

### **Why do you think it is imperative that geography and history teachers understand their subjects entails before they perform?**

The more knowledge you on a subject, the easier it to explain to the learners. When a teacher that CONTENT understand, he / she uses various teaching methods but only the information TO LEARNER giving .. (practical work, field work).

**Geography** covers a lot wide field and it is important for the teacher to understand how different fields relate to each other in order to determine what info are value for the student with the specific level and in accordance with the school syllabus is.

With **History** it is essential the teacher not only knowledge of these facts from the past the, but in should consider that the information gathered and interpreted by historians, so it can in many cases one-sided, so teachers purposes should be this in info such a way convert it a natural curiosity within learners develop their critical skills. (Interpretation, deduction, evaluation).

**\*\* Read the above. Learn the answer to the following question \*\***

**NB: Teachers must have a thorough background knowledge, the skills, attitudes and values of the subject. This would give the teacher his / her subject in such a way that clearly express the learners subjects will understand and appreciate. (5)**

**Discuss why you think it is educationally acceptable to only from a content-based approach to teach it.**

- Content-based education focuses on facts and information presented by the performer in accordance with the school syllabus.
- It does create an environment where the learner fully understanding and knowledge of the contents can not be obtained by hand, other than the information conveyed by the teacher.
- & The style of teaching used by the teacher, the teacher does not take into account that the students different styles of learning, so learners will find it difficult to understand the content & will not be able to use the skills and knowledge implement and interpret the work they learn.
- **\*\* Reading & above to learn the next question !! \*\***
- **Note: In many cases the primary school pupils subjects / topics presented as content entities or disciplines. In most cases the subjects / disciplines, however, process oriented and increasingly child-centered and konsepgebaseerd. The whole child must be taught.**

### **Outcomes-based education:**

- Provide an environment where learners are exposed to different learning experiences and the learner is led & facilitated by the educator.
- Outcomes-based education is a philosophy that results be oriented è-OO, student - gesentreerde, activity-based education stressed.
- It noted that teachers should be concerned or what and whether learners learn and not delusional down and how learners learn.
- Focus on skills and knowledge learners acquire the learning and not only on the content itself.

**NB: It is argued that outcomes-based learning is holistic, integrated learning development promoted and not narrow, mechanistic behavior forms. The emphasis has now moved to curriculum layout/ results of learning, rather than the way in which these results are achieved.**

### **Why do you think it is important to evaluate and assess in the senior primary phase?**

- The teacher's assessment the student's knowledge performance and behavior to evaluate.
- Assessing can be used as a measure a student progress as an individual to determine, but of the curriculum, fellow students and the relevant degree progress.

- The teacher also some learning difficulties (Which may occur) determined If the leather style Deleting are or to determine what learning content more to focus.
- Teachers can determine whether he passed the transfer of knowledge to the student, or the student / teacher his goals and objectives achieved.

**Differences between the old (traditional) and new (contemporary) view on the curriculum.**

<b>traditional</b>	<b>contemporary:</b>
The design	Devolution of design
Content based	Outcome based
Prescriptive and rigid	Flexible

**Make a list of three do's and don'ts with regard to the use of an overhead projector (OHP):**

- **DO:**
- Always keep a spare bulb
- Make sure the projector is turned off right & Bldg ê lines in a secure place.
- Use black and blue colors on transparencies, more visible.
- **DON'Ts:**
- Do heavy stuff on the glass plate place
- Do colors like yellow, green and red on the transparencies used invisible.
- Do aanlos projector if you do not use it.

**List the types of instructional media under the following main headings: audio, visual&audiovisual.**

- **SOUND / AUDIO**
- Tape recorders & radio
- Musical instruments
- visual
- Write-black-chalk-board magnetic
- Textbooks
- Maps
- Computers
- Drawings, pictures, photographs, illustrations
- Overall P rojektors
- Models
- Toys
- **AUDIO VISUAL**
- Films
- Teacher

**What is the difference between an instructional objective and goal remains?**

**A Learning Objective** focus on the long term relating to the learner's understanding of the subject, while **a more specific teaching objective** (referring to the change in the behaviors of the learners) is.

**The different components of a lesson scheme:**

- Aims & Objectives (Outcomes)
- Didactic modality
- The course of the lesson:
- Introduction
- Problem
- Breakdown of the learning content
- Actualization (of the content)
- Oclusion

Assessing & Evaluation  
References (bibliography)

### **What teaching and learning activities is expected during the:**

#### **Presentation:**

Effort will be made to address the problem posed to solve.  
Learning materials systematically explained.  
Pupils are led to new materials in order to actively think and participate.

#### **Set Session:**

Involves the breakdown of the way new knowledge to the students announced.  
Pupil participation is nb. Incorporating educational media (OHP, charts, etc.)

#### **Actualization of the content:**

Oral questioning by teacher  
A consolidation  
Discussion

### **What type of field (organized educational activity. Outside the classroom) as most suitable?**

#### **\* FIELD STUDIES**

- Students can actively participate.
- Teachers may be leaving open space for students to express themselves without the teachers lose control.

#### **Fieldwork: Organized educational activities. outside the classroom**

#### **What is the value of fieldwork in A & G:**

Actively participate in learning experiences acquire things in reality and knowledge to see such manner gain.

#### **Which two basic didactic principles by fielding realized?**

-Activity: Students learn by doing.

Observing & Perception: direct observation.

#### **Benefits of fieldwork:**

Lesson theme to lazy or quit  
Link between the theoretical and practical aspects (classroom & real world)  
Come down to learn by doing!

#### **Disadvantages of fieldwork:**

Poorly planned fieldwork is like a holiday for students  
Normal school day interrupt  
Costs and expenses  
Some pupils will field work part of the learning experience, though.

#### **Why is holistic education as NB considered in teaching and learning?**

Student learns about all the studies of its part of learning and is aimed at all learners to develop.  
Holistic approach is required to learners as full members v. Community to prepare.  
Education must be seen as a unit v. Preparation o. Mankind on different sites and is achieved through holistic education.

#### **Discuss how you the holistic approach will apply with respect**

## 1. Geography

## 2. History Education

### 1. GEOGRAPHY

- Integrated materials from other subjects. Materials from English, mathematics and other learning areas can integrate.
- English comprehension tests could consist of geographical material.
- English Activity –story based on children of different cultures with an activity of linking countries to their flags and food

### 2. HISTORY

- English comprehension tests could consist of historical material.
- Maths- word problems sums based on history e. g compare population of one culture to other, work out percentage of population
- Geography- using maps to interpret info
- Life science- history of discovery of penicillin

### **Design your own worksheet DA: BL78.**

<b>In 2014 Term 1 Grade 6 Name:</b>	<b><u>Task</u></b>	<b><u>Project</u></b>	<b><u>Worksheet</u></b>	<b><u>TotalTest</u></b>
	20	20	10	50 100
John				
Pi et				
San				

**Give six examples of student activities that can be continuously assessed. Based on the work you have done. So instead task, project work etc.. Do you call six well connected go to the lesson plan design.**

**Explain how the following didactic principles in history and geography are applied (or can ask: What are the responsibilities of a Social Science teacher at primary stage?)**

**Totality-** learner is a whole person, and should be taught in the light of its overall biophysical and socio-cultural environment.

**Individualism-** individuality of each pupil. Individual differences in background & abilities should be considered and provide for the situation in education.

**Development** which recognizes that students develop through different stages that they physically and mentally grow.

**Motivation and task statement** - which recognizes that students are motivated when they learn.

**Activity-** Where pupils are encouraged to learn through active involvement as outings and field trips.

**Curriculum =**

All the learning experience for students under the management of the school to do.

Active Educational Process

### **Child-centered approach (outcome-based approach)**

Concept based.

The important pure fact is replaced by a recognition of concepts and skills.

**Three fundamentals that good teaching feature:**

**Activity:** Learners are encouraged to learn through active involvement. (Experiments)

Environmental education: emphasizing the pupil who should be involved in learning experiences in the local area. (Iii t steps)

Building on knowledge: moving from the unknown to bekense, by building on the knowledge they already have.

**Leareners assessment can:**

Formative– Peer assesement,teacher assesement or selfassessment

Summative - Assignments, homework etc.

Continuous assessment be - Tasks, Projects

Give six methods of assessment (two for each) in geography or history can be used. (See above)

**Application of group, individual, class or field work depends on five factors:**

Caves of the class

Aspect taught

Available time

School Policy

Discipline of class.

**Explain how you will use news reports?**

By them in the middle of the news bulletin to place so students can see the places that are listed.

**Give five reasons why you think that teaching and learning resources to be used in A & G:**

- Lesson design and class discussion to introduce.
- Lesson design to illustrate
- Image of past stimulates
- Content explain
- Knowledge / insight.

**Name two instructional media that an A teacher himself can produce:**

- Maps
- Posters
- Transparencies

**Name two instructional media that a G-teacher can produce:**

- Films
- Tape recorders
- Timelines

**Why is NB the teaching objectives of a lesson to explain?**

Reflect the purpose of the lesson & relate to the need for the pupils' understanding of the subject.(Student understand the subject).

**Correlation between A & G:**

Position: Position of a place or lannd affect historical events

Physical terrain and wild animals: People tend to be in their flat and fertile areas to establish the presence of mountains and rivers often the course of history changed.

N-resources: minerals and raw materials from one country affects trade and settlements.

**Indicate how educators textbooks as a resource NB can use when teaching SW and name two resources that can be used to supplement textbooks:**

Learning tool & a Refused idea of subject and nottas making and learners.

Newspapers & magazines (articles and reports and news items) in media center

**Explain how maps can be used in history:**

**Indicate the size of the area and distance Between places**

**Shows position of occurrence in relation to each other**

**Show at a glance the exact distribution of a number of different phenomena.**

**Identify the principles that underpin curriculum design and explain each one in three sentences:**

- Developing human resources and promoting continued learning and application development new knowledge, skills and technologies, and working flexible movement
- Learner
- Relevance and appropriateness
- An integrated approach- rigid division rejected Between knowledge and skills etc.
- Differentiated learning, redress and learner support
- Nation building and not discrimination
- Flexible learning programs
- Learning programs that facilitate progression
- Credibility
- Quality assurance

**Name three other resources that can complement tape recorders:**

By sounds

Radio

Stories

**Name five skills of learners through the study of A & G promoted:**

Using charts, graphs seriousness

Use of text, pictures etc.

Practiced observation, interpretation etc.

Use of communication and practical skills to explore geographical designs.

Process of inquiry, learners work in groups to solve problems, etc..

**Three principles in the use of educational media to be considered.**

Functional

Contribute to lesson

What purpose it is used.

**The establishment of positive attitudes and values is an important aspect of Geo & hist teaching and learning. What positive attitudes and values can be established by the teaching of geo & his? In each subject name three attitudes and values (2x3=6)**

GEO:

1. interest the learners in their surrounding and in the variety of natural and human characteristics on the surface of the earth
2. develop a concern for the quality of planning of the environment for future generations
3. appreciate the uniqueness of the physical world and the wide variety of environments in which people live

HISTORY:

1. to develop empathy as a way of thinking
2. to bring history alive and make it relevant to everyday life geography to establish a hierarchy of causes to explain what happened in the past as laying behind the search for intrinsic value.

**Name and discuss 5 general characteristics of each of the following subjects (learning areas)  
SS, Geo & His (5x3=15)**

**SS:**

- examines the way in which individuals and groups interact with the environment
- study of human society and social relationships as well as why people behave the way they do
- peoples interaction with the environment, the way people use material resources

**History:**

- examines the way in which people of different eras and circumstances have interacted with their environments
- deals with the complexity of the actions of human beings in their totality
- history is an interpretation of past events
- the purpose of teaching history is to serve the interests of present day society
- studying history helps develop critical skills such as interpretation, deductions, evaluation and synthesis.

**GEO:**

- is a study of phenomena of a particular place e.g region, town, river etc.
- is a science that is concerned with spatial distribution and position of phenomena
- stresses relationships that exist between elements
- is a school subject that studies the environment holistically
- studies changes at places. The way in which phenomena and relationships change over time.

**Name two examples of objectives and indicate how these can be used in the teaching of human social sciences pg 35 of study guide (6)**

- Objectives can be: What do i really want the pupils to learn? How do u propose to get there?
- You can provide the pupils with clearly defined tasks and assess the progress of individual pupils .
- (The lesson objective is the part the teacher will play in teaching the subject content in order to achieve the desired learning effect / objective and the learning objective is the part the pupil will play in eventually accepting responsibilities and adulthood. )

**Skills form the foundation of the social sciences. Briefly explain the importance of each of the following skills (3x5=15)**

- **Reading & research skills**  
learners must be able to observe carefully, identify and create mental images of the phenomena being studied, as well as to research info from different sources.
- **Schematic skills**

learners must be able to distinguish between main and side effects, arrange facts systematically in a logical sequence.

- **Skills in synthesis**

pupils must be able to select and gather evidence from diverse information, summarise and organise so that it is meaningful. they must be able to put information together in such a way that they gain a complete picture of the phenomenon observed

**Explain the advantages & disadvantages of the following methods that can be used in the teaching of social science (4)**

- **narrative of story telling**

advantages:

- does not require specific equipment and can be carried out spontaneously
- using narrative text e.g. in history allows the learners to immerse themselves in a different world

disadvantages:

- learners' understanding in the language of instruction may vary - therefore may not understand what is being taught. Lack of adequate time

- **question & answer method**

advantages:

- can be used in all teaching situations
- it provides feedback on learners' level of understanding

disadvantages:

- it is time consuming
- requires skill on the part of the teacher to make proper use of this method

**what is meant by the Caps approach to learning (6)**

- The Curriculum and Assessment Policy Statement (CAPS) is not a new curriculum, but an amendment to the National Curriculum Statement (NCS) Grades R - 12.
- It follows the requirements of the same process and procedure as the National Curriculum Statement Grades R - 12 (2002)
- The CAPS is an adjustment to *what* we teach (curriculum) and not *how* we teach (teaching methods).
- It is the curriculum that has changed (repackaged) and not the teaching method.
- The way the curriculum is written is now, in content format rather than outcomes format.
- more prone to traditional teacher methods rather than OBE methods.
- There is one single comprehensive National Curriculum and Assessment Policy for each subject

**What problems are to be guarded against with regard to the application of the teaching media? discuss in point form (6)**

keep in mind:

- items must be large enough for all to see
- pupils should be taught to read and interpret pictorial language
- pictures and photographs may be used to make comparisons

avoid:

- flashing pictures in front of the class in quick succession
- showing too many items in one lesson
- passing material around the class
- walking around the class with too small pictures
- using pictures which are too small, unclear black and white photographs etc.

**!!!!!!!!!!!!!!Learning 3.3 (Lesson plan), 3.4 (DA / CA) and 4.1 (worksheet) 2014 Test !!!!!!!!!!!!!!!**

**Learning Oct / Nov 2013 Q1**

**Learn Salome summaries and read by Sune sense.**

**Learning Ass 1 and 2**

**Learn all the questions in the tests encircled.**