

History Outline Grade 5

| Week | Day | Session | Topic | Unit | Topic | Needed | Assess |
|------|-----|---------|-------|------|--|-------------------------------------|--------|
| 1 | 1 | 1 | 1 | 1 | Hunter gatherers and herders in South Africa | | |
| | 2 | 2 | | 1 | Hunter gatherers and herders in South Africa | | |
| 2 | 1 | 3 | | 2 | San Hunter-gatherer society in the later Stone Age | | |
| | 2 | 4 | | 3 | Medicine from plants | | |
| 3 | 1 | 5 | | 4 | The hunt and the bow and arrow | Branches; fishing line | |
| | 2 | 6 | | 5 | What did the San believe? | | |
| 4 | 1 | 7 | | 6 | San Rock Art | | |
| | 2 | 8 | | 7 | Khoikhoi herder society in the later Stone Age | | |
| 5 | 1 | 9 | | X | Topic 1 Target Worksheet A | | |
| | 2 | 10 | | X | Topic 1 Target Worksheet B | | |
| 6 | 1 | 11 | | X | Term Assessment Exemplar | | |
| | 2 | 12 | | X | Formal Assessment p93 TG | | |
| 7 | 1 | 13 | 2 | 1 | The first farmers in South Africa | | |
| | 2 | 14 | | 1 | The first farmers in South Africa | | |
| 8 | 1 | 15 | | 1 | The first farmers in South Africa | | |
| | 2 | 16 | | 2 | Homesteads and villages | | |
| 9 | 1 | 17 | | 3 | Agriculture: crops and livestock | | |
| | 2 | 18 | | 4 | Social, political and economic structures | | |
| 10 | 1 | 19 | | 5 | Cattle were very important | | |
| | 2 | 20 | | 6 | Tools and weapons from iron and copper | | |
| 11 | 1 | 21 | | 7 | Pottery | | |
| | 2 | 22 | | 8 | Trade | | |
| 12 | 1 | 23 | | 9 | Religion, medicine and healing | | |
| | 2 | 24 | | 10 | Hunting | | |
| 13 | 1 | 25 | | X | Topic 2 Target Worksheet A | | |
| | 2 | 26 | | X | Topic 2 Target Worksheet B | | |
| 14 | 1 | 27 | | X | Term Assessment Exemplar | | |
| | 2 | 28 | | X | Formal Assessment p94 TG | | |
| 15 | 1 | 29 | 3 | 1 | The Nile River and how it influenced settlement | | |
| | 2 | 30 | | 1 | The Nile River and how it influenced settlement | | |
| 16 | 1 | 31 | | 2-4 | The way of life in Ancient Egypt – Everyday life (#1-6) | | |
| | 2 | 32 | | 2-4 | The way of life in Ancient Egypt – Everyday life (#7-8c) | 1 cup barley flour 1/3 cup honey | |
| 17 | 1 | 33 | | 2-4 | The way of life in Ancient Egypt – Everyday life (#8d-8j) | | |
| | 2 | 34 | | 2-4 | The way of life in Ancient Egypt – Everyday life (#8k-8m) | | |
| 18 | 1 | 35 | | 2-4 | The way of life in Ancient Egypt – Religion (#9-13) | | |
| | 2 | 36 | | 2-4 | The way of life in Ancient Egypt – Religion (#14-21) | | |
| 19 | 1 | 37 | | 2-4 | The way of life in Ancient Egypt – Religion (#22-25) | | |
| | 2 | 38 | | 2-4 | The way of life in Ancient Egypt – Sphinx, Pyramids & Temples (#26-30) | | |

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|----|---|----|---|-----|--|---|--|
| 20 | 1 | 39 | | 2-4 | The way of life in Ancient Egypt – Sphinx, Pyramids & Temples (#31-36) | | |
| | 2 | 40 | | 2-4 | The way of life in Ancient Egypt – Sphinx, Pyramids & Temples (#37-39) | | |
| 21 | 1 | 41 | | 2-4 | The way of life in Ancient Egypt – Pharaohs (#40-44) | | |
| | 2 | 42 | | 2-4 | The way of life in Ancient Egypt – Pharaohs (#40-44) | | |
| 22 | 1 | 43 | | 2-4 | The way of life in Ancient Egypt – Pharaohs (#40-44) | | |
| | 2 | 44 | | 2-4 | The way of life in Ancient Egypt – Pharaohs (#45-48) | | |
| 23 | 1 | 45 | | 2-4 | The way of life in Ancient Egypt – Warrior and soldiers (#49) | | |
| | 2 | 46 | | 2-4 | The way of life in Ancient Egypt – Hieroglyphs (#50-52) | | |
| 24 | 1 | 47 | | 2-4 | The way of life in Ancient Egypt – Hieroglyphs (#53-56) | | |
| | 2 | 48 | | X | Topic 3 Target Worksheet A | | |
| 25 | 1 | 49 | | X | Topic 3 Target Worksheet B | | |
| | 2 | 50 | | X | Term Assessment Exemplar | | |
| 26 | 1 | 51 | | X | Formal Assessment p95 TG | | |
| | 2 | 52 | 4 | 1 | The names of provinces and their capital cities on a map | | |
| 27 | 1 | 53 | | 1 | The names of provinces and their capital cities on a map | | |
| | 2 | 54 | | 2 | What heritage is | | |
| 28 | 1 | 55 | | 3 | Heritage in sites of significance (#1-5) | | |
| | 2 | 56 | | 3 | Heritage in sites of significance (#6-8) | Objects for fossil layers; plaster of paris; 4x paper cups; 2l plastic container; margarine tub | |
| 29 | 1 | 57 | | 3 | Heritage in sites of significance (#9-13) | | |
| | 2 | 58 | | 3 | Heritage in sites of significance (#14) | | |
| 30 | 1 | 59 | | 4 | Heritage in objects | | |
| | 2 | 60 | | 5 | Heritage in people's achievements | | |
| 31 | 1 | 61 | | 6 | Heritage in names | | |
| | 2 | 62 | | 7 | Heritage in changing identities (#1-4) | | |
| 32 | 1 | 63 | | 7 | Heritage in changing identities | | |
| | 2 | 64 | | 7 | Heritage in changing identities | | |
| 33 | 1 | 65 | | 8 | Heritage and indigenous medicine | | |
| | 2 | 66 | | 9 | Heritage in architecture | | |
| 34 | 1 | 67 | | 10 | Heritage and indigenous knowledge systems (IKS) | | |
| | 2 | 68 | | 11 | Heritage in art | | |
| 35 | 1 | 69 | | X | Topic 4 Target Worksheet A | | |
| | 2 | 70 | | X | Topic 4 Target Worksheet B | | |
| 36 | 1 | 71 | | X | Term Assessment Exemplar | | |
| | 2 | 72 | | X | Formal Assessment p96 TG | | |