Teacher Development Workshop

Intermediate Phase

Social Sciences
ACTIVITY A: .................................................................3

SOCIAL SCIENCES INTRODUCTION TO CAPS ...........................................4

ACTIVITY B: SOCIAL SCIENCES TEXTBOOKS ...........................................4

ACTIVITY C: SOCIAL SCIENCES INTERMEDIATE PHASE (GRADE 4) GEOGRAPHY ...........................................5

ACTIVITY D: SOCIAL SCIENCES INTERMEDIATE PHASE (GRADE 4) HISTORY ...........................................8

ACTIVITY E: SOCIAL SCIENCES INTERMEDIATE PHASE (GRADE 5) GEOGRAPHY ...........................................11

ACTIVITY F: SOCIAL SCIENCES INTERMEDIATE PHASE (GRADE 5) HISTORY ...........................................14

ACTIVITY G: SOCIAL SCIENCES INTERMEDIATE PHASE (GRADE 6) GEOGRAPHY ...........................................16

ACTIVITY H: SOCIAL SCIENCES INTERMEDIATE PHASE (GRADE 6) HISTORY ...........................................20

HOW PLATINUM AND DAY-BY-DAY SOCIAL SCIENCES BOOKS CAN HELP YOUR TEACHING .................................................................23
This section is an introductory section to the Intermediate Phase CAPS. Use your Survival Guide to the Intermediate Phase CAPS as a resource.

**Activity A:**
**Topics to be covered:**
- Generic CAPS Information
- Assessment

**Instructions:**
- Participants should complete this activity in groups of 3.
- Read the statement / question and discuss the answer in your group.

<table>
<thead>
<tr>
<th>1. What does CAPS stand for?</th>
<th>Answer and Discussion Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. <em>CAPS is not a new curriculum.</em> State whether this statement is true or false.</td>
<td></td>
</tr>
<tr>
<td>3. <em>The Intermediate Phase will be implemented in 2014.</em> State whether this statement is true or false.</td>
<td></td>
</tr>
<tr>
<td>4. <em>There are no more Learning Areas in the Intermediate Phase.</em> State whether this statement is true or false.</td>
<td></td>
</tr>
<tr>
<td>5. <em>Economic &amp; Management Sciences has been integrated into other subjects in the Intermediate Phase.</em> State whether this statement is true or false.</td>
<td></td>
</tr>
<tr>
<td>6. <em>The number of assessments in the Intermediate Phase has increased.</em> State whether this statement is true or false.</td>
<td></td>
</tr>
<tr>
<td>7. <em>Which changes in the Intermediate Phase will have the greatest impact on planning?</em> Hint: Look at the time allocation in the Survival Guide.</td>
<td></td>
</tr>
</tbody>
</table>
SOCIAL SCIENCES INTRODUCTION TO CAPS

This section of the workshop focuses on Social Sciences Grades 4 -6. It provides a taste of what to expect in the Platinum Social Sciences and Day-by-Day Social Sciences textbooks and how they support teaching CAPS.

Activity B: Social Sciences textbooks

Topics to be covered:
- Generic CAPS information
- Criteria for choosing a textbook
- Timetabling and planning in Social Sciences
- Assessment in Social Sciences

Instructions:
- Study the list provided. The list consists of 10 criteria that are considered important to most teachers when choosing a textbook.
- Rank the importance of the criteria by placing numbers 1 to 10 in the spaces provided.

<table>
<thead>
<tr>
<th>Ranking</th>
<th>Sequencing of content according to the CAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Relevant and up to date content</td>
</tr>
<tr>
<td></td>
<td>Specific tasks required for Programme of Assessment e.g. tests, projects etc.</td>
</tr>
<tr>
<td></td>
<td>Annual teaching plan according to the CAPS with term by term overview</td>
</tr>
<tr>
<td></td>
<td>Teacher’s Guide which provides guidance and answers for Programme of Assessment</td>
</tr>
<tr>
<td></td>
<td>Variety of revision activities</td>
</tr>
<tr>
<td></td>
<td>Diagrams and pictures to explain content</td>
</tr>
<tr>
<td></td>
<td>Remedial activities to support those learners that may need extra support</td>
</tr>
<tr>
<td></td>
<td>Extension activities to support those learners that need expanded opportunities</td>
</tr>
</tbody>
</table>


Activity C: Social Sciences Intermediate Phase (Grade 4) Geography

These examples are from Platinum Social Sciences Grade 4 and Day-by-Day Social Sciences Grade 4.

Topics to be covered:
- Grade 4 Geography map skills
- Understanding symbols

Instructions:
- Participants should complete this activity in pairs.
- Study the extracts taken from Platinum Social Sciences Grade 4 and Day-by-Day Social Sciences Grade 4.
- Answer the questions that follow.

Questions:
1. How can you ensure that every learner completes the task and learns the appropriate skills?
2. Which Geography Social Sciences topic do these activities cover?

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Places where people live (settlements)</td>
</tr>
<tr>
<td>2</td>
<td>Map skills</td>
</tr>
<tr>
<td>3</td>
<td>Food and farming in South Africa</td>
</tr>
<tr>
<td>4</td>
<td>Water in South Africa</td>
</tr>
</tbody>
</table>

Taken from Platinum Social Sciences Grade 4 (page 22)
Taken from Platinum Social Sciences Grade 4 (page 22-23)
Draw your own map
What have you learnt about maps? You have learnt that:
• a map is a plan view of a place
• maps often use symbols to show objects on a map
• symbols can be pictures (either side views or plan views), letters, lines or colours
• map keys give the meaning of symbols.

A map of __________________________

Figure 2.5: A partly drawn map of a town

Activity 6
In Figure 2.5 above, a boy called Khama started to draw a map of a town. Use the information that you have learnt to complete this map.
1. Copy the partly drawn map into your exercise book.
2. Use your imagination or ideas from the place where you live to complete the map.
3. Your map must have:
   a) five more places and symbols
   b) a completed map key
   c) a title: A map of (give the town a name).
Activity D: Social Sciences Intermediate Phase (Grade 4) History

These examples are from Platinum Social Sciences Grade 4 and Day-by-Day Social Sciences Grade 4.

Topics to be covered:
• Grade 4 Local History
• Skills, values and attitudes

Instructions:
• Participants should complete this activity in pairs.
• Study the extracts from Platinum Social Sciences Grade 4 and Day-by-Day Social Sciences Grade 4.
• Answer the questions that follow.

Questions:

1. Discuss the skills, values and attitudes which are developed from these activities.

2. Which History Social Sciences topic do these activities cover?

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Local History</td>
</tr>
<tr>
<td>2</td>
<td>Learning from leaders</td>
</tr>
<tr>
<td>3</td>
<td>Transport through time</td>
</tr>
<tr>
<td>4</td>
<td>Communication through time</td>
</tr>
</tbody>
</table>
We will now investigate information about Sea Point in the Western Cape. We will look at the information we can gather from looking at photographs, writing, an interview, a story and some objects.

**Information from pictures**
The photograph below shows a group of children in a classroom at Sea Point Primary School.

![Photograph of children in a classroom]

---

**ACTIVITY 2** Look at a photograph

1. Look at this photograph. Write the answers to the questions in your book.
   a. How many children are in the photograph?
   b. How many of the children are girls?
   c. How many of the children are boys?
   d. Which words would you use to describe the expression on their faces? Choose from these words: sad/ happy/ lively/ excited/ tired/ friendly.

2. Read the following sentences about the photograph. Three of the sentences are correct and three are incorrect. Rewrite the correct sentences in your book.
   a. The children in the photograph did not want to be photographed.
   b. There are boys and girls in the class.
   c. The children are about 20 years old.
   d. There are black and white children in the class.
   e. The photograph was taken on a very, very hot day.
   f. The children in the photograph enjoyed being photographed.

---

**New words**
- **badge** – a small piece of plastic, cloth or metal that shows membership of a school
- **lighthouse** – a tower with a large, bright light that warns passing ships of danger
- **anchor** – a heavy metal weight that is dropped into the sea to keep the ship or boat steady

---

Taken from Platinum Social Sciences Grade 4 (page 84 - 85)
Topic 5 Local history

Focus: Finding out about the past and applying this knowledge to local history

Unit

Find out about the present in your local area

How to find out information

I wonder why our area is called Robertson?

My grandma says this big, old tree is very important to our village. I wonder why?

My mom says this town has changed so much since she was a little girl. I wonder what has changed?

My uncle says he used to climb the hill behind our house — it was just bush then. Now there are houses. I wonder what it looked like then?

I walk over a pedestrian bridge to get to school every day. It crosses a busy freeway. My sister says the bridge was not there when she went to school. They had to run across the freeway. I wonder when it was built?

Activity 1

Work in pairs.

1. Each of the children has a question about the place where they live. Read the questions they are asking. Talk about what each child wants to find out.

2. How could the children find the answers to their questions? Where could they look?

Taken from Day-by-Day Social Sciences Grade 4 (page 98)
Activity E: Social Sciences Intermediate Phase (Grade 5) Geography

These examples are from Platinum Social Sciences Grade 5 and Day-by-Day Social Sciences Grade 5.

Topics to be covered:
• Grade 5 Physical features of South Africa
• Planning and timing

Instructions:
• Study the extracts from Platinum Social Sciences Grade 5 and Day-by-Day Social Sciences Grade 5.
• Discuss and answer the questions that follow.

Questions:

1. Discuss the amount of content to be covered in this section. How do these activities assist in covering a large amount of content effectively?

Annual Teaching Plan Grade 5 Geography

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Map skills (focus: Africa)</td>
</tr>
<tr>
<td>2</td>
<td>Physical features of South Africa</td>
</tr>
<tr>
<td>3</td>
<td>Weather, climate and vegetation of South Africa</td>
</tr>
<tr>
<td>4</td>
<td>Minerals and mining in South Africa</td>
</tr>
</tbody>
</table>

South Africa’s main rivers

South Africa is a dry country, with only two large river systems. The Gariep-Orange River System in the centre of the country flows westwards towards the Atlantic Ocean. The Limpopo River System in the north east flows in a northern and eastern direction into the Indian Ocean. The rivers in the south of the country do not join up to form any large river systems. They all have their sources in the mountains and flow into either the Atlantic or Indian Oceans. These are the main rivers of South Africa. They are numbered on the map on page 43.

1. Gariep-Orange  9. Great Kei
2. Olifants         10. Tugela
5. Gourits         13. Limpopo
7. Sundays         15. Vaal
8. Great Fish      16. Coledon

Taken from Day-by-Day Social Sciences Grade 5 (pages 42)
Activity 5 Find out about river systems

Use the map of South Africa’s main rivers and the map key to answer these questions:

1. Which three main rivers form the Gariep-Orange River System?
2. In which country does the Caledon River have its source?
3. In which province does the Vaal River join the Gariep-Orange River?
4. In which country does the Limpopo River System have its mouth?
5. Name a river that has its source in the Western Cape and its mouth in the Eastern Cape.
6. Name any two rivers that form part of a national boundary.
7. How many tributaries of the Tugela River are shown on this map?
8. Name the river(s) that flow through your own province.

Figure 3.5: The main rivers of South Africa

Taken from Day-by-Day Social Sciences Grade 5 (pages 43)
Here are ten of Africa’s most famous physical features:

1. 
2. 
3. 
4. 

ACTIVITY 5 Match the physical features

Here is some information about each of the photographs on these two pages.
1. Look carefully at each photograph and read the information below.
2. Match each piece of information to a photograph.
   - Each piece of information has a clue to help you.
   - Write the number of the photograph and the matching letter.
   A. The Sahara Desert is the largest hot, sandy desert in the world.
   B. The Namib Desert is on the coastline of Namibia. Because so many ships have been wrecked here, this coastline is also called the Skeleton Coast.
   C. The Nile River brings water to some parts of the Sahara desert. This is the longest river in the world.
   D. Another name for the Victoria Falls is Mosi-oa-Tunya, which means “the smoke thunders”. As the water falls it makes smoke-like mist and a great noise.
   E. Water falls form where rivers flow over a shelf of rock. The Maletsunyane Falls in Lesotho is the highest waterfall in Southern Africa.
   F. Lake Victoria is a large area of fresh water on the equator. This is where the Nile River begins.
   G. The Congo River flows through the rainforests of Central Africa. Two countries are named after this great river.
   H. Mount Kenya is on the equator. It is sometimes covered with snow. This is because the higher you go, the colder it gets.
   I. The Orange-Orange River flows over the Augrabies Falls and into a deep valley or canyon of smooth rock.
   J. Laurie is at the top of Thabana Ntlenyana, the highest mountain peak in the uKhahlamba-Drakensberg range of mountains.
Activity F: Social Sciences Intermediate Phase (Grade 5) History

These examples are from Platinum Social Sciences Grade 5 and Day-by-Day Social Sciences Grade 5.

Topics to be covered:
- Grade 5 History: Heritage of the different provinces
- Assessment

Instructions:
- Study the extracts from Day-by-Day Social Sciences Grade 5 and Platinum Social Sciences Grade 5.
- Discuss and answer the questions that follow.

Questions:

1. Discuss the importance of learners using the correct terminology when writing their assessments.

2. Which History Social Sciences topic(s) do these activities cover?

Annual Teaching Plan Grade 5 History

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Hunter gatherers and herders in Southern Africa</td>
</tr>
<tr>
<td>2</td>
<td>First Farmers in Southern Africa</td>
</tr>
<tr>
<td>3</td>
<td>An ancient African Society: Egypt</td>
</tr>
<tr>
<td>4</td>
<td>A heritage trail through the provinces of South Africa</td>
</tr>
</tbody>
</table>

2. Fill in the missing words in the following sentences.
Choose from these words:

a) An understanding that each of us is different and unique, is called: ________.

b) All the things we inherited from the past that we in turn want to pass on to our children is called: ________.

c) Knowledge that has always been in a place, and not been brought from somewhere else is called: ________.

d) The way things were done long ago is called: ________.

e) The way we do things in our day-to-day lives is called: ________.

(5 x 1) = (5)

Taken from Platinum Social Sciences Grade 5 (page 163)
Language activity

1. Choose the correct words.

a) This is the death mask of Tutankhamen. It tells us that he died when he was a (young/old) man.

b) This is a photo of (archaeologists/botanists) excavating the tomb.

c) Tutankhamen was found as a (mummy/skeleton) inside a gold coffin in the tomb.

2. Choose one of the photos on this page and imagine you are there. Write two sentences about how you are feeling.
Activity G: Social Sciences Intermediate Phase (Grade 6) Geography

These examples are from Platinum Social Sciences Grade 6 and Day-by-Day Social Sciences Grade 6.

Topics to be covered:
- Grade 6 Map skills (Longitude and latitude)
- Adaptation for different learning environments

Instructions:
- Study the extracts from Platinum Social Sciences Grade 6 and Day-by-Day Social Sciences Grade 6.
- Discuss and answer the questions that follow.

Questions:

These are very practical activities that may need to be adapted to different classroom situations.

1. Discuss whether they are possible to do in your classroom situation and if not, how they could be adapted.

2. Which Geography Social Sciences topic do these activities cover?

<table>
<thead>
<tr>
<th>Annual Teaching Plan Grade 6 Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
</tbody>
</table>
**ACTIVITY 2  Make your own globe**

Work in groups of three learners. You will need:
- a round plastic ball or a balloon
- a pen that can be used to draw on the ball or balloon.
1. Spin the ball/balloon between two fingers. Use a pen to mark the two spots where your fingers hold the ball/balloon. (For a balloon, mark the knot as one spot and the opposite side as the other.)

2. Label: North Pole – 90° N and South Pole – 90° S on the ball/balloon.

3. Draw a line half way between the South Pole and the North Pole. Label this line: Equator – 0° latitude.

4. Draw a line on one side from the North Pole to the South Pole. Label this line: Greenwich Meridian – 0° longitude.

5. Draw another line from north to south on the other side of your ball/balloon. It should be opposite the Greenwich Meridian. Label this line: 180° longitude. Keep your globe for the next activity.
Lines of latitude and longitude are named in degrees

The Equator is the middle line of many other lines of latitude which run parallel to it. The Equator is also known as the 0° line of latitude. All the lines of latitude on a globe are named as a degree north or south of the Equator (the 0° line). Each line of latitude takes its name from the size of the angle that is formed between 0° and the centre of the globe.

To understand concept, this we need to see inside a globe!

![Figure 1.3: External view of a globe](image1)
![Figure 1.4: Internal view of a globe](image2)

Activity 1 Understand how lines of latitude get their names

1. Cut an apple in half lengthways. Mark a vertical line through the core or centre of the apple.
2. Mark a horizontal line through the core on the cut surface of the apple. This line represents the Equator or the 0° line of latitude.

Key words

- **Lines of latitude** – horizontal lines that run parallel to the Equator. These lines can be north or south of the Equator
- **Parallels** – another name for lines of latitude
- **Equator** – the imaginary horizontal line that divides the Earth into northern and southern hemispheres
- **Lines of longitude** – vertical lines that meet at the North and South Poles
- **Meridians** – another name for lines of longitude
3. Follow this same line, marking it all the way around the skin surface of the apple. You have now marked the Equator on both the inside of the apple (like the inside of the globe, which we cannot see) and on the outer skin side (like the outside of a globe, which we can see).

4. On the top left quarter of the cut surface, mark an angle halfway between the line that represents the Equator and the central vertical line. This line is a 45° angle. Where this line reaches the skin surface, draw another line all around the skin, parallel to the Equator. This line represents the 45° north line of latitude that we can see on the outside of a globe.

5. Repeat the last step, but this time, mark an angle and line on the bottom left quarter of the cut surface. Make this angle about 60°. You can then draw in the 60° south line of latitude all the way around the outer skin surface of the apple.

Lines of longitude are also named by the angle they form at the centre of the globe. The apple on the right is cut in half horizontally. This shows you how lines of longitude form angles at the centre of the globe.
Activity H: Social Sciences Intermediate Phase (Grade 6) History

These examples are from Platinum Social Sciences Grade 6 and Day-by-Day Social Sciences Grade 6.

Topics to be covered:
- Grade 6 Democracy and Citizenship
- Formal Assessment Tasks

Instructions:
- Study the extracts taken from Day-by-Day Social Sciences Grade 6 and Platinum Social Sciences Grade 6.
- Discuss and answer the questions that follow.

Questions:

1. Platinum and Day-by-Day Social Sciences provide all of the formal assessments for the learners. Discuss how learners can be guided through the process of doing a research project in terms of:
   - Writing skills
   - Layout
   - Timing?

2. Which History Social Sciences topic does this activity cover?

### Annual Teaching Plan Grade 6 History

<table>
<thead>
<tr>
<th>Term</th>
<th>Grade 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An African kingdom long ago in Southern Africa: Mapungubwe</td>
</tr>
<tr>
<td>2</td>
<td>Explorers from Europe find in Southern Africa</td>
</tr>
<tr>
<td>3</td>
<td>Democracy and citizenship in South Africa</td>
</tr>
<tr>
<td>4</td>
<td>Medicine through time</td>
</tr>
</tbody>
</table>
Formal assessment task

History research project
You are going to write the biography of a South African who has contributed to building democracy in South Africa. It does not have to be a famous person. You can write the biography of a person who lives in your local area.

Step one: Look for information on the person you wish to research. If the person lives in your area, you can interview them. Start the interview by asking them to talk about the important events in their life. Then move on to asking them about the things they do in the community to promote democracy. Don’t forget to ask them what motivates them to do these things. Ask about the things that happened in the past that may have motivated them. Childhood stories always make a biography more interesting.

If the person you are writing about is well known, you can look for information on the Internet. If you do not have access to the Internet, you can do research at a library. An encyclopaedia is a good place to start.

Step two: Begin by drawing up a simple time line of the person’s life. Choose three or four key events and write about these events in more detail.

Step three: Try to find a few interesting personal facts about the person. Are they kind? Do they like jokes? Do they like to sing? Do they watch soccer?

Step four: Look for a description of them by another person. This description will add interest to your biography. If you are writing about a local person, ask someone else in the community about him or her.

Step five: Use the person’s own words. If you are interviewing a local person, record some of the person’s actual words. If the person is well known, try to find some actual words that the person has said.

Step six: Now organise your information into a written biography. Begin with a summary of the person’s life in the first paragraph. Then move on to a description of important events and achievements. End with some personal details about the person, and things that other people say about the person.

Step seven: End the biography with why you think he or she is an important person.

Key word
biography — a story of someone’s life

Taken from Day-by-Day Social Sciences Grade 6 (page 156)
Project: Research and write a biography

Many people have helped to build the democracy that we now have in South Africa. For this project, you will choose such a person and write his or her biography in two to three pages.

1. Choose a South African leader who has helped to build democracy. Remember, a leader is someone who:
   • listens to and works with others in a team
   • is dedicated to helping others
   • is brave and is prepared to give up something for the sake of others.

2. Find out information about this person’s biography.

3. Use at least two different sources to find the information. Here are some examples of sources:

4. Write the biography clearly and neatly.

5. List all the sources you used.

Your teacher will mark your project as follows:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Mark allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>All required information is included</td>
<td>10</td>
</tr>
<tr>
<td>Information is ordered clearly</td>
<td>5</td>
</tr>
<tr>
<td>Contains relevant pictures and/or diagrams</td>
<td>5</td>
</tr>
<tr>
<td>Sources are listed clearly</td>
<td>4</td>
</tr>
<tr>
<td>At least two sources are used</td>
<td>2</td>
</tr>
<tr>
<td>Is neat and attractive</td>
<td>3</td>
</tr>
<tr>
<td>Is handed in on time</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Taken from Platinum Social Sciences Grade 6 (page 157 - 159)
How Platinum and Day-by-Day Social Sciences books can help your teaching

At the beginning of the workshop, you were required to rank the importance of the criteria that are considered important to most teachers when choosing a textbook.

The Platinum and Day-by-Day Social Sciences books cover all of these criteria.

Sequencing of content according to the CAPS

The Platinum and Day-by-Day Social Sciences books follow the exact sequence of the CAPS. Teachers are able to follow the sequence of the textbook and be confident that they have covered everything required by CAPS and in the correct order.

Relevant and up to date content

The authors of Platinum and Day-by-Day Social Sciences books have ensured that the latest CAPS requirements are covered as well as the latest content required by the subject. Assessment tasks are all relevant to the ages of the learners.

Specific tasks required for Programme of Assessment e.g. tests, projects etc.

The Platinum and Day-by-Day Social Sciences books include all the required tasks for the Programme of Assessment and the Teacher’s Guide includes all of the guidelines and answers. These can also be used for revision, extension and expanded opportunities.

Annual teaching plan according to the CAPS with term-by-term overview

The Platinum and Day-by-Day Social Sciences books follow the exact sequence of the CAPS. They also provide a term planning tool which assists in annual and quarterly planning.

Teacher’s Guide which provides guidance and answers for Programme of Assessment

The Platinum and Day-by-Day Social Sciences books both have a Teacher’s Guide that provides guidelines on how to use the assessments and how to mark them. Rubrics, memoranda and checklists are also provided where appropriate.
Variety of revision activities

The Platinum and Day-by-Day Social Sciences books both provide many different activities, which test knowledge and understanding on a variety of levels. Teachers are able to see the learners’ understanding of the content matter straight away. These activities are very practical and assess the content in the CAPS.

Diagrams and pictures to explain content

The Platinum and Day-by-Day Social Sciences books both have many supporting diagrams and pictures to support the content. They both are in full colour with eye-catching photographs.

Remedial activities to support those learners that may need extra support

The Platinum and Day-by-Day Social Sciences books have many activities in the chapters as well as revision sections at the end of every topic. The Platinum Social Sciences also has remedial worksheets, which accompany the Teacher’s Guide.

Extension activities to support those learners that need expanded opportunities

The Platinum and Day-by-Day Social Sciences Books have many activities in the chapters as well as revision sections at the end of every topic. The Platinum Social Sciences also has extension worksheets, which accompany the Teacher’s Guide.

<table>
<thead>
<tr>
<th>Day-by-Day components</th>
<th>Platinum components</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learner’s Book</td>
<td>• Learner’s Book</td>
</tr>
<tr>
<td>• Teacher’s Guide with free book of photocopiable worksheets</td>
<td>• Teacher’s Guide with free book of photocopiable worksheets for remediation and extension</td>
</tr>
</tbody>
</table>