicine.
 - Treatment.
 - Diagnosis.
2. What is the difference between a sangoma and an inyanga?
3. Why do we disagree with the way sangomas approach healing? Explain your answer with examples.
4. What is muti?
5. Why would a Christian not be able to undergo the training of a sangoma or inyanga? Explain your answer with examples.
6. As Christians, we are opposed to the indigenous healing practices, yet there are certain products they use that are valuable to Western physicians. Give an example of this.

Sample

Grade 6
Learners Guide