

GRADE 4 TERM 4

**SOCIAL SCIENCES: GEOGRAPHY
WATER IN SOUTH AFRICA**

SKILLS to focus on and assess:

1. Recording information
2. Working with data (graphs)
3. Asking and answering questions
4. Working with sources
5. Cause and effect

Recommended hours (CAPS doc)	Topic:	Knowledge	Resources	Activities	Assessment for learning (Notebook?)	Assessment for report
2 hrs	Uses of Water	<ul style="list-style-type: none"> • Personal Use • Other sectors: farming, factories, mining, electricity generation, gardens, recreation 	<ul style="list-style-type: none"> • Sources showing water usage • Graphs/ charts showing water usage. 	<ul style="list-style-type: none"> • Discuss who uses water and for what purpose • Discuss river/ municipal/ borehole/ bottled water 	<ul style="list-style-type: none"> • Select one water user and write two sentences about why the water usage is so high. 	<ul style="list-style-type: none"> • Looking at the source, discuss (write four points) why you think this is a high or low water user. (Working with sources)
		<ul style="list-style-type: none"> • Personal Use 	<ul style="list-style-type: none"> • Recording sheet 	<ul style="list-style-type: none"> • Estimate the amount of water you use in a day. • Record all the water you use in a day at home, on the recording sheet (<i>recording information</i>) • Represent data on a bar graph 	<ul style="list-style-type: none"> • Write a 'report' to discuss data e.g. most water was used by ..., water could be saved by ... 	<ul style="list-style-type: none"> • Identify which of the graphs shows a high water usage. • Identify where the most water is used in each of the graphs. • Identify one place where each of these households

				<i>(working with data)</i>		could make a big water saving. Suggest how they could do this. (Working with data)
5 hrs	Water as a resource	<ul style="list-style-type: none"> • Salt & fresh water on Earth 	<ul style="list-style-type: none"> • Map showing salt & fresh water. 	<ul style="list-style-type: none"> • Discuss where fresh/ salt water occurs • Look at relative amounts • Importance of polar ice caps <i>(working with sources)</i> 	<ul style="list-style-type: none"> • Tree map to summarise fresh water versus salt water: sources, amounts 	
		<ul style="list-style-type: none"> • Natural water cycle 	<ul style="list-style-type: none"> • Pictures of natural water cycle (four/ five) 	<ul style="list-style-type: none"> • Revise water cycle and sequence pictures • In groups, predict where factors can impact (positively or negatively) on the water cycle. <i>(cause and effect)</i> 	<ul style="list-style-type: none"> • Select one factor to write onto each of the water cycle pictures, indicating where it could impact (positively or negatively) on the cycle. <i>(cause and effect)</i> 	
		<ul style="list-style-type: none"> • Fresh water in nature 	<ul style="list-style-type: none"> • Picture rich in water sources • Videos, articles, posters 	<ul style="list-style-type: none"> • Class: Label all the water sources • In pairs, select a source and investigate. 	<ul style="list-style-type: none"> • Enlarge water source pictures & flap in notebook. Underneath flap 	

			showing interrelated sources.	<ul style="list-style-type: none"> Collaborate to discover how sources are connected. 	<p>choose 2 important facts to write about it.</p> <ul style="list-style-type: none"> Draw lines to connect sources. Write connection on the line. 	
		<ul style="list-style-type: none"> Storing water: why and how 	<ul style="list-style-type: none"> Pictures of storage e.g. dams, reservoirs, tanks, ostrich eggs 	<ul style="list-style-type: none"> Discuss “why” and “how” 	<ul style="list-style-type: none"> “JoJo tanks are unsightly and expensive, invent a clever way to store water” 	
3 hrs	How people get water (access)	<ul style="list-style-type: none"> Collect and carry Underground water Trucks with containers 	<ul style="list-style-type: none"> Pictures/ video/ articles indicating various forms of access 	<ul style="list-style-type: none"> Brainstorm idea that would allow people living in areas without water, to transport it easily and cheaply. 	<ul style="list-style-type: none"> Draw and label your idea. 	
		<ul style="list-style-type: none"> Municipal water 	<ul style="list-style-type: none"> Picture of the process 	<ul style="list-style-type: none"> Discuss and label as a class 	<ul style="list-style-type: none"> Draw your own flow map of the process. Label each picture with a sentence. (<i>sequencing</i>) 	
2 hrs	Pollution and waste water	<ul style="list-style-type: none"> Personal Factories & farms Waste water & sewage recycling 	<ul style="list-style-type: none"> Pictures showing water pollution. 	<ul style="list-style-type: none"> Discuss how the pollution occurs. (<i>Cause and effect</i>) 	<ul style="list-style-type: none"> Draw a multi-flow map to show what causes water pollution and what effects 	<ul style="list-style-type: none"> Design a poster using recycled material to show how water pollution occurs.

		<ul style="list-style-type: none">• Water use cycle			it has. <i>(Cause and effect)</i>	<ul style="list-style-type: none">• In the picture, the fresh water source at A becomes polluted. Draw in lines to show which other water sources this might impact. <i>(cause and effect)</i>
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