doing HISTORY

Teacher's Guide

History teaching in the Revised NCS Social Sciences

to accompany the video produced by
the Primary History Programme and Edumedia (WCED)

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Preface

The video and this guide have been produced by the *Primary History Programme*, a joint project of the Western Cape Education Department, the University of Cape Town and Leeds Metropolitan University, which was funded by the Nuffield Foundation from 1998 to 2003. *The Primary History Programme* was closely associated with the *Nuffield Primary History Project* in England, and this booklet draws on its work.

Amongst the aims of the project were to provide a model for delivering Curriculum 2005 in the classroom, to support the WCED in its in-service programme and to disseminate material to the Western Cape and beyond. Participants in the project included primary teachers at Western Cape Schools and history and geography advisers. They were: Jacques Adams, Lynette Andrews, Peter Beets, James Burger, Gerard Carolissen, Donovan Cleophas, Jacqui Dean, Faith Dyubeni, John Fines, Martin Gomes, Lulama Gugi, Mary Isaacs, Evadne Louw, Chris Ludick, Ntombonzi Mahona, Sabelo Makubalo, Mzi Manzezulu, Angie Naidoo, Jon Nichol, Esmé Passman, Lawrence Pretorius, Bertram Qobo, Lamese Salojee, Nomsa Shosha, Rob Siebörger, Avis Smith, Edward Smuts, Stephen Swartz, Sam Tikili, Peter Visagie, and Gail Weldon. Of them, Mzingisi Manzezulu, Martin Gomes, Donovan Cleophas and Angeline Naidoo are seen teaching in the video, but the ideas and inspiration behind the teaching methods were shared by all members of the teams. Barbara Johannesson and Emma Sealy were production assistants for the video.

The following statement represents the approach to history by the *Nuffield Primary History Project* and the *Primary History Programme*. It is the basis of all that is contained in the video and this booklet.

> "History is an evidence-based, problem-solving discipline that brings us face to face with people and societies from the past. In actively making sense of historical situations children construct their own histories, that is, they 'do history', with the teacher's guidance.
>
> Doing history requires children to understand human behaviour in the past. It is a creative and interpretive art that draws on both the imagination and on logical deduction.
>
> In creating their histories children draw on historical sources, which they study in depth. At the heart of doing history is interacting with texts of all types and forms, from official documents and fictional stories to maps, pictures and objects."
> (http://www.primaryhistory.org/go/Approach/Approach_42.html)

History in the Revised NCS

"Learners in Intermediate Phase can place events, people and changes within a chronological framework by using time-related terms such as 'BCE' and 'century'. By selecting and accessing various types of sources that provide information about the past, learners can record, organise and categorise information. They begin to distinguish between opinions, facts and information. Not only do they give reasons for events, but they can also explain the results of an event (for example, how the event has affected people's lives).

Learners begin to explore similarities and differences between the ways of life in different places, and why some aspects of society have changed over time and other aspects have not. They begin to recognise different viewpoints about the past and compare versions of the past. Learners begin to contribute actively to the establishment of a school and community archive and oral history project.

Learning Outcome 1 has been designed to facilitate natural integration and links between History and Geography within the Social Sciences Learning Area. Natural links also occur between some of the Assessment Standards of the other Learning Outcomes as well as in the content areas."

Section 1 of the video tape

Grade 4: Storytelling, sequencing events and using drama

Introduction

The first section of the video contains small parts of three different lessons that illustrate how story telling, sequencing events and using drama can be used in teaching history according to the Revised NCS. The lessons are based on the knowledge focus of the curriculum and involve stories of leaders from South Africa. The leaders are Lilian Ngoyi and Nelson Mandela.

Storytelling

In telling stories to children you speak directly from the past, you use the power of eye contact, of gesture and movement, and of the voices of different characters. Rather than providing a generalised view of history, stories focus on individuals and the problems they faced and how they dealt with them. Children are able to identify with the characters in stories and learn from their experiences. They learn historical knowledge as well as personal insight / understanding. When telling stories you find a key to unlock the children's imagination and make the past intelligible to them.

The purpose of stories, then, is to:

- Convey information, ideas, and technical language through engaging children's imagination.
- Create a context, providing a mental map and a visualisation of a past situation serve the need for wonder.
- Help children to understand human situations and the human condition, and thus connect the past to the present.

How do you create stories?

- Choose a topic, and find out as much detail as you can – you will be conveying information through painting word pictures.
- Identify a problem and its solution – this gives the story its shape.
- Build your descriptions, flesh out your characters and the context they lived in. How did they think, look, feel and act? What motivated them?
- Rehearse the story to yourself – run a mental video of the story unfolding.
- Tell the story to the children, living and acting it by using appropriate voices and gestures and moving round the room.

Comments from the learners:

- What do think about your teacher telling you a story? Is it any different to the other ways that you are taught?
- What did you learn from this story?
- What do you think about acting out parts of the story?
- What do you think about the school subject of history?
- Which parts of it do you enjoy? Why is this the case?
- Do you make any connection between your own life and the history that you are taught?

Comments from the teacher:

- What process did you go through when developing the story to tell your learners?
- What do you think are the essential parts of a good story?
- What problems did you encounter when telling the story?
- What was the focus / problem that was the centre of your story?
- How did you get the learners to engage with you when you told the story?
- What do you think about this method of teaching?
- How did your learners react when you told them the story?
- Why did you decide to become a history teacher?
- What is it about history that interests you?
- What to you makes an interesting history lesson?
- What methods of teaching do you prefer?
- Which parts of history are your learners really interested in? Why do you think this is the case?
- What problems do you encounter when you teach history?
- Tell me about the methods of assessment that you chose. Why did you choose these methods? Were they effective in measuring the extent of the learners' knowledge?

The teacher began by asking each of his learners to draw a picture of their leader. Twenty-four out of twenty five learners drew male leaders, and of the male leaders most of his learners drew Thabo Mbeki. The following is one of their drawings.

The teacher used his story of Lilian Ngoyi to challenge their perceptions that women cannot be leaders.

Telling a history story:

- Find out all you can
- Identify a problem and a solution
- Make descriptions, build characters
- Rehearse the story to yourself
- Use appropriate voice and gestures

Successful storytelling depends on good preparation. Find out as much accurate information as possible based on historical evidence, so that you can tell a story using word pictures. Problems give the story its shape. Try to bring the characters to life: how did they think, look, feel and act?

To tell a story well you need to practice it and tell it with the right voice and signs. It is important to have everyone's attention, to draw them in, and to have good eye contact with all learners.

Sequencing involves:

- Arranging events in order
- Arranging pictures
- Arranging events without dates
- Arranging events with dates

Children learn about the passing of time by doing activities in which they arrange events in order. For young children it is easiest to arrange pictures in order than events or dates. When they can work well with pictures they can move onto events and dates. The more practice they are given the better they will become. Discussions in pairs or small groups help them to learn more quickly.

Sequencing events

Drama

Drama can play a spontaneous part in lessons, be a focal element in part of the course, or take the central role in a topic. Through drama as through storytelling your learners can attempt to place themselves in the past and reflect on what their thoughts and actions would have been in past events.

Drama works best if it is set in a specific historical context. There are three strands involved

- The identity / roles of the people involved in the situation.
- The time and place of the events.
- A focus or issue that concerned the people involved.

Before you begin, decide what sort of historical learning you hope to achieve.
An historical resource such as a story, document, picture or artefact can provide a good starting focus for drama.

Some drama strategies

- Teacher in role
- Hot-seating
- Making maps or plans
- Still image
- Overheard conversations
- Forum theatre
- Counsellors giving advice
- Meetings

The teacher encouraged his learners to participate in a piece of drama on the topic of the incident of Nelson Mandela and his fellow prisoners being given jerseys to mend in the Robben Island Prison. He provided them with some context beforehand on who Nelson Mandela is and

why he came to be imprisoned on the island.
He and his class then discussed the different roles that were to be played: the head of the prison, the prison warders, two journalists, and prisoners. He briefed the different members of the class as to how they could play these different roles. The head of the prison was to tell the warders what the prisoners were and weren't allowed to do. The warders were to be mean and inflexible and make the prisoners work hard all the time, without breaks and without water. The prisoners on the other hand had to try and get away with whatever they could, should talk, and ask for water. The journalists were to be inquisitive and try to ask as many questions and to take as many photographs as possible.

The focus of the drama was for the learners to think about and discuss the following the aspects of the drama:

- How the prisoners were treated in the prison and how they would have reacted if they were in the prisoners' places.
- What it might have felt like to have the warders misrepresent the real situation in the prison to foreign journalists.
- What Mandela might have felt about the warders and what did they think Mandela's attitude was to the warders when he was released from prison.

Using drama in history:

- Drama places learners in the past
- They take on identities and roles
- They reflect on what their thoughts and actions would have been
- They confront issues

Using drama in history teaching gives children a chance to gain an experience of the past and to feel what it was like. It is very important for them to be able to create their own understanding. Drama is NOT pretending to recreate something that has happened just for the sake of acting. It involves being able to feel what it must have been like to be in a particular place, faced with a particular problem, and finding out how people in the past responded in that situation. The purpose is to give children background experience so that they can explain better what happened.

Assessment Standards

The following Assessment Standards were covered in the video extract:

Learning Outcome 1

3. We know this when the learner uses information from sources to answer questions about people and events, objects and places in the past;
4. Communicate knowledge and understanding in a variety of ways, including discussion, writing a paragraph, constructing a book, collage, poster, art work, drama, dance and music;

Learning Outcome 2

1. Use common words and phrases relating to the passing of time, such as, old, new, before, after, months, years; Gives reasons for and explains the results of actions of people in the past in a given context;

Learning Outcome 3

1. Recognises that there can be two points of view about the same event in the past.

Knowledge focus

Lilian Ngoyi

Lilian Ngoyi was born Lilian Masediba Matebane on 25 September 1911. When she was young she would go with her mother who collected and washed laundry from white families in the suburbs of Pretoria for a few rands. She realised early in her life that because of the inequalities and discrimination of the apartheid system, women like her mother had to resort to washing other people's dirty laundry in order to survive. Lilian had to leave school in Standard Six (Grade Eight) in order to work to support her family. She eventually got a job as a trainee nurse at City Deep Hospital in Johannesburg, where she met her future husband, Mr Ngoyi. They had one daughter, Edith. Mr Ngoyi died less than five years later and because she now had a child to support, she got a job as a seamstress. Even though her employer treated her well she felt that because other workers in South Africa were treated harshly by their employers she decided to join the Garment Workers Union and protest against unfair working conditions, low wages and discrimination.

Lilian took part in the Defiance Campaign in 1952 to protest against new discriminatory laws that were being passed by the government. "The aim of the Defiance Campaign was to challenge, through peaceful means … the Group Areas Act, which divided the country into racially separate areas; the Separate Amenities Act, which introduced separate but unequal public facilities for whites and non-whites; and the pass laws, which greatly restricted the movement of black men and meant that they could be arrested for not carrying their 'pass'" (Stewart 1996: 11). People of all races challenged the Separate Amenities Act by deliberately entering places in which they weren't permitted and risking arrest in the process. Their aim was to draw attention to the discrimination, which thousands of people experienced on a daily basis.

All men from the age of 16 had to carry a pass book, which contained permits for them to work in certain urban areas. If they were found in an area for which they didn't have a permit they could be arrested and imprisoned. What this meant for women was that they were only allowed in an urban area without a pass if they were married to a man who did have a pass. If the relationship broke down for any reason, then the woman was regarded as being in the area illegally and could be arrested. But because women did not have to carry passes, the laws were difficult to enforce. Young boys of 16 were also at risk because they had to obtain passes to stay with their families in urban areas. If for some reason they could not obtain passes, and there weren't family members in rural areas for them to go to, then they ran the risk of being arrested. The pass laws were discriminatory, severely restricted people's freedom of movement and association, and resulted in families being split.

Lilian became an outspoken member of the African National Congress (ANC) and when the South African government decided that all African men and women must carry passes, she helped organise a protest march to the Union Buildings in Pretoria. Since it was illegal for black people to gather in groups larger than four, all the women who planned to attend the march travelled in

groups of four or less. Twenty thousand women of all races managed to gather together on 9 August 1956 to present the following message to Prime Minister Strijdom, "In the name of the women of South Africa, we say to you, each one of us, African, European, Indian, Coloured, that we are opposed to the pass system. We shall not rest until we have won for our children their fundamental rights of freedom, justice, and security". They all then sang together, "Strijdom! Wathint' abafazi, Wathint' imbokodo! Uzokufa. Strijdom! You have tampered with the women, you have struck a rock! You shall be destroyed" (Stewart 1996: 38).

Lilian's learning was from experience rather than from books and she understood the needs of people with whom she lived and suffered. "Her strength lay in her brilliant public-speaking skills and her understanding of ordinary people. She could hold an audience in the palm of her hand with her words and renew their courage and fighting spirit" (Stewart 1996: 39). Lilian was arrested by the Security Police on 5 December 1956 and charged with treason along with 155 other people, one of whom was Nelson Mandela. The Treason Trial began in 1957 and lasted for almost four years at the end of which not a single person was found guilty.

Lilian continued to be outspoken against Apartheid. The South African government banned her as a result of her actions in 1962, this meant that she was forced to spend a lonely five years living in an unfamiliar place, was unable to see her political friends, attend meetings, makes speeches or be quoted. When her ban expired in 1967, the government immediately renewed them. Her hard struggle for democracy in South Africa had affected her health and she died at the age of 68 on 12 March 1980. She was honoured by the ANC. for her contribution to the struggle and was posthumously awarded the Isitwalandwe, which means "one who has fought courageously in battle".

Nelson Mandela

On 11 July 1963, the security police raided Lilliesleaf Farm in Rivonia just outside Johannesburg. This was the secret headquarters of Umkhonto we Siswe (MK), the military wing of the African National Congress (ANC). They confiscated documents, which had details of plans for guerrilla warfare in South Africa. The government used the document, *Operation Mayibuye*, as the basis for charges against 13 leading ANC members. The main charge was that the MK leaders were recruiting people for training in guerrilla warfare with the purpose of staging a violent revolution. Their trial, which became known as the Rivonia Trial, ultimately lead to a group of ANC members including Nelson Mandela, Walter Sisulu and Ahmed Kathrada being sentenced to life in prison on Robben Island on 12 June 1964.

The prisoners on Robben Island were isolated in small cells. Mandela (1994: 456) writes, "when I lay down in my cell I could feel the wall with my feet and my head grazed the concrete at the other side. The width was about six feet, and the walls were at least two feet thick." They were given hard work to do in all weathers, sometimes in a limestone quarry. At other times prisoners were made to sit in the prison courtyard and were given stones to crush into gravel. They worked without breaks and weren't allowed to talk to each other.

The warders approached them one day in 1966 and instead of being given their usual load of stones to crush they were given clothes to mend. Mandela (1994: 470) wrote, "the chief warder, instead of giving us hammers for our work in the courtyard, gave us each needles and thread and a pile of worn prison jerseys. We were instructed to repair the garments, but we discovered that most of these jerseys were frayed beyond repair." Two journalists from the London newspaper The Daily Telegraph then walked among the prisoners as they worked, took notes, interviewed Mandela about his life in prison and took a picture of him with Walter Sisulu.

Mandela (1994: 471) continued, "the reporters were barely out of site when the warders removed the jerseys and gave us back our hammers… There were stories in the press about the inhuman conditions on the island, about how we were being assaulted and tortured. These allegations embarrassed the government, and to combat them they brought in a string of outsiders meant to rebut these critical stories." The warders had given the prisoners easier work to do so that the impression was created that life in the prison was easier than it actually was.

By initiating go slows, hunger strikes and arguing with the warders the prisoners managed to improve their living conditions so that they received better food, better clothing and eventually were able to study. Mandela was only allowed one visitor every six months and his wife and children suffered from not being able to see him. The letters that the prisoners received were also heavily censored and not much was left of the original letters when they finally reached them.

Mandela reflected on what his time in prison taught him about human rights and what it means to be a leader. "As a leader, one must often take actions that are unpopular, or whose results will not be known for years to come. They are victories whose glory lies only in the fact that they are known to those who win them. This is particularly true of prison, where you must find consolation in being true to your ideals, even if no else knows of it. … Prison and the authorities conspire to rob each man of his dignity. In and of itself, that assured that I would survive, for any man or institution that tries to rob me of my dignity will lose because I will not part with it at any price or under any pressure. I never seriously considered the possibility that I would not emerge from prison one day …. I am fundamentally an optimist … Part of being optimistic is keeping one's head pointing towards the sun, one's feet moving forward. There were many dark moments when my faith in humanity was sorely tested, but I would not and could not give myself up to despair. That way lay defeat and death" (Mandela 1994: 464).

Section 2 of the video tape

Grade 5: Asking questions, stories from pictures and writing frames

Introduction

The second section of the video contains small parts of three lessons taught to the same class by their teacher to illustrate how to encourage the asking of questions, how learners can make stories from pictures and how to develop writing in history by using writing frames. The lessons are based on the knowledge focus of the curriculum involving hunter-gatherer societies.

Asking questions

Visual images are powerful teaching and learning tools, providing windows into the past. We need to teach visual skills to children, and that means treating pictures as sources of information. Pictures can be read as texts in their own right, not as mere illustrations. Although children are surrounded by visual images, particularly on television, they often cannot comment on or remember what they have seen – they have not engaged with the images, have not 'read' them. For that they need to look deeply, to enter imaginatively into the picture, to question, to hypothesise.

Here are some strategies for engaging children in reading pictures.

- Play 'I spy with my little eye'.
- Quick flash of the picture: What did you see?
- Another flash: Look for something someone else saw, and another new item.
- Counting: How many ostrich eggshell beads does the Bushman woman have in her necklace? How many people have karosses? How many children are there?

Put a photocopy of the picture in the middle of a sheet of paper.

- Write down three things it tells you and three questions you want to ask about it.
- Or, list all the feelings this picture arouses in you.
- Or, list the colours, the people, the objects, and so on.
- What are the people in the picture saying? Draw and fill in speech bubbles.
- Picture as video: What happened before the scene depicted? After?

The teacher began his lesson by using a mapping exercise to access his learners' prior knowledge. He said that it was important for him to do such an exercise because he could then find out if there were any gaps in his learners' knowledge or if they had any misconceptions about the subject that was being discussed, and then he could concentrate on those areas. He divided his class into groups, in which they worked for the whole lesson. Working together in this brainstorming exercise encouraged the learners to pool their collective knowledge on the topic of the Bushmen. They were asked to write down on a piece of paper the word, the San in a circle and then at end of lines or spokes coming off the central circle words or phrases that described what they already knew about Bushmen hunter-gatherers. The following are a few things that they mentioned: that Bushmen hunted with bows and arrows; they made clothes of animal skins; the stored water in ostrich eggshells; they made their own paint and painted on rocks; they made music by playing on their bows; women wore beads; they made medicines from herbs and they prayed to God.

The teacher then gave each group a question development exercise. Each group was given a different picture to look at. They then had to develop questions about the pictures that they had been given using the words How, What, Where, When and Why. One group developed the following questions about a given picture below:
What are they busy doing?
Why are they killing the animal? and
Why are they holding the animal tightly?

After they had developed their questions, they had to swap their questions with a friend. They then had to see if they could answer the new set of questions.

These are the answers that were given to the above questions:
They are killing a buck.
They are killing the buck to eat it.
They are very careful because the buck can jump up and run away.

They were then asked to assess whether their friend had answered the questions correctly.

Learners ask questions:
- Questions begin a process of enquiry
- How? What? Where? When? Why?
- Asking questions creates curiosity
- Sources are looked at and discussed to find questions to ask

History is presented in the NCS as an enquiry into the past. Learners need to be engaged in finding out about the past themselves, not simply being told what happened. One way in which to do this is to create activities that encourage the class to ask questions. Enquiry begins from their questions and the questions cause them to look at or read carefully the sources they have been given in order to find answers.

Activities for reading pictures:
- Write down three questions about the picture
- Find… specific details in the picture
- List the feelings you have about the picture
- Play 'I spy with my little eye'
- Tell what people in the picture might be saying

Learners can be asked to write down any three questions they want to ask a about a picture, and then swap questions and try to answer the questions of the other learner or group have asked. They can find details in a picture and can respond to a picture by writing down the feelings they have about it. Playing 'I spy with my little eye something starting with…' makes learners look very carefully at the details of a picture and to interpret its meaning. Imagining what people in the picture might have said is NOT intended as an opportunity for learners to make up history. They should try to think of the best comments that they can. It helps them look at the picture and to imagine themselves in it.

Stories from pictures

The teacher asked his learners to develop their own stories with the pictures that he provided. In their groups they had to decide on both the order in which they were going to paste their pictures onto a large piece of paper, as well as on the captions that they were going to write under each one. He gave them the title of their stories, which was "One day in the life of the San". One group created the following story out of the six pictures that they were given:

One day there was a San family. They did not have a house.

The men decided to collect branches together to make a shelter of branches.

One of the men was afraid of heights. The others decided to finish the shelter.

The man who was afraid of heights went to hunt.

He and his sons caught a big buck.

Now they can eat well and sleep in their shelter of branches.

They then compared their different stories and their different interpretations of the pictures that they had been given. The aim of this exercise was to demonstrate that at the same time that people interpret sources in various ways so are sources biased representations of the past.

Telling a story from pictures

- Learners make their own stories
- The stories are based on the pictures
- Learners discuss the pictures carefully
- They interpret and make conclusions
- There are many different stories

This activity is usually used after a class has learned about the topic. It is intended to help learners understand how history is written. Historians use the sources they have to write a story of the past. To do so they have to study the sources carefully. There are many different ways in which history can be written and more than one version of a historical event. This is shown by the different stories produced by the groups. The quality of a story depends on the quality of the interpretation of the pictures.

Writing Frames

How can we help children to write well, to do justice to their abilities through the written word? The first step is to use verbal approaches to enable children to clarify concepts, explore appropriate vocabulary, and think about the form or genre in which they will write – here good examples to analyse are crucial. This will involve much asking of questions, discussion and debate, brainstorming words on the board, role-play and teacher modelling. Through such activities children gain confidence in their power to control and deploy language.

A writing frame provides a skeleton outline, a template, of key words and phrases (starters, connectives, sentence modifiers) to give children a structure within which they can communicate what they want to say in an appropriate form. It helps them to begin writing as it is rather daunting to be confronted by a blank page and have to produce a piece of writing on a topic. Writing frames are a teaching method that can be used to scaffold or build a framework of your learners' understanding of a particular topic. Rather than being used as the main focus of an exercise writing frames should be used after an exercise is complete. Devise your own writing frames to suit your purpose.

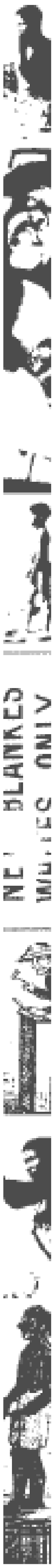
To produce an effective piece of writing, children need to take into account three elements:
1 the author (are they writing as themselves, or as an historical character?)
2 the form or genre (such as letter, diary, report, argument)
3 the audience (who is the writing for – teacher, friend, the public, historical character?)

Most importantly, we need to give children a real purpose for writing and we need to praise their efforts, acknowledging good work publicly.

The teacher asked each of his learners to individually complete the following writing frame for the fifth exercise in his lesson in order that they might track the development of their knowledge of Bushmen. The first part of the writing frame referred to the mapping exercise that they undertook at the beginning of the lesson.

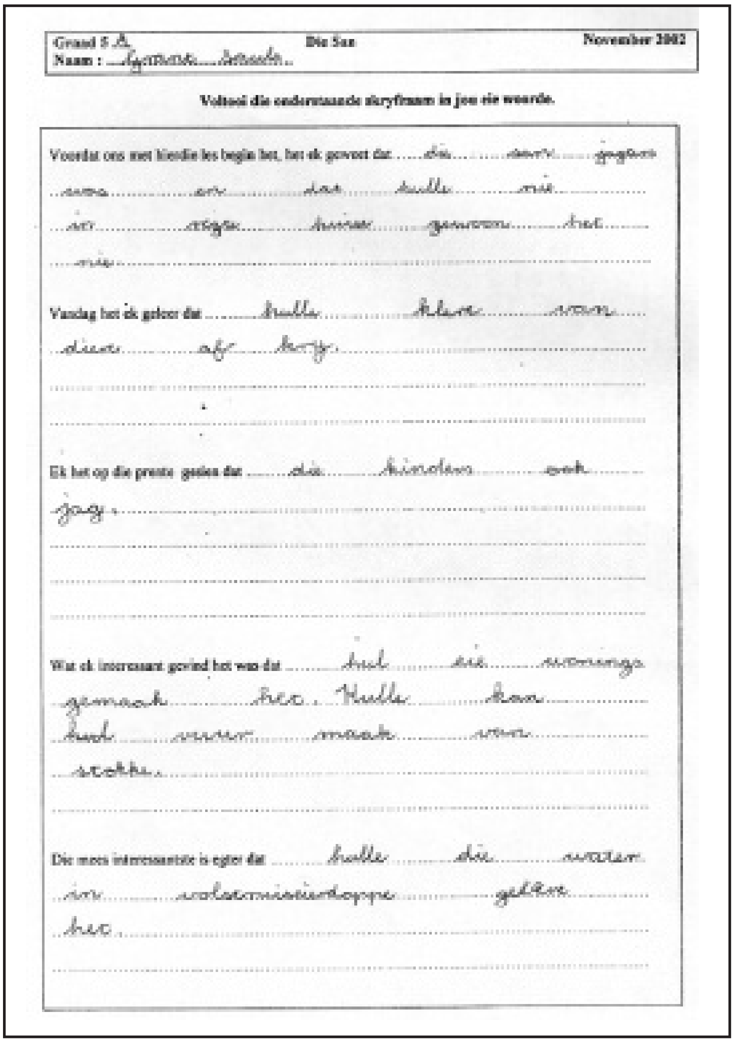
Example of a writing frame:

Before this lesson I knew…
Today I learned for the first time…
I also found out…
I think the most important is…
This is a very simple writing frame. A *more advanced writing frame* might be, for example:
Some people say that…
However other people say…
It is also important to know…
I agree with…



Writing frames provide the basic structure and should not limit what the learner has to say. If they wish they can add on their own sections at the end of the frame. Writing frames aren't rigid and can be modified to suit the situation.

The teacher needs to explain how the writing frames are to be used before they give them to their learners to complete. The next step is to organise a combined teacher – learner activity in which the learners provide the teacher with the information and the teacher completes a large version of the frame for the whole class to see. They then create a frame on which the learners' frames can be modelled.



Graad 5 A Die San November 2002
Naam :

Voltooi die onderstaande skryfraam in jou eie woorde.

Voordat ons met hierdie les begin het, het ek gevoel dat ...

Vandag het ek geleer dat ...

Ek het op die prente gesien dat ...

Wat ek interessant gevind het was dat ...

Die mees interessantste is egter dat ...

Writing frames:
- Help learners to get started
- Give a structure for writing
- Encourage learners to write in different styles
- Help develop arguments

A writing frame consists of the beginnings of sentences, arranged to give learners the pattern of a piece of writing. Different writing frames are used to introduce different styles of writing. The idea is that children will eventually be able to write without the frame. The use of a writing frame improves the quality of thinking and writing by helping learners to understand the structure of the writing.

Assessment Standards

The following Assessment Standards were covered in the video extract:

Learning Outcome 1

1. With guidance, select sources useful for finding information on the past (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);
2. Record and categorise information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums);
3. Continue to use information from sources to answer questions about people, events, objects, and places in the past;
4. Communicate knowledge and understanding in a variety of ways including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance;

Learning Outcome 2

2. Give reasons for and explain the results of events that have changed the ways that people live in a given context.

Learning Outcome 3

1. Recognise that there can be more than one version of an historical event (e.g. that there can be two accounts of the same story).

Knowledge focus

Hunter-gatherers

The information used in this section has been drawn from the work of a number of social anthropologists working in the 1950s and 60s, 80s and 90s in the Kalahari near the border of Namibia and Botswana. Laurence and Lorna Marshall, and their children John and Elizabeth, went to the Nyae Nyae area between 1950 and 1961 to meet, to talk to, to work with and study the Bushmen people living there. They understood that there is not one single group called "the Bushmen but a number of groups of people who speak slightly different languages, live in different areas and who call themselves by different names. The people with whom the Marshalls worked, called themselves the !Kung.

San, Bushmen or Hunter-gatherers?

The word "hunter-gatherer" describes a particular way of living that involves foraging for edible plants. "San" was a name given to the "hunter-gatherers by the herding people of the Cape. These herding people called themselves Khoekhoen. They are also referred to in text books as Khoikhoi. "San" was used as a negative word to describe people who either did not have stock or who stole stock from Khoekhoen or Europeans. Today many hunter-gatherers prefer to be desribed as "Bushmen". Some writers believe, hower, that the term "San" is a more neutral. Bushmen in used in this booklet; the teacher used San in his lesson.

Part of the anthropologist's work is to live with and be accepted by the people whom he / she studies. The people whom anthropologists study have to be willing to share their knowledge and in return anthropologists have to allow them to comment on what is written about them. The anthropologist has to accept that his / her version of events is only one of many possible versions. This has significance for your use of anthropological sources in your classroom because you have to be aware that these sources, like any others you might choose to use, will be biased in some way. They then do not present the truth about what "the Bushmen" are like but an anthropologist's interpretation of how a group of people, who called themselves Bushmen lived at a particular time.

At the time of the Marshall's visit to the area, the !Kung had interacted in the past and continued to interact with Herero, Tswana and European people living in and moving through the Nyae Nyae area. In the late nineteenth century European hunters with ox wagons had moved through on elephant and ostrich hunts. During the early twentieth century there was the German – Herero war involving people in both Botswana and Namibia. Some !Kung men talked about how they had become involved in the crossfire between the two sides. Namibian farmers had also travelled to Nyae Nyae looking for labourers to work on their farms. A few !Kung families left Nyae Nyae to work on these farms, but returned later. In the 1950s, Herero people settled in the area and this sparked land conflict, because the Herero needed the land to graze their cattle, but overgrazing caused a loss of plant and animal resources, which the !Kung needed to survive. Apart from trading with Herero and Tswana people for metal from which they made assegais and arrow heads, !Kung people also herded their neighbours' animals and worked on their land, in return for wages. By the 1950s and 60s some of the !Kung people in Nyae Nyae had their own cattle, goats, donkeys and horses and owned small pieces of land. Their primary way of obtaining food however, remained hunting and gathering. According the Marshalls, the !Kung men hunted with bows and poisoned arrows and the women collected plant foods. The selection of photographs used in this lesson show a !Kung man demonstrating how to use a bow and arrow, two men assembling a trap and a group of men butchering a carcass. After stalking an animal and killing it with a poisoned

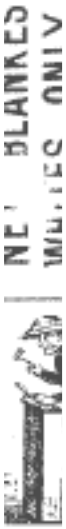
arrow, the !Kung men butchered the carcass on the spot and carried it home in portions to their families. There seemed at the time to be equality between men and women with everyone having work to do and being willing to share the results of their labours with everyone.

Another group of anthropologists, Richard Katz, Megan Biesele and Verna St. Denis visited a group of Bushmen who call themselves the Ju?'hoansi, in the late 1980s and early 1990s. Katz had worked with Ju?'hoansi more than twenty years earlier and returned to renew contact with them. The Ju?'hoansi lived in an area called Dobe, which was near to Nyae Nyae. Katz notes that while they had changed in some ways because of increasing interaction with Herero, Tswana and European people, some parts of their culture had remained largely unchanged. One part being trance dances, in which they participated four or five times a month. "For the Ju?'hoansi, the healing dance symbolizes an entire way of life, one in which knowledge, strength, and willingness to help one another assert a secure sense of cultural identity" (Katz et al, 1997: xiii). Since the land around Dobe is increasingly becoming divided up for agriculture, and a school, shops and a clinic have been built, this healing dance has become important in cementing the bonds between Ju?'hoansi people. Older Ju?'hoansi expressed concern that through going to schools, which are largely run by Tswana people, at which Tswana curricula are taught and learners are discouraged from speaking the Ju?'hoan language, their children will view the healing dances with scorn rather than respect.

At the time of their study the government of Namibia was trying to enforce regular visits by the Ju?'hoansi to the clinic, thus undermining the spiritual and medicinal role that healers and trance dances had in their lives.

Bushmen who claim ≠Khomani ancestry who live in an area near the Kalahari Gemsbok National Park and Kagga Kamma organised a claim for a piece of land in the National Park. After protracted negotiations they were awarded the land in March 1999. Despite receiving their land, the ≠Khomani like other Bushmen groups in Botswana, Namibia and South Africa still struggle for equal representation in their respective governments, for access to land and for the right to use that land as they see fit – for hunting and gathering, livestock farming or agriculture.





Section 3 of the video tape

Grade 7: Whole class discussion, analysing a picture, storytelling from an original source and writing a story

Introduction

The third section of the video contains small parts of a series of lessons taught to the same class by their teacher to illustrate the value of whole class discussion in history, analysing a picture, storytelling from an original source, and writing paragraphs. The lessons are based on the Cape slavery knowledge focus of the curriculum.

Whole class discussion

Enquiry lies at the heart of history. Understanding the past involves a process of enquiry, where you examine sources about the past, pose questions and debate their meaning. Learning to ask good questions is a valuable skill to acquire, and your pupils will become good at questioning if you build in opportunities for them to ask their own questions. In our experience children, properly encouraged, ask a wide range of sensible questions, better than those we might have asked them.

When you invite children to ask questions about a topic, such as the Gallant rebellion, you must treat their questions with respect: by recording them, pursuing your investigation of the topic with reference to them and, at the end, reviewing them to check whether you have been able to answer them all – and if not, why not.

It is important that your learners develop and answer their own questions when studying sources because this will help them become critical independent thinkers. Through this you will be able to form a picture of their level of understanding of the particular topic under discussion. To encourage them to ask questions, you need to teach by example. Ask your own questions of the material being studied and praise them when they develop their own.

A way to encourage your learners to ask questions is to provide them with a stimulus. This can be a particular source of information, for example the 1824 drawing of a slave auction. Brainstorming around what they would like to know about the content of the picture will generate a list of questions, which they can then answer in a following exercise.

It is quite likely that they will raise questions that cannot be answered. These should be included with the list that is generated and not be dismissed as silly or trivial. Through trying to answer these questions, your learners will begin to realise that our knowledge of the world around us is limited.

Closed and open questions

You can ask children closed or open questions. Closed questions will test recall and understanding and help children to revise what they know. As such, they have a useful place in a teacher's repertoire.

The best questions, though, are open questions. Open questions in history focus children's attention, rouse curiosity and interest, drive and shape the investigation, elicit views and stimulate

purposeful discussion. Open questions promote higher order thinking and so help children to develop their thinking skills.

Key questions

Key questions are overarching questions, which give any lesson or topic unity and coherence, driving and focusing the investigation. A key question for a topic might be: *Why do we learn about Bushmen hunter-gatherers – what was special about them? And for a lesson within the topic: How did hunter-gatherers live in the past?* Not all questions are key, or important. It is all too easy to ask trivial questions. Good questions challenge us to investigate a topic and help us to develop our understanding of the past.

Questions and hypotheses

Children are great copiers, so you need ways to prevent being presented with chunks of text copied verbatim from topic books. Here are two effective approaches:

- Pose questions, which prevent children from copying from the text, such as 'Was Nelson Mandela great?'

Formulate hypotheses for the children to test by evaluating information in their topic books, such as 'All slaves were treated badly by their owners'.

The teacher discussed the issue of slaves having their names changed when they were brought to the Cape and asked them what they thought it would have meant to have their names changed. This is what two of her learners had to say:
"It will be hard for people to remember my new name, I am used to my name, I was born with that name".
"I will feel like I don't have my identity any more, I will feel like I don't have pride any more, I won't have confidence".

Later after her telling of the story of Galant her learners asked the following questions, most of which the teacher could not answer but referred them to information in the court records:
"How were they [Galant and his fellow rebels] caught?"
"In those times how long did it take for a court case to finish?"
"In the story, one of the masters' wives was shot, did she die?"
"Do you know Galant's real name?"
"Does slavery still exist today?"
"Was Galant the only one that was hanged?"

When she asked her learners to think about whether what Galant did was right, their answers varied:
"It was right that they took a stand, I don't feel a bit sorry for the owner."
"I think that it is right that they took a stand but not the shooting. He might have got away if he didn't shoot them."

Speaking, listening, discussion and debate – oracy

Speaking and listening are crucial for practising and embedding new vocabulary and concepts, and as such form the bedrock on which literacy is built. They also form the basis of social interaction, and are skills to be taught, as listening and turn-taking do not come naturally to children. Harassed teachers, too, do not always give children enough time to develop confidence in speaking. Discussion and debate sharpen thinking skills and promote understanding. By teaching history as a process of enquiry, a process that demands the questioning and debating of evidence, you advance oracy, historical literacy and thinking skills.

You give children opportunities to develop their oracy through:
- problem-solving and defending conclusions reached
- group discussion to test meaning and refine ideas
- simulation and role play
- asking children to pose questions, to predict, to raise doubts
- explaining their thinking processes and ideas
- evaluating their own learning.

Set rules for class discussion and debate together with the children. A key principle is that whoever is speaking has the right to be listened to. A speaker's ring or stone helps to establish such right.

Points to consider when planning a debate:
- The key question or issue
- The evidence the children will use to support their arguments
- Setting the scene for the debate (e.g. via story or brainstorming)
- Promoting orderly thinking and good arguments
- Follow-up work, e.g. writing

Why is important that that you encourage your learners to share their thoughts and opinions with their classmates and listen to what their classmates have to say? Such oral work is also a way for learners who are poor at written poor to succeed in some aspect of class work.

Whole class discussion:
- Pose a question for the class to discuss
- Encourage more than one possible answer
- Make statements like:

  "I don't see why…"
  "Tell me more about that…"
  "I understand you to say…"

Whole class discussions that are led well by a teacher often lead to greater understanding than small group discussions. The teacher needs to structure and guide the discussion carefully to ensure that learners want to contribute their ideas, and that all ideas are valued, even if they are not helpful in answering the question. Pose a question for the class to discuss and encourage more than one possible answer. Give enough time for learners to make their suggestions and lead them one them by making statements like "I don't see why…", "Tell me more about that…", "I understand you to say…".

Analysing a picture

One of the sources used by the teacher in her lesson is the drawing of a slave auction on the following page.

She got her learners to consider the following questions when studying this picture:

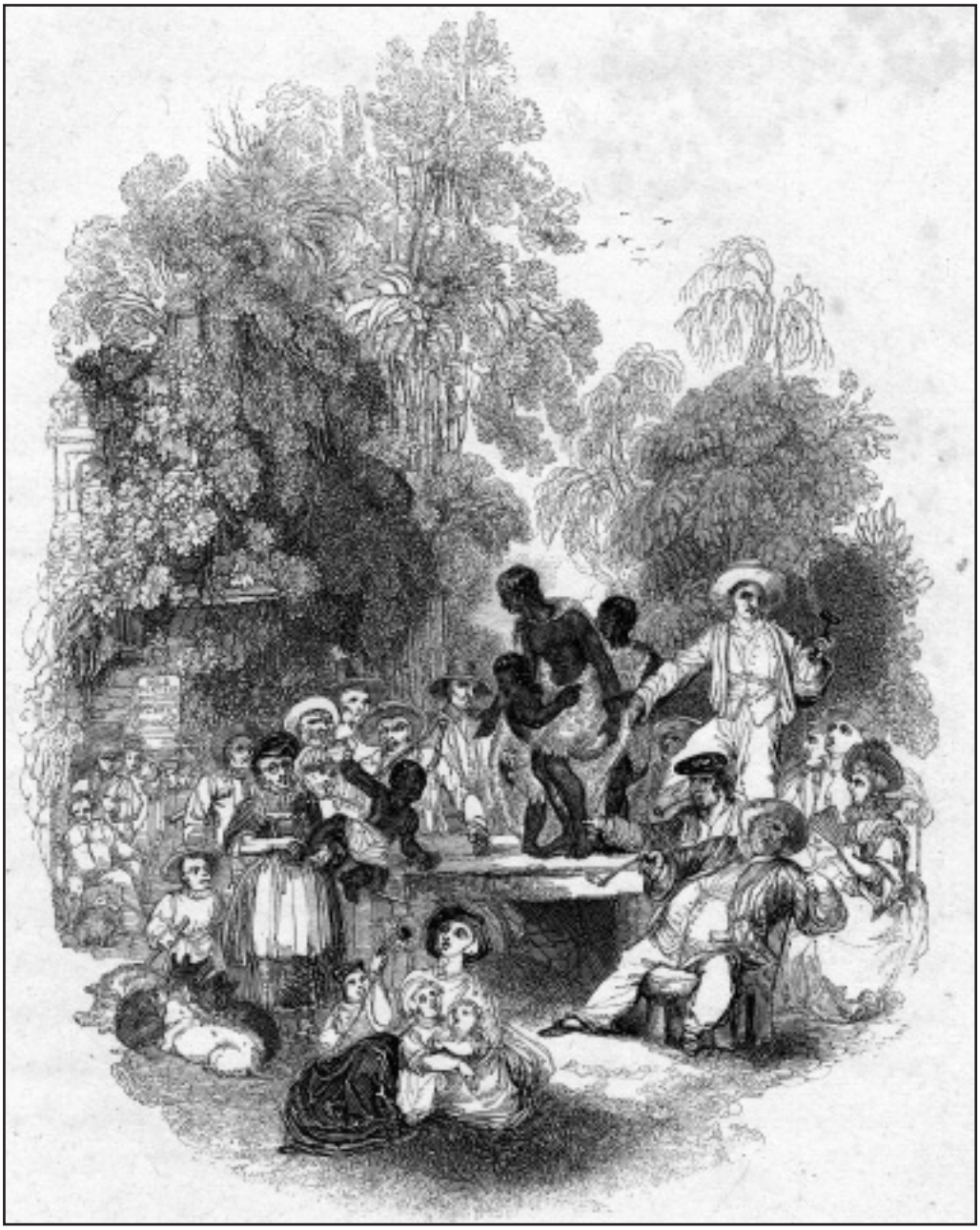
- What is happening in the picture?
- What is an auction?
- How can you see who are the slave masters and who are the slaves?
- What about the man standing in the middle of the picture?
- How do you think the slave standing on the barrel feels?

The drawing of a slave family (next page) accompanied a letter written to New Monthly Magazine, an English magazine, published in London in 1824. The magazine was strongly in favour of the abolition of slavery. It is likely that the drawing had not been produced in Cape Town, as the artist has drawn tropical vegetation in the background.

Sale of a Negro family At the Cape of Good Hope,
(extract from New Monthly Magazine, 1824)

A late traveller at the Cape of Good Hope, says, in a letter to a friend, "Having learned that there was to be a sale of cattle, farm-stock, etc by auction, at a veld-cornet's in the vicinity, we halted our waggon for the purpose of procuring fresh oxen. Among the stock of the farm was a female slave and her three children. The farmers examined them, as if they had been so many head of cattle. They were sold separately, and to different purchasers. The tears, the anxiety, the anguish of the mother, while she met the gaze of the multitude, eyed the different countenances of the bidders, or cast a heart-rending look upon her children; and the simplicity and touching sorrow of the poor young ones, while they clung to their distracted parent, wiping their eyes and half concealing their faces, contrasted with the marked insensibility and jocular countenances of the spectators, furnished a striking commentary on the miseries of slavery, and its debasing effects upon the hearts of its abettors. While the woman was in this distressed situation, she was asked: "Can you feed sheep?" Her reply was so indistinct that it escaped me; but it was probably in the negative, for her purchaser rejoined, in a loud and harsh voice, "Then I will teach you with the sjambok": a whip made of the rhinoceros' hide. The mother and her three children were literally torn from each other."

Drawing of a slave auction



Drawing of a slave family

Bearing in mind that the origin of these two sources was a magazine that was strongly in favour of the abolition of slavery, do you think that these sources are biased in any way? A source is biased if it favours one side or gives a particular view of an event. You can spot bias by examining the language that is used within the source and by asking whether the source contains any exaggerated comments.

Look at the people in the drawing. They are dressed quite richly and some of them are seated. The man in front is so overweight he cannot sit properly! The men are smoking pipes and the women have bonnets, and frilled dresses and fans. They look like people who have enough money to buy sufficient food and nice clothes. They can be contrasted to the slave woman and her children who are barely dressed with what looks like sheepskin. The woman in front is seated happily with her children in her lap, the slave woman on the other hand is being separated from her family, one of her children is holding onto her for safety.

The letter was written by an eyewitness to a slave-auction who emphasises that the farmers treated the slaves on auction no better than animals *among the stock of the farm was a female slave and her three children. The farmers examined them, as if they had been so many head of cattle.* The slaves' future owners are described as *jocular* or joking with one another and insensible or insensitive to the tears, the anxiety, [and] the anguish of the mother [slave]. The writer uses emotive language in describing how the mother and her children were separated *the mother and her three children were literally torn from each other*. It is likely that the slaves' future owners would treat them harshly as one man threatened to beat the slave woman with a *sjambok* or whip.

Together this drawing and the article it accompanies are biased strongly in favour of the abolition of slavery on the grounds that it is cruel, slaves are treated no better than animals, and that families are separated from one another. The writer of the letter says that the scene that s/he witnessed *furnished a striking commentary on the miseries of slavery, and its debasing effects upon the hearts of its abettors*.

Even though these two sources are biased do you think they can be used to find out about the nature of slavery at the Cape? All sources will be biased in some way but this does not mean that you shouldn't use them. You can still learn about a past event as long as you take the bias into account. It is therefore important to consider the following questions when you examine a source:

- Who wrote or created the source? Was the person who wrote the source an eyewitness or was the source written long after the event?
- Why was the source created?
- Where was the source created?
- Does everything in the source make sense?
- Do other sources agree with this source?

Using a picture as a source:

- Use a picture that has enough detail and activity
- Ask learners to describe and tell about what they see
- Look for reasons and results
- Contrast what is different from now

Storytelling from an original source

Historians use historical evidence to construct a picture of the past. They find the evidence they need to do this in sources. A source is anything, which survives from the past or tells us about the past. A source only becomes evidence when it is used to answer a question about the past. Historical documents offer the full range of types and genres of writing, from letters and diaries to official speeches and reports, from narrative accounts to poetry of every kind, from instructions to persuasive arguments and advertisements. As such, they make excellent shared texts for literacy teaching, introducing children to new ideas, vocabulary and forms of language.

Crucially, if tied in with the teaching of a history topic, historical documents provide a context that enhances the learning of literacy. The historical context connects the children with the people, society and situation that produced a particular document, engaging them imaginatively in exploring its wider meaning. Reading historical documents includes reading as a technical exercise in comprehension and deconstruction, but goes way beyond this to the higher literacy of understanding meaning, situation and significance.

With appropriate teaching approaches and support structures, children can read documents well above their official reading ages. Our reading of documents with children can be broken roughly into two stages.

Comprehension and deconstruction

Here are some strategies for reading difficult and challenging texts with children.

- Initially, read through the document with the children (or play it on an audio tape) to give them a feel for the whole text and its general meaning.
- Start by asking the children 'just to glance at it' for things they will find easy (such as people's names, dates, places, animals, colours). After scanning the text like this a few times, the children lose any sense of its difficulty and are ready for deeper study.
- Cut up the text into paragraphs, stanzas or even individual sentences for pairs or groups to work on. Later pool the pairs' / groups' contributions.
- Cut up the text into sections and jumble them up. Give each pair or group one mixed-up text to sequence.
- Ask the children to give the whole text, and each section or paragraph, a title.

Meaning, situation and significance

Now you turn to delving deeply into the document, asking ever more searching and complex questions. Here you ask children to develop their critical faculties, their skills of inference, of interpretation. This stage requires much discussion, careful listening by the teacher, and acceptance of all contributions.

Think about the extract from the court records as a source of information. Do you think that it is reliable? We only know about the incident from this one source. Who do you think produced this source? The people who were placing Galant on trial for murder produced it. Even though the government employed them, their government was not opposed to slavery. Even though there were moves to give slaves more rights, they were still slaves and were regarded as possessions.

The following is a statement by Galant taken from the court records of his trial:

It was during the harvest at my master's place. I and the other slaves were together. We talked of how badly our master treated us. He did not give us enough food and clothes. After the harvest was got in, my master rode to visit Mr Jan du Plessis. He took me and the Hottentots Isaak Thys and Isaak Rooy with him. We talked with the people on Du Plessis' farm about how badly we were treated. Du Plessis' slaves and servants told us that they were also badly treated by their master. We all agreed to murder our masters, and go from the one place to the other were we would be joined by the people there.

When we got home in the evening, we found Mr Barend van der Merwe at my master's place with his slave Abel. I spoke to Abel, and he also agreed to kill his master. They left the next morning. A few days later, Abel came into me in my hut in the evening and told me that he had spoken with his master's people and that they were all ready. I rode with him back to his master's place. Isaak Thys and Isaak Rooy and also another Hottentot servant named Hendrik, who had come to my master's place to fetch a horse, rode with us.

When we got to Barend van der Merwe's place, his slave Klaas was driving the sheep back in the kraal. We hid behind the kraal. The dogs began to bark at us. Mr Barend came outside, and asked Klaas why the dogs were barking so much. While Mr Barend was speaking to Klaas, I went with Abel round the corner of the house and into the kitchen. Abel went to fetch the guns. He came out with two that were loaded. He gave me one. We went out of the kitchen door.

Abel fired the first shot at his master. The shot missed him and Barend van der Merwe escaped by running up the hill. A dog bit me in the leg. I fired a shot at it, but did not hit it. Barend van der Merwe's wife also escaped. We did not do her any harm. We (Abel, Klass, the two Isaaks, Hendrik and I) then rode to my master's place. We turned our horses loose and waited till daybreak to murder the master.

In the morning my master came out of the house and went to the kraal. Abel, Isaak Thys, Klaas and I rushed into the house. We ran to the rack where the guns were, and took them. My mistress then came towards us and grabbed hold of the guns. Once of them fell onto the floor, but she held tightly onto the other one. The others called out to me to fire at her. I was about to fire the gun on one side to frighten her. She was struggling with the others to keep the gun. Suddenly she turned around and my shot hit her, and the gun fell out of her hands. I picked up the gun and we ran out of the house. As my master was going from the kraal to the house, Abel shot at him and grazed him. When my master got into the house, Abel shot at him again. When he opened the door, I shot him dead.

Storytelling from an original source(s) is useful when:
- the source is too long to copy and read easily
- the language is too difficult for learners
- the teacher wants to build in questions
- the source needs to be given more 'life'

Writing a story

There are three elements in an effective piece of writng:

1. the author (are the learners writing as themselves, or as an historical character?)
2. the form or genre (such as a letter, diary, report, argument)
3. the audience (who is the writing for – self, teacher, friend, a trusted adult, the public, historical character?)

By changing these three elements you can make a wide variety of different paragraphs for your classes to write. Be clear about the task you are giving them, show them that you expect them to be able to do it well, and be realisitc about the time available – not too little, but too much will encourage them to waste time. It is important to allow them to write in class rather than at home, as the idea is to be able to help them develop their own writing. It is useful to say at the start that you will read some of the best ones to the class, which can serve as models for them. Remember that while language and spelling are important, what is most important is for the learners to *use their imagination*.

- Encourage imaginative thinking
- Help learners use information from sources together with their own creative ideas
- Give suggestions about possible situations, problems and characters

The aim of this kind of children's writing in history is the same as that of an historical novel or film. Learners demonstrate their understanding of the history and their knowledge of the information in the sources by writing about a situation or a character that they have made up. The idea is that they write their own story, but that it is based on accurate historical information from the sources. You need to encourage imaginative thinking, help learners use information from sources together with their own creative ideas, and give them suggestions about possible situations, problems and characters.

Assessment Standards

The following Assessment Standards were covered in the video extracts:

Learning Outcome 1

2a Compile and organise information from a number of sources to obtain evidence about aspects of the past;
3. Use the information from the sources to present well-thought- out answers to questions;
4. Communicate knowledge and understanding by formulating arguments based on evidence from the sources either in a debate, by producing longer pieces of historical writing, through artwork, graphics and drama; uses information technology where available and appropriate;

Learning Outcome 2

2. Describe and makes links between reasons for and results of key events and changes;
3. Explain why certain aspects of society in different contexts have or have not changed over time;

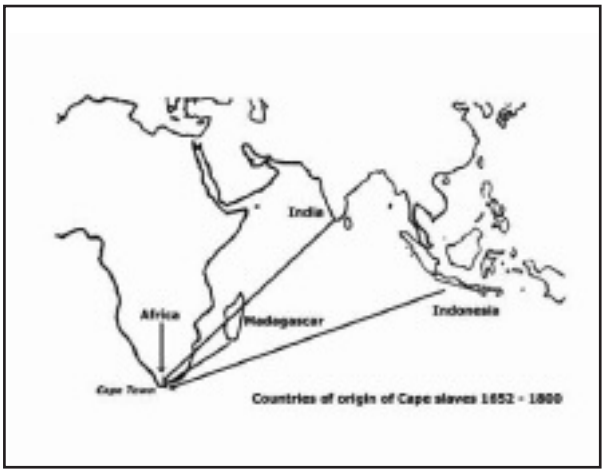
Learning Outcome 3

2. Recognise that different value systems and traditions may influence the way events in the past are interpreted.

Knowledge focus

Slavery at the Cape

In 1651 Jan van Riebeeck was given instructions to establish a refreshment station at the Cape for passing trading vessels belonging to the Dutch East India Company. Slaves were brought to work in the city and on the farms that were being established in the surrounding country. The first shipload of 228 slaves arrived in 1658 from the Guinea coast. At this time slaves made up approximately half of the population of the settlement of 360 people. They became the primary labour force of the colony and were brought from Africa, Madagascar, India and Indonesia.



Slaves were oppressed and their individuality undermined by being regarded as possessions and sold on their arrival in Cape Town by auction under a tree called the Slave Tree. Families were split with children and parents often being sold to different owners. Their names were also changed, often to the month of the year in which they arrived. They weren't permitted to marry but were allowed to cohabit; however their children became slaves. Within the paternalistic society of eighteenth century Cape Town slaves were regarded as being on the same level as children, and were disciplined in the same manner as the children of colonists were. Like children they walked barefoot and were called by their first names. A Cape family therefore consisted of the father who was the head of the household and under him his wife, children and slaves.

The Dutch East India Company sent its slaves to work with its carpenters, coopers, smiths and potters. At the end of each day they were locked up in the Slave Lodge, which still stands today at the top of Adderley Street, in Cape Town. The Lodge was cramped and unpleasant and the slaves often shared it with criminals, lunatics and patients who could not be accommodated at the neighbouring hospital.

Who is a slave?

A slave is a person who has no human rights. He / she has no freedom of expression, movement or possession of property and is owned and can be sold by another person.

Slaves could react to their inhumane treatment in two ways. They could either take their owners to court or they could rebel against them. Even though slaves were owned and had no rights, the law prevented owners from using excessive force during punishment. Slaves did have some recourse to law in order to appeal against brutal owners, but were limited by any good opinions that were held in the colony of the particular slave owner.

The early part of the nineteenth century was characterised by an increase in dissent among slaves at the Cape. This was partly due to the abolition of the slave trade in 1806 and the implementation of laws by the British government that accorded slaves new rights. Slaves were given the right to marry in 1826 and slave owners were prevented from removing children under the age of ten years from their families and selling them. Galant, the protagonist of the story, rebelled against his owner Willem van der Merwe in 1825 because he, like other slaves, was becoming increasingly aware of his rights as a human being and the looming possibility of freedom. Slavery was abolished in 1834 but this did not mean that slaves were completely free; they were bound to work for their owners for another four years as apprentices.

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RNCS Social Sciences: History Knowledge Focus

GRADE 4	GRADE 5	GRADE 6	GRADE 7
History of local area or district: • People, places, resources, beliefs linked to natural features, buildings, the school, sites, symbols and monuments, museums • Oral histories and traditions: finding out about place names, names of rivers, mountains and other landmarks and in-digenous environmental practices • People as historical sources: interviewing members of the community • Stories of families and communities which express human values of concern for others, triumph over obstacles, resistance against wrong, valuing human rights Learning from leaders in all spheres of life • What makes a good or great leader? • Stories of leaders from South Africa and around the world over time	An early African civilisation: • Egypt/Nubia • And one example from the rest of the world: • Mesopotamia • Indus River Valley • China • the Americas Why did these civilisations occur where they did? What were the key characteristics of these societies? For example, the role of the environment in shaping the societies and use of resources, farming, the development of cities, technology, trade, communication and belief systems. Early Southern African societies until 1600: how the environment shaped these societies, social organisation, appropriate technologies, stories exploring systems of belief, co-operation and conflict • Hunter-gatherer societies • Herders • African farmers	Organisation of African societies: kingdoms of southern Africa: cattle, gold, ivory and iron • Mapungubwe, Thulamela, Great Zimbabwe Exploration and exploitation in the 14th century • Early mapping: representations of Africa • Science and technology: investigating contributions from different parts of the world • Examples of exploration from Europe, Asia, Americas, and Africa: what was the impact on indigenous people? The history of medicine • Important medical discoveries • Indigenous medicine and traditional healing Democracy in South Africa • What is democracy? • How is South Africa governed? • National symbols such as the Coat of Arms and the	Human Evolution • Early hominid discoveries in South Africa and East Africa. • Becoming human in southern Africa (the evolution of physically and culturally modern people). • Rock Art as an expression of hunter-gather society and world view. A broad overview of early trading systems • Indian Ocean and East Africa: Arab trade, Swahili coastal communities and links with Great Zimbabwe 9th –16th Century • West Africa and Trans-Saharan trade: salt, gold, slaves and ancient trade routes, centres of learning, historical reporting 9th –16th Century • European trading systems in the Middle Ages 14th - 16th Century • Dutch settlement, the Indian Ocean slave trade and slavery at the Cape 17th and 18th Centuries • Africa and the Atlantic slave trade 16th -19th Century

The history of transport and travel over time • From the earliest ways of transporting goods and people to the most modern on land, sea and in the air, including the environmental impact of different types of transport. Broad overview of the origins of major religions in South Africa • African traditional religion • Judaism • Christianity • Hinduism • Islam Democracy and Human Rights in the school and community.	Provincial histories • Heritage and identity • Oral tradition and indigenous knowledge of the significance of place names, river, mountains and other landmarks, including indigenous environmental practices • Provincial government and symbols • Role of democratically elected leaders • How to participate in a democracy.	National Anthem • The Children's Charter • The Earth Charter.	Moving frontiers • Contact, conflict and dispossession on the Cape eastern or northern frontiers in the 19th century. • Contact, conflict and dispossession: Frontiers in America in the 19th century. Systems of democracy • American Revolution.

RNCS SOCIAL SCIENCES: HISTORY LEARNING OUTCOMES & ASSESSMENT STANDARDS

Learning Outcome 1: Historical Enquiry: The learner is able to use enquiry skills to investigate the past and present.

We know this when the learner is able to:

	Grade 4	**Grade 5**	**Grade 6**	**Grade 7**
Key question(s) to be asked by teacher and/or learner but not assessed.	Ask questions about aspects of the past using objects, pictures, written sources, buildings, museum displays and people (oral history)	Ask questions about aspects of the past, present and future, using objects, pictures, written sources, buildings, museum displays and people (oral history)	Ask questions about aspects of the past, present and future, using objects, pictures, written sources, buildings, museum displays and people (oral history)	Continue to ask questions about aspects of the past. Ask questions to begin an investigation of a topic.
Find sources: teacher/ learner	Not applicable to this grade 1	1 With guidance, select sources useful for finding information on the past (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	1 Identify sources to help answer the question about the topic (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	1 Identify and select a variety of historical and archaeological sources relevant to an inquiry.
Work with the sources: ask questions of sources, find info in sources, organise, analyse, synthesise info	2 Record and organise information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	2 Record and categorise information from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	2 Select and record relevant information for specific purposes from a variety of sources (e.g. oral, written and visual sources, including maps, graphs and tables, objects, buildings, monuments, museums).	2a Compile and organise information from a number of sources to obtain evidence about an aspect of the past. 2b Interpret and find information from simple graphical and statistical sources (e.g. graphs, population figures,

				census returns and tables).
Write a piece of history (Answer the question)	3 Use information from sources to answer questions about people, events, objects, and places in the past.	3 Continue to use information from sources to answer questions about people, events, objects, and places in the past.	3 Arrange information logically and chronologically in answering questions about people, events, objects, and places in the past.	3 Use the information from the sources to present a well thought out answer to questions.
Communicate historical knowledge and understanding	4 Communicate knowledge and understanding in a variety of ways including discussion, writing a paragraph, constructing a book, collage, poster, artwork, drama, dance and music.	4 Communicate knowledge and understanding in a variety of ways including presenting historical information in short paragraphs, simple graphs, maps, diagrams, creating artwork, posters, music, drama and dance. Use IT where available and appropriate.	4 Communicate historical knowledge and understanding by discussion and guided debate, through structured writing, by using graphs, tables, maps and diagrams and through artwork and drama. Use IT where available and appropriate.	4 Communicate knowledge and understanding by formulating arguments based on evidence from the sources either in a debate, by producing longer pieces of historical writing, through artwork, graphics and drama. Use IT where available and appropriate

Learning Outcome 2: Historical Knowledge and Understanding: The learner is able to demonstrate historical knowledge and understanding

We know this when the learner is able to:

Grade 4	Grade 5	Grade 6	Grade 7
1 Use common words and phrases relating to the passing of time, such as, old, new, before, after, months, years. (chronology and time)	1 Use dates and terms such as decade, century, relating to the passing of time and arrange them in order. (chronology and time)	1 Place events, people and changes on a timeline which includes terms such as 'BC', 'AD', 'CE', 'BCE'. (chronology and time)	1 Develop timelines and create diagrams to illustrate periods and events in the past. (chronology and time)
2 Give reasons for and explain the results of actions of people in the past in a given context. (cause and effect)	2 Give reasons for and explain the results of events that have changed the ways that people live in a given context. (cause and effect)	2 Give reasons for and explain the results of key events and changes in more than one context. (cause and effect)	2 Describe and make links between reasons for and results of key events and changes. (cause and effect)
3 Identify similarities and differences between past and present ways of doing things in a given context. (similarity and difference)	3 Identify similarities and differences between the different ways of life in different places at different times. (similarity and difference	3 Identify some aspects of society which have changed and some which have stayed the same over time in more than one context. (change and continuity)	3 Explain why certain aspects of society have or have not changed over time in different contexts. (change and continuity)

Learning Outcome 3: Historical Interpretation: The learner is able to interpret aspects of history

We know this when the learner is able to:

	Grade 4	**Grade 5**	**Grade 6**	**Grade 7**
Interpretation based on historical sources	1 Recognise that there can be two points of view about the same event in the past.	1 Recognise that there can be more than one version of an historical event (e.g. that there can be two accounts of the same story).	1a Compare two versions of an historical event using visual or written sources. 1b Distinguish opinions from facts and information.	1a Understand how and why some events in the past have been interpreted differently. 1b Recognise that accounts written some time after the event may differ from contemporary accounts.
Issues which influence interpretation	Not applicable to this grade	Not applicable to this grade	Not applicable to this grade	2 Recognise that different value systems and traditions may influence the way we interpret events in the past.
Interpreting public representation of the past, archaeology and memory	3 Select and give reasons for the selection of key objects, which represent an aspect of the past of the local area being studied.	3 Identify and select items that represent an aspect of the past being studied, to contribute to a class display or school museum.	3 Identify and select items that represent an aspect of the past being studied, to contribute to class display, school museum or community archive.	3a Describe how archaeologists work with material remains of the past and make deductions from selected material remains of the past. 3b Explain the ways in which people remember events in the past.

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