

SOCIAL SCIENCES PST103-E

Answer the ff. self-evaluation questions (which you will find at the end of each study unit):

2.1.2 What is Geography? Activity 2 (± 10 minutes)

1 Identify certain key elements which each of these definitions emphasise:

- 1.1 It is the study of functional units and spatial patterns formed by the geography of a planet, region, or place.
- 1.2 Geography is the study of the interrelationship between man and his environment, including the processes that impact and affect this relationship, like the climate, weather, topography etc.
- 1.3 Geography attempts to provide an accurate, orderly, and rational description and interpretation of the variable characteristics of the earth's surface.

2 Also consult a good dictionary/dictionaries and see how they define the term (Geography):

Geography is the study of all the physical features of the Earth's surface, a place or a region, e.g. mountains and rivers; including its climate and the distribution of plant, animal, and human life; and the layout of a place e.g. the arrangement of the different parts of a building, city, or other place, and the way that something is arranged and the relationships between its different elements.

3 Take all these definitions and note similarities and differences in these definitions.

<i>SIMILARITIES</i>	<i>DIFFERENCES</i>
1. All refer to the planet, region, and space man lives in.	1. The first definition specifies operational and spatial entities that have an effect on the planet, region or place.
2. All refer to relationships and processes that relate to or impact these spaces and areas man lives in.	2. The second definition specifies the interrelationship of these entities with man and his environment.
3. All attempt to <i>describe</i> the features and relationships that affect man's surroundings.	3. The third definition relates to the description, methods of explanation, and interpretation of these entities that impact and affect the earth and in turn human life on earth.

4 After all that you've read and experienced in activities 1 & 2, now try to define the concept:

Geography attempts to describe, interpret, and explain the study of all the physical features and topography of the Earth's surface including the effects of meteorological entities affecting the surface, and the arrangement and distribution of plant, animal, and human life on earth.

Activity 5 (± 2 mins)

What three broad categories do these sources acknowledge as contributing to a child's education?

1. Ecosystems
2. Economic Systems
3. Cultural Systems

STUDY QUESTIONS:

1. What is meant by the following concepts:

- a. **History?** History is a study, analysis, and interpretation of people of the past, and what led to past events which made a historical impact on the lives of other people. It is also a study of cause and effect, since many of the historical events led to the social and economical landscape carved out centuries later.
- b. **Geography?** Geography is the interrelationship between man and his environment, which includes the natural processes like climatology, geomorphology, plant and animal life, Agriculture and economics, population dynamics, to mention a few.
- c. **Social Sciences?** The Social sciences are the interrelationships between the components of Geography and History. It is a correlation of man and how his environment impacts on him. Historical events have taken place due to geographical phenomenon, like physical terrain.

- 2. Discuss the essential nature of Geography and History as school subjects.**
Geography is the study of natural phenomenon like rivers, basins, oceans etc. as well as towns, regions and their location. It also studies the spatial distribution and position of such phenomenon. It studies the interrelationship of the different components that make up the study of Geography. It is a holistic understanding of the various environments which include information from a variety of sources, like economics, ecology, socio-cultural sources. Also the changes that take place in these phenomenon are also studied, and has relevance for the learner.
- 3. Discuss the value of Geography and History as important subjects in the general education of young people.** By introducing Geography, the learners are made aware of their environment as a complete system and an interdependent process. Learners are informed about environmental education and the importance of preservation of natural resources. By studying history, learners learn about different peoples and cultures, which promote racial and cultural understanding and tolerance. It also shows learners how decisions taken in the past have impacted people and the environment later. It is a holistic approach to understanding the interrelationships between various different subjects taught at school.
- 4. Discuss the development of Geography and History teaching in South Africa.**
The history of South African education with regards to History and Geography as subjects, shows a disparity in that teaching of subject matter differed along the barriers of the person's race and creed. Also different provinces followed different syllabuses, and taught differing subject matter, as well as the length of time the subject was taught, e.g. some provinces taught the subjects up till grade 5 whereas others up till grade 8. In 1990 education for the nation was brought under one umbrella, and the disparity which existed along racial lines was addressed, and removed.
- 5. Discuss the basic principles of good general teaching and how they apply to both Geography and History teaching.**
The teacher must plan lessons which are interactive, and learner orientated. The content must be linked to present day issues, to create relevance and a sense of understanding of the different interrelationships between phenomenon. Ask pertinent questions that would make the child think, and realise different perspectives. Include hands-on activity which generate fun and alleviate boredom. Link content to the other subjects taught at school. Create brain-gym activities related to the content. Highlight cause and effect examples to create realisation of the importance of researched decision making. Offer variety in teaching methods, and facilitate debates and discussions on pertinent issues relating to the content.
Motivate expansion of knowledge by creating varied interests which require research on the topic.
- 6. Discuss the integration of Geography and History studies.**
The position, physical terrain, location, natural resources, agriculture, map-work, which are geographical phenomenon, impacted on historical events and peoples. The position and location of certain places and cities, like Cape Town were the first reasons for settlement of foreigners in the Cape. Similarly people look for flat land and terrain to create settlement. People are dependent on agriculture which is dependent on water resources and availability of it. Thus there is a close correlation of these two studies. History studies peoples and their cultures, and the different lifestyles, and thinking patterns which have created history. Geography studies man and his relation to the environment and planet earth.

STUDY UNIT 2

1 Say if the following statements are TRUE or FALSE.

1.1 History can be regarded purely as a Social Science. FALSE

1.2 The subjects Geography and History have always been practised from a content-based approach.

TRUE

1.3 The teaching and learning of facts play an important role in senior primary education. FALSE [3]

2. Why do you think that it is imperative that Geography and History teachers understand what their subject is about before they practise it? (5)

There are several reasons why it is imperative that History and Geography teachers understand their subject before they practise it.

Teachers must have a thorough background knowledge*, of the skills*, values and attitudes* encompassed by the subject so that, as teachers they can articulate* their subjects in a way that enables their students to comprehend* and appreciate* what the subject involves.

3. Why is holistic teaching considered important in the primary school? [5]

The idea of holistic teaching is learner-orientated, taking the learner's mental capability and needs into account. The learner is allowed to develop at his/her own pace. This concept based approach is not only content-based and does not require memorization only, but more application of the knowledge acquired. The approach makes content more relevant, and integrated. The approach emphasizes knowledge, skills, values, and attitudes.

4. Name and discuss the fundamental principles that characterise good (general) teaching.

Explain in the light of your current teaching experiences or past experiences while still a scholar. [10]

The educator needs to understand content and be familiar with aims, and objectives. A lesson plan must target a holistic development of the learner. Skills, values and attitudes needs to be reinforced. Activities that would emphasize, cognitive, affective, and psycho-motor skills need to be planned. There should be a variety of methods used to teach, in order to create interest and keep the learner's focus. Ask pertinent questions that would develop critical thinking, and promote progressive and pro-active decision making. Instil the love of reading and researching topics, encouraging use of internet, and reference books and the library. Create an angle of relevance from the content to real life situations, and the present. Work as a facilitator and be sensitive to each learner's capability, strengths and weaknesses. Always be accommodating, but serious about following a moderate set of rules in the classroom. Offer visual material in the class, as in charts and maps, to liven the classroom and serve as reference and reminder of topics completed in the syllabus. My motto is to "acquire knowledge in every way, using the broad spectrum of resources available to me colour the rainbow of giving and getting knowledge.

5. Discuss why it is not educationally acceptable to teach from a content-based approach only? (3)

In many cases in the primary school, pupils are taught subjects/topics as content entities or disciplines. However, in many instances, topics/disciplines have become process-orientated* and increasingly more child-centred* and concept based*.

Study Unit 3 - Evaluation questions

1. How do the "Fields of Study" of the Curriculum Model for Education in South Africa(CUMSA) differ from the "Areas of Learning" proposed by the 1996 Curriculum Framework. Refer specifically to the subjects Geography and History. [6]

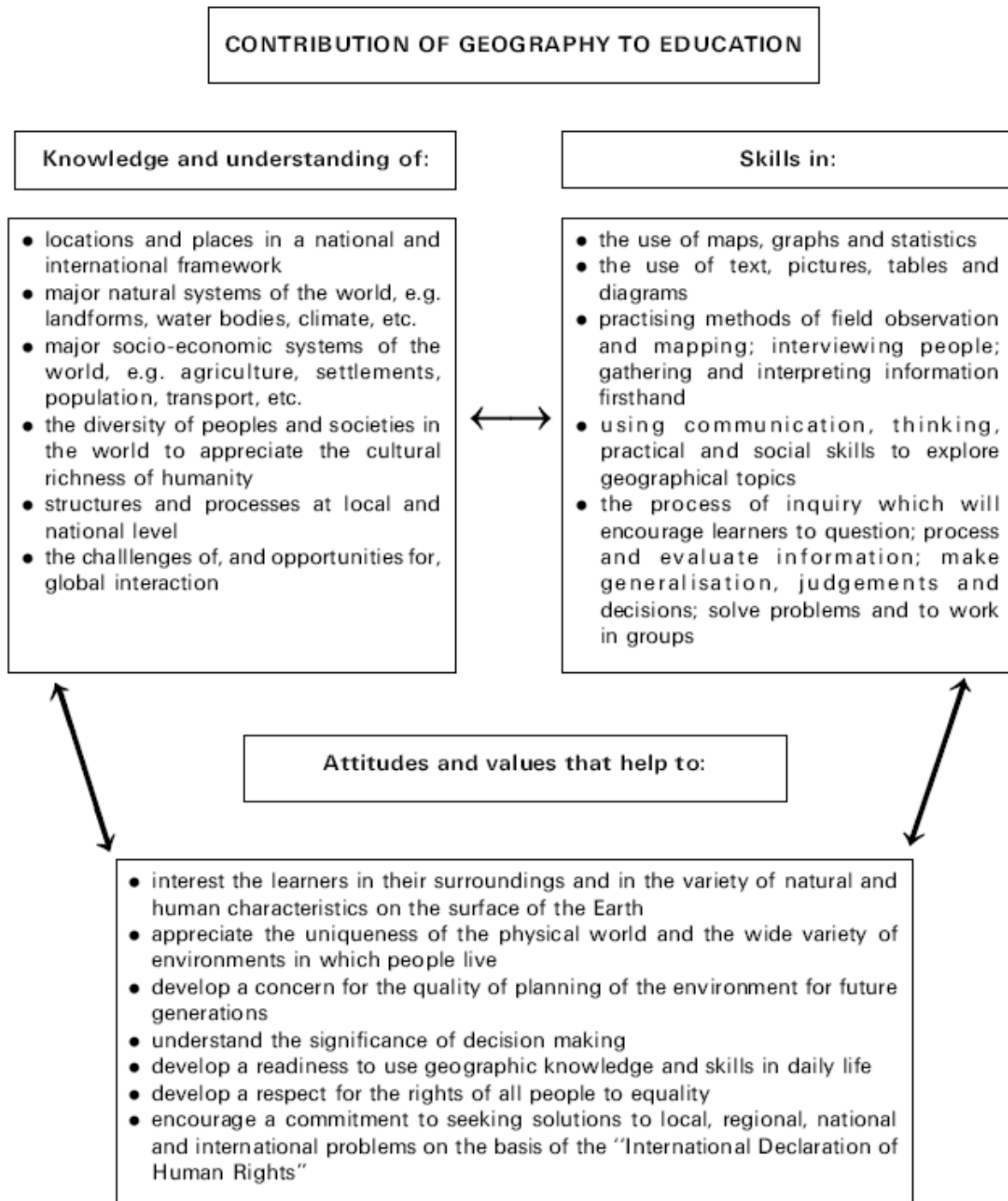
In the CUMSA fields of study, History and Geography is brought under the banner of "Social Sciences", which includes Economics; whereas the "Areas of Learning" has attached the aspect of "Human and Social Sciences", in an attempt to break the rigidity of the subjects and to integrate it into a wider area of learning which includes Democracy Education, Development Studies, Environmental Studies, World Ethical & Belief Systems, and Utility and Social Services.

2. Would you say that the 1996 Curriculum Framework is more relevant to the educational needs of all South Africans than previous initiatives? Explain your answer. [5]

Definitely. The new framework reiterates the interrelationships between the different components of the subject. Also, the inclusion of Environmental Education, Democracy Education, Development Studies, World Ethical and Beliefs Systems, Utility and Social Services, are all issues needed to be addressed and understood by learners of the present and future generations to promote understanding and racial tolerance; and to deal with the threats hanging over the planet progressively with regards to environmental issues like global warming. The wider integration addresses and plans to feed the understanding needed in these areas of learning.

3 Make a time line of the curriculum development processes in South Africa up until recently. [5]

DIAGRAM 1



Reasons for transformation of S. African education system

F- formal education was inaccessible to the majority of the people.

U- there was an under utilisation of human resources.

S- the separation of formal education and vocational education, impacted adversely on the labour market.

S- there was no emphasis on skills training, and this impacted negatively on the workplace, and subsequently on the economy, since people could not apply the knowledge they had gained.

Q- there were qualification structures linked only to certain formal education institutions, with much disparity in the education system; also qualification structures outside formal education did not even exist.

E- experiential learning was not acknowledged.

The world trends that initiated the transformation and rethink of the education system

- P- problem solving skills – the service orientated society demands problem solving skills.
- I - the age of instant communication – the demand arises to understand and be competent in accessing and processing information, in this age of the micro-chip, internet and mobile communication.
- C- change in the landscape of the workplace – more women nowadays hold places of leadership; and more people are now their own managers, marketers, and communicators.
- B- the age of the brain – people are encouraged to use the maximum potential and capacity of the brain in applying knowledge instead of just memorising it.
- L- people are not only long-life learners but long-life earners as well.
- A- the aging population- utilising active over 60s as an employment resource.
- M- moving from big to small thinking skills – experimenting and openness to change and opportunity.
- D- the do-it yourself age – more people are taking responsibility for their own lives, like health.

- What *outcomes* should learners achieve?

The learner should be able to apply acquired knowledge in real life situations.
The outcomes should be based on the learner acquiring skills, values and attitudes.
The learner should be motivated into the stream of lifelong learning.

- A- acquire knowledge, skills, values and attitude.
- C- development of cognitive, affective, and psycho-motor domains.
- C- develop critical thinking
- I- recognise integration of knowledge
- S- develop social skills
- P- develop progressive and pro- active decision making
- A- apply acquired knowledge in real life situations
- L- get into the stream of life-long learning
- P- develop problem solving skills.

4.3 Skills

Name the skills as the most important aspects of teaching activities in Social Sciences

- R- Reading and research skills: learners must be able to observe, identify, and create mental pictures of the phenomenon studied; as well as research material from a variety of resources.
- D- Descriptive skills: learners must be able to describe, observe, record, and interpret data/ events, and supply key concepts.
- S- Social skills: learners must be able to work as group, interacting, reflecting on subject matter, and cooperating, giving individual contributions to the group
- S- Schematic skills: learners must be able to distinguish main and side effects, and arrange information systematically, in a logical sequence.
- S- Skills in synthesis: learners must be able to gather and select information, summarise and organize it coherently, into a complete picture of the phenomenon observed.

- What learning *activities* can be planned so that learners achieve the set outcomes?

The educator needs to plan activities and subject content that is relevant to the present environment. The resources/activities should promote and facilitate the ff.

- B- be sensitive to gender bias.
- L- encourage life-long learning - facilitation of a deeper understanding of the content, should encourage pro-active and positive responses from the learner.
- E- encourage hands-on approach
- P- promote critical thinking and problem solving skills, and life skills.
- F- follow integrated approach - the subject matter should be linked to other subjects taught at school.
- A- acknowledge diverse cultures in our society.
- R- recognise learners individual learning pace.
- T- take into consideration different opinions / views on issues.
- E- ensure emotional and social development - lessons requiring the use of all the cognitive and affective senses should be devised.

GEOGRAPHY	HISTORY
ACQUISITION OF SKILLS BY THE PUPIL	
<ul style="list-style-type: none"> — to use verbal, quantitative and symbolic data forms such as text, pictures, graphs, tables, diagrams and maps — to practise such methods as field observation and mapping, interviewing people, interpreting secondary resources and applying statistics 	<ul style="list-style-type: none"> — to acquire language skills and terminology for communication and intellectual development — to observe and record historical evidence, data collection and classification; to apply ideas to wider themes/areas with insight

GEOGRAPHY	HISTORY
<ul style="list-style-type: none"> — to use communicative, thinking, practical and social skills to explore geographical topics from local to international level — to question, collect, process, interpret and evaluate data; make generalisations, judgements and decisions; solve problems, work in groups and behave consistently with declared attitudes — to test simple hypotheses and classify cause/consequence features — to develop the spatial concept of place in order to understand the differences between location, distance and area, as well as the idea of variations in altitude above sea level 	<ul style="list-style-type: none"> — to communicate meaningfully about the learning content during discussions — to expand one's field of experience by making conclusions and forming new opinions — to grasp the interaction between cause and effect — to understand the past in terms of time and space in order to understand and judge each age in context of its own time and characteristics — to respect and preserve, for future generations, that which has its origin in the past — to understand that a knowledge of the past is essential to understand the present and lift oneself out of the present limited sphere into the greater community of the human being

10 Teaching Resources To Use :

C- chart -Reinforce, Illustrate, Clarify, Explain	R- reference books/ dictionaries/atlasses - for assignments and projects used by learners and groups.
C- community Resource persons - Health workers & professionals can be invited to speak to learners about Aids / specific careers	A- audio-tapes/ Multi-media packs - Used to reinforce learning by running programs relevant to the learning area.
B-bulletin board/ Display area - Materials around a specific theme/concept can be displayed , or learners can put up their own work.	W- workbooks Used for assignment and written activities, to develop thinking and problem solving.
N- newspaper/ Magazines - Used to develop language & communication skills, objective thinking & equally useful for all leaning areas.	M- museum Arrange visits for learners and prepare follow-up activities.
F- fiction/non-fiction Books - Used to develop a love of reading, which develops language skills, & broadens one's knowledge.	T- television & radio - commercial & educational programmes can provide information, develop analytical skills, problem solving and critical awareness.
F- field trips - Visiting places of interest relating to different learning areas	T- textbooks - Used for reference, content or activities for learners.

- How can we assess whether learners achieved these outcomes?

By setting out activities to be done by the learner, these outcomes will be reached. Assessment can be done through group-work activities, where communication and cooperation can be assessed; alternatively, written activities can be assessed through summaries, which would give an indication of understanding, and the ability to arrange facts in logical sequence. Other forms of assessment include oral activities and presentations, portfolio assessments, practical assignments, and peer assessments.

4 What is meant by an outcomes-based approach to learning? [4]

OBE is a holistic approach to learning which is learner-centred, addressing the needs of the learner and what the learner needs in order to progress through lifelong learning. The approach focuses on the skills, values and attitudes that need to be developed in the learner in order to apply the knowledge he/she has gained. It is an integrated approach to learning which applies activities to reach the aims and objectives set out by the educator in a more hands on manner than the traditional content based / “memorizing of facts” approach. The teacher and learner are more interactive, with the educator taking the stand as a facilitator, and not merely a lecturer.

Outcome-based learning is a holistic approach that is flexible in that it promotes lifelong learning, and allows for optimum participation by the teacher/educator/trainer as well as the learners; the focus being on learning in terms of knowledge, skills and values acquired rather than the focus being on prescription of content to be learnt by the learner.

5 Curriculum development has undergone a major shift in thinking over the last couple of years. By means of a table, show the difference between the traditional and contemporary (modern) views surrounding curriculum development. [6]

<i>Contemporary views</i>	<i>Traditional views</i>
➤ Human resource development promotes continued learning, the application and development of new knowledge, skills and technologies, flexibility in job movement, etc;	➤ curriculum design tended to be centrally designed
➤ learner-centredness; being relevant and appropriate to current and anticipated needs of the individual, society, commerce and industry	➤ Curriculum was content-based and content was prescriptive
➤ an integrated approach which rejects a rigid division between academic and applied knowledge, theory and practice, knowledge and skills, head and hand; differentiation, redress and learner support	➤ Integration of academic and practical skills was almost non-existent and very rigid since learning orientation and approach was more <i>educator based</i> .
➤ nation-building and non-discrimination;	➤ Apartheid instilled unfair national and educational policies, benefiting only certain sectors of the nation.
➤ critical and creative thinking;	➤ Focus was on prescription of content to be learnt resulting in narrow, mechanistic behaviour.
➤ flexible learning programmes that offer learners the opportunity of choosing what, where, when, how and at what pace to learn (especially adult learners);	➤ Learning programmes were rigidly structured

6 Give a brief description of the most recent developments (1990 till present) of the curriculum in formal education. Refer specifically to the subjects History and Geography.

The rigidity and the barriers between the subjects and components of the subject have been alleviated. There is integration of the subject matter, and the included areas of learning are relevant to issues that urgently need to be addressed, recognized, and understood by learners of the present and future generations.

Study Unit 4 -

1. Differences between an educational aim and objective

Educational Aim - An educational aim is a long term plan that targets the pupil's understanding of the subject.

Educational Objective – An educational objective is a short precise target relating to the learner's change in behaviour pattern.

Activity 2 D 5 minutes

If a teacher presents a map in Geography and History, identify the aims and objectives that he/she hopes to achieve.

Geography Aims

Objectives

1 How to read a map.	Viewing different types of maps, would promote understanding of their importance & uses.
2 How to distinguish various symbols and markings used in the map, and their meanings.	Distinguishing between natural physical features, and towns and cities on the map.
3 Calculating distance in a map	Understanding the equations and methods of working out the distance between places on a map.
4 Finding locations on the map using longitudes and latitudes.	Practical activity locating cities and towns on a regional map.

History Aims

Objectives

1 To recognise what geographical features drew people of the past to create living settlements and industrial sites which have expanded into sprawling cities.	Observing different natural physical features present around industrial towns and rural settlements.
2 To analyse military tactics chosen by renowned army generals during battles, due to the physical terrain of the battle ground.	To analyse the reasons for the approach chosen and used in the situation, and what brought about victory or failure.
3 Studying the different lifestyles of people, like the early European farmers and the nomads like the San, and what influenced their settlement or movement.	Understanding different cultures, & respecting and recognizing their skills which influenced the peoples and settlements around them.
4 Finding locations on the map where major conflict of nations & peoples have taken place, & which have led to major events that have impacted adversely on the generations after them, like the Atomic disasters, and peoples in war-torn countries who face daily threats of stepping on landmines due to wars fought in history.	To analyse cause and effect; to realize the responsibility of making decisions that could impact harshly on peoples for generations to come; to realize and empathise with people faced with dangers due to actions of people in the past.

2 What is the difference between learning outcomes and learning objectives?

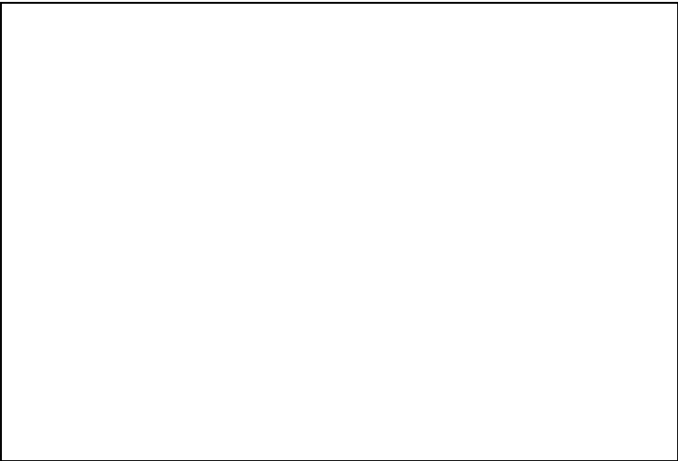
Learning objectives: Focuses on what the teacher wants to achieve at the end of the lesson/learning experience,

Learning outcomes: Focuses on what the learner wants to achieve.

GEOGRAPHY	HISTORY
EXTENSION OF KNOWLEDGE: Teaching aims	
<ul style="list-style-type: none"> — to lead the pupils to an awareness of their immediate and distant environment — to stress interrelationships between geographical elements, people and environment — to help pupils to think ecologically and see man as an integral part of the ecosystem — to help pupils to view all topics as integral parts of an intermeshed system — to help pupils to think holistically 	<ul style="list-style-type: none"> — to introduce and make the pupil aware of the past and see it in perspective — to relate human and emotional experiences neutrally, objectively and truthfully — to foster virtues such as loyalty, responsibility, patriotism, moral and religious values, a healthy emotional life, ethics, civic (political and cultural) duties and responsibility — to help pupils understand that all human life has great value and is meaningful, and man must carve his name in an orderly community — to help pupils to think holistically
FORMATION OF ATTITUDES AND VALUES BY THE PUPIL	
<ul style="list-style-type: none"> — to cultivate an appreciation of, and responsible attitude towards, the earth and its physical resources — to develop a concern for the quality of planning of the environment for future generations — to understand the significance of decision making — to encourage a commitment to seeking solutions to local, regional, national and international problems on the basis of the "Universal Declaration of Human Rights" — to develop an interest in, understanding of, and sympathetic attitude towards people of other races and nationalities around the globe — to develop a respect for the rights of all people to equality — to develop a readiness to use geographic knowledge and skills in daily life — to understand different kinds of change, eg slow, fast, unimportant, important, "good", "bad" and developmental 	<ul style="list-style-type: none"> — to employ critical accurate analysis in the interpretation of sources — not susceptibility to propaganda but objectivity — to study cause and effect, as all human behaviour is determined by causes which are ascertainable — to establish a hierarchy of causes to explain what happened in the past as lying behind the search for intrinsic values — to acquire a comprehensive system of values such as faith, honesty, orderliness, sense of duty, perseverance, healthy human relations, good citizenship, freedom — to develop empathy as a way of thinking — to bring history alive and make it relevant to everyday life

Activity 5 — 20 minutes	
Link the following activities with the knowledge, skills and values that these activities could help to develop:	
Activity	Knowledge, skill and values
<p>The pupils could be</p> <ul style="list-style-type: none"> ● introduced to timelines ● asked to sequence a number of different artefacts such as toys, or some ways of telling time (sundials, water clocks). They could be asked to place them in one of two categories, namely "a long time ago" or "now" and state what they think the object was used for and why they have put it into the category ● asked to arrange pictorial lists (pictures) into the right sequence 	

- asked questions such as “Why has ... (a process, custom, system, etc) changed over the years?”
“How and why has ... (an object, artefact, tool etc) been improved?”
“State whether ... (a fact from the past or in nature) is true or false and give your reasons.”
- taken on a field trip and given learning activities such as role play during a trail, researching specific phenomena in nature, and similar activities.



4.5 Evaluation questions

2 Take any aspect from the Gr 6 Geography and History syllabus which you intend to teach during a lesson and set up (for each subject) an aim and three objectives.

Remember that your objectives must include knowledge, skills, values and attitudes. [10]

3 Give a practical example in Geography and History how each of the following skills could be acquired:

	HISTORY	GEOGRAPHY
. Reading and research skills		
. Social skills		
. Descriptive skills		
. Schematic skills		
. Skills in synthesis		

4 Why is it imperative to state the objectives of any teaching activity? [5]

There is focus on what the learner will achieve in terms of knowledge, skills, values and attitudes. The time spent teaching the lesson has a constructive goal to achieve, with planning and direction.