

SUBJECT, GRADE , TOPIC	SOCIAL SCIENCES - GRADE 4 GEOGRAPHY: PEOPLE AND PLACES
TERM 4	WEEK 1-2 People and places Places to live in: farm, village, town, city, jobs people do in different places, buildings in different places and their uses – buildings such as houses, animal shelters, shops, schools, clinics, banks, offices, places of worship, factories, garages and train stations Roads and footpaths – how they are used within settlements. Maps should be integrated with content.
OBJECTIVES OF LESSON	Learners are introduced to the concept of settlement and what it entails, the buildings, the people, the landscape, what people do there, and how people get there.
INTRODUCTION	Unit 1 – People and places Places to live in: Farm, village, town, city □ A place where a group of people live is called a settlement, like farms, villages, towns and cities. Work: Jobs people do in different places. □ Settlements are used for different things. □ A farm is a place with land that people use to grow crops and keep animals. □ A village is a small settlement with houses or huts where people live. Some villages have other buildings like a shop or a school. □ A town is bigger than a village with more streets, houses and shops. It also has other buildings such as a police station, banks, and schools. □ A city is bigger than a town with many shops, hotels, offices and busy roads. They also have hospitals and an airport. Unit 2 – Buildings in different places and their uses □ All settlements have buildings. □ Big settlements have many buildings for many people who live there. □ Small settlements don't have as many buildings. □ Types of buildings: houses, flats, schools, clinics, shops, town halls, churches, mosques, offices, factories, hospitals, banks, train stations.
SKILLS	✓ ask questions and identify issues ✓ discuss and listen with interest ✓ collect and refer to information (including newspapers books and, where possible, websites ✓ use geographical knowledge to solve problems

**ACTIVITIES /
ASSESSMENT**

Activity 1: To classify the following towns according to the table

Knysna; Port Elizabeth; Kimberley ; Cape Town ; Sasolburg ; Warmbad / Bela-Bela ; Skukuza ; Herolds Bay ; Hogsback ; Koffiefontein

Mining town/city

Seaport town/city

Industrial town/city

Tourist attraction

Activity 2: To find out why your town, city or residential area was established (Ask your teacher, parents or the people at the local museum to assist you, and write a paragraph on the place where you live.)

The following are examples of questions that you can ask. Think of more questions that you can add.

1. How old is our town/city?

2. How did our town/city come into existence?

3. Why did our town or city develop in this particular area?

4.

5.

6.

Where I live:..... and its history:

.....

.....
.....
.....

2.Type of settlement



A.



B.

Often people live together in large groups and sometimes they live in small groups. In the country a small cluster of houses and shops is called a village. A village is called a **rural settlement**.

When the cluster becomes larger and the number of businesses increases, it becomes an **urban settlement**.

Activity 4: To compare rural and urban settlements

Answer the following questions in your groups:

- Do you live in a rural or urban settlement?
- Look at sketch A and sketch B and describe the following:
 - the types of buildings
 - the work that people do
 - what means of transport they use

CONSOLIDATION

SS – GEO – T1 – Places where people live



Place to live: Farm, village, town, city

- People live in **different places**
- Some people live on farms, some in small or big towns.
- Many people live in big cities
- A place where a group of people live is called a **settlement**.
- Farms, villages, towns and cities are all **settlements**.
- A farm is a place with **land** that people use to **grow crops** and **keep animals**.
 - There are **big farms** and **small farms**.
- A **Village** is a **small settlement**.
 - A village has **houses** or **huts** where **people live**.
 - Some villages have **other buildings**, such as a **shop** or a **school**
- A **Town** is **bigger** than a **village**.
 - A town has **more streets**, **houses** and **shops** than a **village**.
 - A **town** has **other buildings** such as **police stations**, **banks** and **schools**.
- A **city** is **bigger** than a **town**.
 - There are many **shops**, **offices** and **busy roads**.
 - **Cities** have **big hospitals** and an **airport**.



1 – Village



2 – Town



3 – City

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T1

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3

SS – GEO – T1 – Places where people live



Work: jobs people do in different places

- We get these **types of jobs** on farms:
 - Tractor driver, fruit picker, plough the fields, baker, keep sheep, milk cows, plant seeds, maintain fences, irrigate plants, feed the animals, shave the sheep, plant mealies etc.
- We get these **types of jobs** in towns and cities:
 - Nurses, taxi drivers, shop keeper, hairdresser, teacher, baker, car guard, banker, factory worker, doctor, mechanic, carpenter, hawkers, salesman etc.



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SOURCES (if necessary)

Paper-based resources

Use a variety of sources, eg. pictures, written recounted (stories and interviews) sources that properly contextualized and quoted must be so learners the relevant information from can withdraw .

Digital resources

[WCED e-portal](http://www.wced.org.za)
<https://www.thelearningtrust.org/asp-treasure-box>

NOTES

SUBJECT	SOCIAL SCIENCE GEOGRAPHY		TERM	1
	GRADE	4	DATE	01- 11 FEBRUARY 2021
 TEACHER'S ACTIVITIES	Skills (WHAT I am going to teach/guide/support...)		Teaching Methodologies/ Approach (HOW I am going to teach/guide/support...)	Resources / LTSM (WHAT I am going to use to teach/guide/support...)
	Read through the Notes, and work through the activities. 1. Analyze the source externally 2. Analyze the source internally 3. Categories of investigation 4. Analyze the information		<u>Step 1</u> : Appropriate background knowledge is set out and the key question is posed. <u>Step 2</u>: Learners read resources, answer leading questions or complete a graphic organizer . <u>Step 3</u>: The whole class discusses a central historical question .	Worksheet and Notes provided. Visual resources Archaeological sources Written sources Landscape resources Physical resources Oral sources
 PARENT'S ACTIVITIES	Similar to what teachers would teach, etc. as indicated above – this could be a repeat of the teacher's info – just so that parents are aware of content. Keep it simple.		Could include tips to parents, e.g. Help your child search for a map to use with the weather report Parents could show learners around the house, in the room, how one could represent certain items, like the cupboard, bed, chair, etc.	Please indicate resources that can be found at home: magazines, newspapers, dictionary, etc.
 LEARNER'S ACTIVITIES	Learner activities : Complete as indicated above.			