



# Clever

## Social Sciences



P Ranby



# 5

Learner's  
Book

# Clever Social Sciences

Grade 5  
Learner's Book

Peter Ranby



**Clever Social Sciences Grade 5**

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### In this chapter you will...

• learn how to study maps of Africa and the world	✓
• learn how to use the eight compass directions	✓
• discover the names of oceans around Africa	✓
• identify the names of some of Africa's big cities	✓
• learn how to identify South Africa's neighbours on a map	✓
• learn how to find places on the physical map of Africa	✓
• learn how to study photographs of places in Africa.	✓

## Unit 1 The world map

### Important words

<b>compass</b>	a piece of equipment that has a needle that always points to where north is
<b>continent</b>	one of the world's largest pieces of land, e.g. Africa
<b>direction</b>	the way to a place
<b>Equator</b>	a line that divides the world into two equal halves – north and south
<b>globe</b>	a ball-shaped map of the world
<b>poles</b>	the cold points at the northern and southern tips of the world
<b>position</b>	where a place is compared to another place



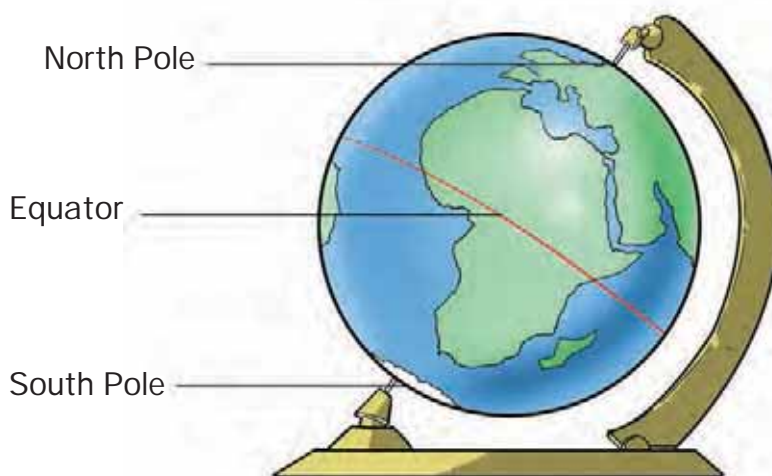


*We know the world is round because people have seen the world from space.*

## 1. The position of the Equator and the poles on a globe

A **globe** is a ball-shaped map of the world. A globe shows the correct shape and **position** of the land on our planet. Different parts of the world have special names.

The **Equator** is the line that divides the world into two equal halves. The **poles** are the cold areas at the very top and bottom of the globe.



*A globe is a round map of the world. It looks like a ball on a stand.*

## 2. The seven continents

**Continents** are large areas of land. Africa is a continent. You will remember from Grade 4 that the world has seven continents.



*The seven continents*

### Classroom activity 1

1. List the world's seven continents.
2. On which continent is South Africa?
3. Name the three continents the Equator passes through.
4. Look at the globe on page 2 and the map of the seven continents on this page. Now answer these questions:
  - a. Is Europe closer to the North Pole or to the South Pole?
  - b. On which continent is the South Pole?

### 3. The eight compass points

The words 'north' and 'south' tell us about **direction**. Direction helps us to describe the position of places. We live in South Africa. The word south tells us that South Africa is in the south part of Africa.

In Grade 4 you learnt that there are four compass points – north, south, east and west.

There are four more compass points. These are north-east, south-east, south-west and north-west. They describe directions between the four main compass points.

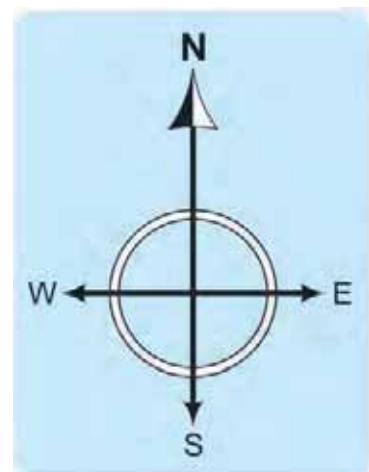
### 4. Giving directions

We use the words *to* and *from* to help us explain the directions of places related to other places. The word *from* tells you about the place where you are, for example South Africa. The word *to* tells you about the place where you are going, for example Europe.

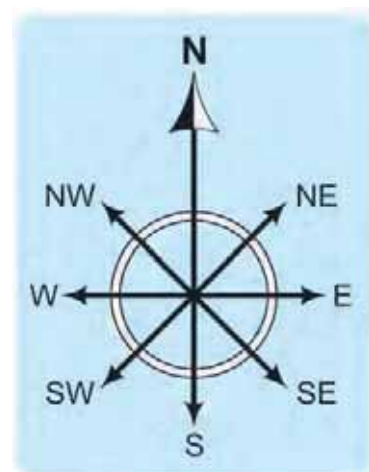
The compass on the map on page 5 is over South Africa. This helps us to give directions from South Africa to other places in the world. For example, you go north to get to Europe from South Africa.



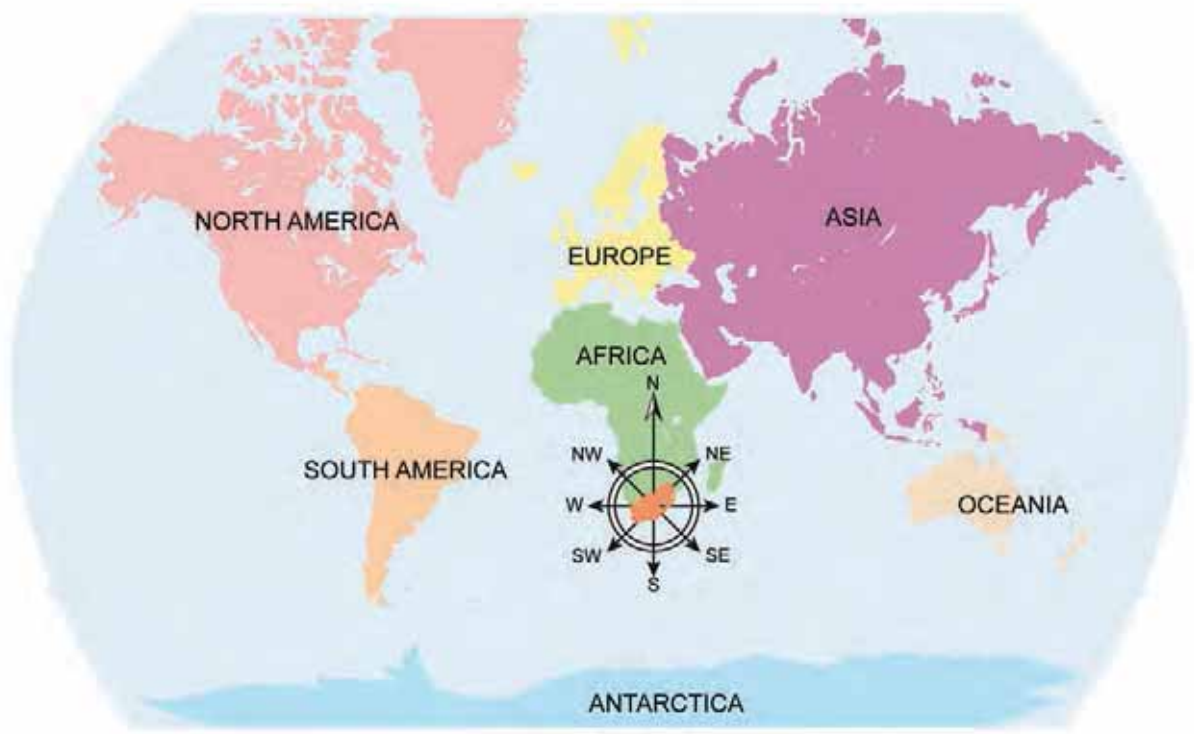
*South Africa is in the south part of Africa.*



*The four compass points*



*The eight compass points*



*A compass helps you give directions on a world map.*

### **Classroom activity 2**

1. What direction is Europe from South Africa?
2. What direction is South America from South Africa?
3. Which continent is north-east from South Africa?
4. Give the position of North America from South Africa.
5. Give the direction you would go from South Africa to get to Oceania.

## Unit 2 Africa our continent

### Important words

<b>border</b>	a line that separates one country from another
<b>capital city</b>	an important city in a country where the government works from
<b>coastline</b>	the place where the land and sea meet
<b>country</b>	an area of land ruled by a government
<b>island</b>	a piece of land (smaller than a continent) surrounded by water
<b>landlocked</b>	when a country has borders with other countries and not with a sea or ocean
<b>neighbours</b>	people or countries close to one another in space
<b>ocean</b>	a very large area of salt water
<b>rural</b>	the countryside, away from cities
<b>sea</b>	a large area of salt water close to land areas

### 1. Africa's oceans on the world map

We live on the continent of Africa. Africa has water to the north, south, east and west. An **ocean** is a very large area of water, for example, the Atlantic Ocean.

A **sea** is a large area of water close to the land, for example, the Red Sea. A sea is smaller than an ocean.

*Oceans and seas around Africa*





### Classroom activity 3

1. Name the ocean to the west of Africa.
2. What ocean is to the east of Africa?
3. What is the difference between an ocean and a sea? Write your answer like this:
  - a. An ocean is ...
  - b. A sea is ...
4. What sea is found next to the north-east part of Africa?
5. Give the position of the Mediterranean Sea from Africa.

## 2. Countries of Africa

There are 55 countries in Africa. A **country** is an area of land ruled by a government. A **border** separates one country from another. We show a border on a map as a line.



*The countries of Africa*



### 3. Countries and borders

People make borders to separate one country from another. Not all borders are the same. You can see from the map of Africa that parts of some borders are straight lines. Other parts of borders are twisting lines. Some borders are along the ocean.

#### Classroom activity 4

- Point to a part of a border on the map of Africa on page 7 that is a straight line.
  - Find a border on the map that is a twisting line.
1. Name three countries on the map that have a border with the ocean.
  2. Name a country on the map that does not have a border with other countries.

#### Islands and coastlines

An **island** is a piece of land that is surrounded by water. The place where the land meets the ocean is the **coastline**.

Madagascar is an island and also a country. Madagascar does not have a border with any other country. The border of Madagascar is the coastline.

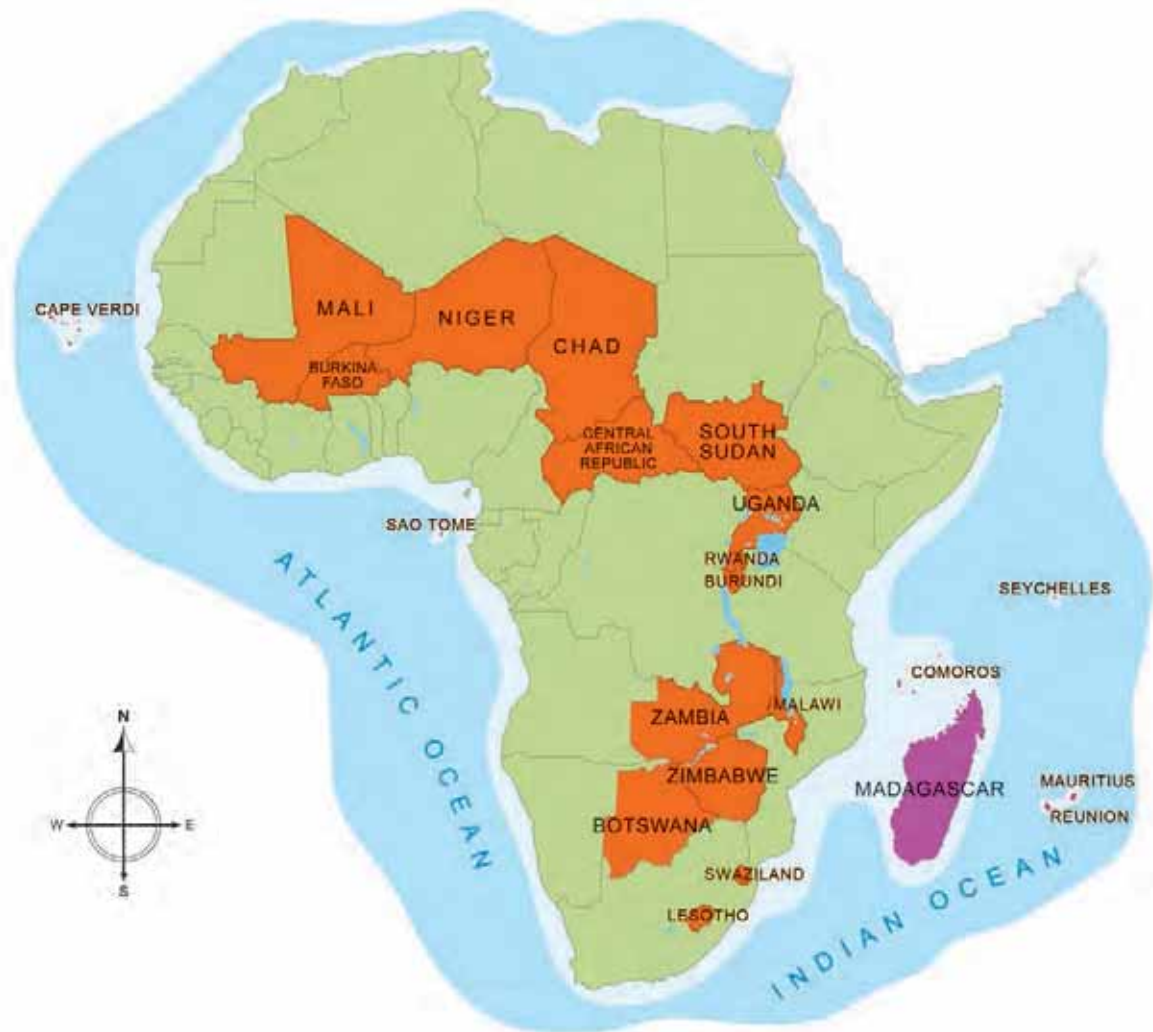
The island of Zanzibar is not a country. Zanzibar belongs to Tanzania. Zanzibar is a piece of Tanzania.



*The island of Madagascar*

#### Homework activity 1

- Look at the maps of Africa on pages 6 and 7.
  - Find the island of Madagascar. Point to it.
  - Find Zanzibar on an atlas map of Africa.
1. What is an island?
  2. Name two other islands or groups of islands in Africa.
  3. Which country in Africa has the longest coastline?
  4. Which country does Zanzibar belong to?
  5. Name a country in Africa with a coastline that is on the Equator.



*Some of Africa's islands and landlocked countries*

## Landlocked countries

Some countries have borders only with other countries. Countries that do not have a coastline are **landlocked** countries.

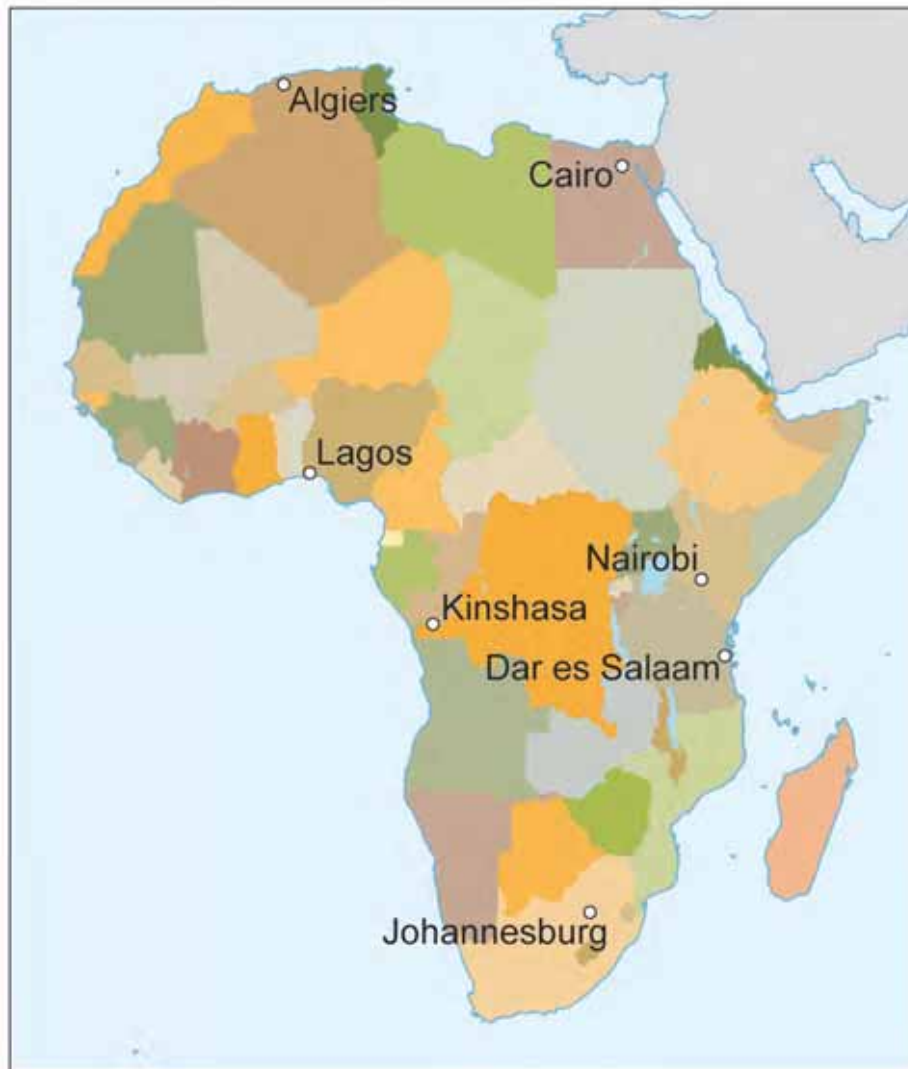
### Classroom activity 5

1. a. Name two landlocked countries in Africa north of the Equator.  
b. Name two landlocked countries in Africa south of the Equator.
2. Copy the following table into your exercise book. List one good thing and one difficult thing about being a landlocked country.

Good thing about a landlocked country	Difficult thing about a landlocked country

## 4. Big cities of Africa

Every year more and more people move to Africa's cities. Soon, more people in Africa will live in cities than in **rural** areas.



*Africa's biggest cities*

### The population of Africa's biggest cities

City	Country	Number of people (in millions) who live in the city
Cairo	Egypt	11.6
Lagos	Nigeria	10
Kinshasa	Democratic Republic of Congo	7.9
Johannesburg	South Africa	6.2
Nairobi	Kenya	3.1

## Classroom activity 6

1. Look at the map showing Africa's cities.
  - a. Name the cities that are north of the Equator.
  - b. Name the cities that are south of the Equator.
2. Look at the table on page 10. Copy and finish these sentences.
  - a. The biggest city is ... This city is in ...
  - b. The smallest city is ... This city is in ...
3. Name one city in East Africa and one city in West Africa.

## 5. South Africa's neighbours

We call the countries next to South Africa, our neighbours. South Africa has six neighbours.



*South Africa's neighbours*

## Classroom activity 7

1. Copy out the sentences below and fill in the correct compass points. Choose from these points: east, north, north-west.
  - a. The country to the ... of South Africa is Botswana.
  - b. Namibia is to the ... of South Africa.
  - c. The small country to the ... of South Africa is Swaziland.
2. Look at the map. Which country has the longest border with South Africa?
3. Which country has only one neighbour? Hint: It is a small country.

## 6. Capital cities

All countries have a capital city. The capital city is one of the most important cities in a country. The government works from the capital city. Some capital cities are the biggest cities in the country.

### Capital cities of South Africa's neighbours

Country	Capital city
Namibia	Windhoek
Botswana	Gaborone
Zimbabwe	Harare
Mozambique	Maputo
Swaziland	Mbabane
Lesotho	Maseru



*The capital cities of South Africa and neighbours*

South Africa has two capital cities, Tshwane (Pretoria) and Cape Town. Different parts of the government are based in each of these cities.

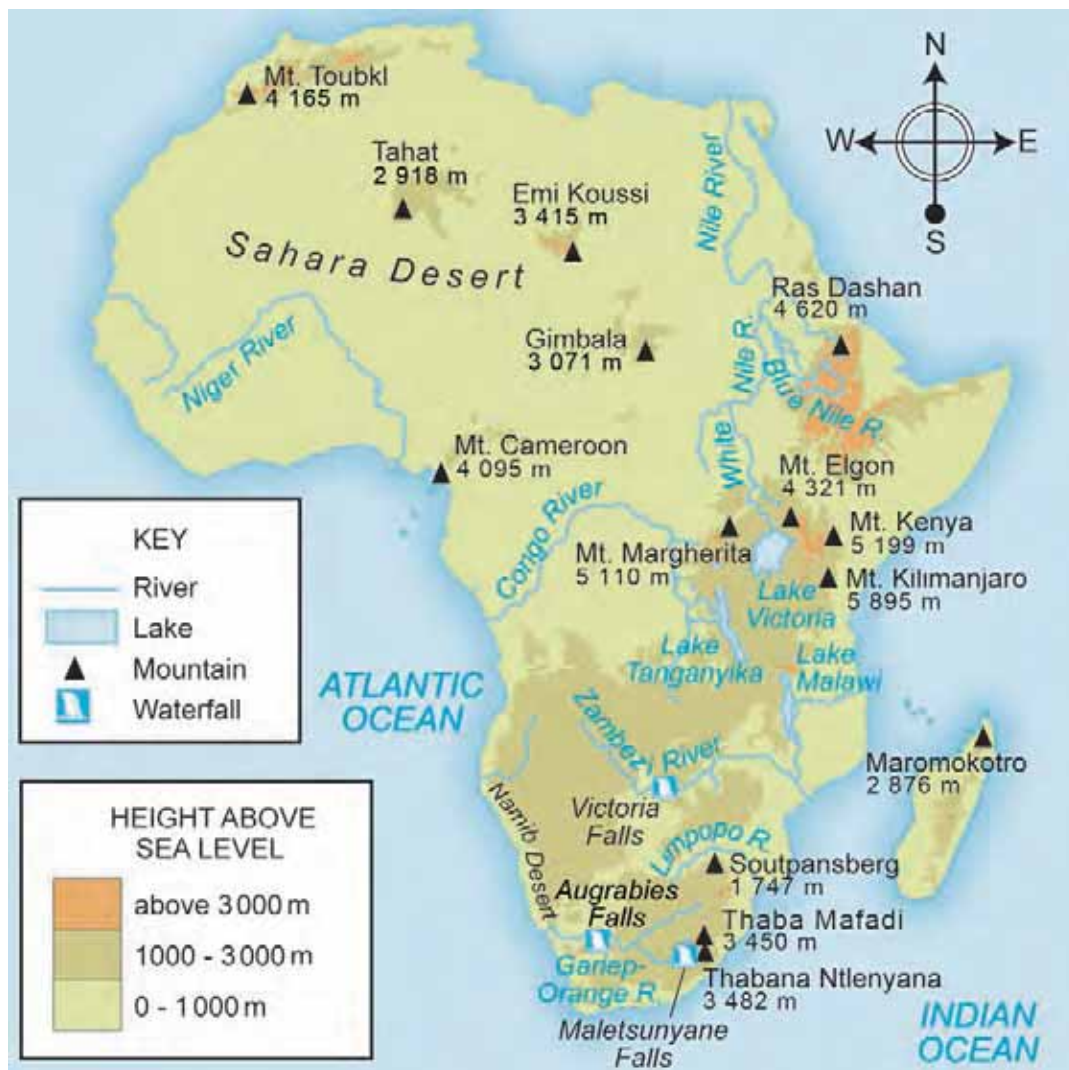


## Unit 3 A physical map of Africa

### Important words

<b>lakes</b>	large areas of fresh water surrounded by land
<b>physical features</b>	natural objects that stand out on the land
<b>physical map</b>	a map that shows natural objects such as rivers and mountains
<b>rivers</b>	channels of water that flow from the land into the sea
<b>waterfall</b>	when a river flows over a big drop or cliff

### 1. Physical features of Africa



*A physical map of Africa*

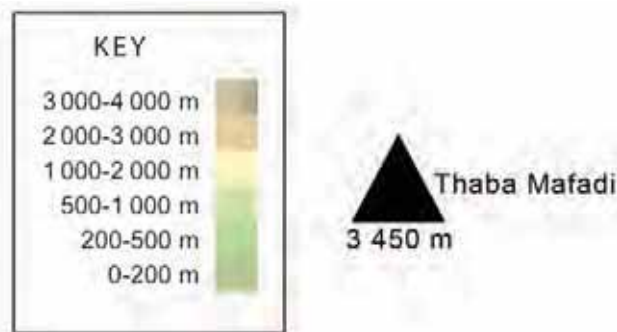


Physical means something to do with nature. A **physical map** shows things that have to do with nature, such as **rivers**, mountains, **lakes** and low-lying areas. We call these things **physical features**.

## 2. Showing height on a physical map

A physical map shows how high land is at different places. We measure height in metres (m) above the sea at the coast. We call this height sea level. Sea level is 0 metres. The highest mountain in South Africa is Thaba Mafadi. Thaba Mafadi is 3 450 metres above the sea level.

*We can show height with colours and with numbers*



### Homework activity 2

- Look at the physical map on page 13.  
Choose from these heights to answer the questions: 0–1 000 m, 1 000–3 000 m, above 3 000 m.
  - How high is most of the land south of the Equator?
  - How high is most of the land north of the Equator?
- Name the highest place in Africa.
- What is the highest place in southern Africa?

## 3. Africa's high mountains

The table shows some high mountains in Africa. These mountains are in four different countries.

### Africa's high mountains

Mountain	Height (m)	Country
Kilimanjaro	5 895	Tanzania
Mount Kenya	5 199	Kenya
Thabana Ntlenyana	3 482	Lesotho
Thaba Mafadi	3 450	South Africa



*Mount Kilimanjaro*

- Mount Kilimanjaro is on the border between Kenya and Tanzania.
- Mount Kilimanjaro is about 300 km south of the Equator.



*Mount Kenya*

- Mount Kenya is the second highest mountain in Africa.
- Mount Kenya is an old volcano.



*Thabana Ntlenyana*

- Thabana Ntlenyana means 'little beautiful mountain' in Sesotho.
- Thabana Ntlenyana is the highest mountain in Africa south of Kilimanjaro.



*Thaba Mafadi*

- Thaba Mafadi is the highest mountain in South Africa.
- Thaba Mafadi is in the uKhahlamba-Drakensburg, close to the border with Lesotho.

## 4. Africa's rivers, lakes and waterfalls

Some parts of Africa get a lot of rain. The rain flows off the land in rivers. Sometimes water collects in large lakes.



### Africa's longest rivers

River	Length (km)
Nile	6 650
Congo	4 700
Niger	4 180
Zambezi	2 574
Gariiep-Orange	2 200
Limpopo	1 750

## Africa's lakes

There are three very large lakes in East Africa.



*Lake Victoria is more than twice the size of Lesotho.*

- Lake Victoria is the second largest lake in the world.
- Lake Tanganyika is the world's longest fresh water lake. It is 673 km long.
- Lake Malawi is 580 km long.

## Africa's waterfalls

When a river flows over a big drop or cliff it makes a **waterfall**.



*The Victoria Falls between Zambia and Zimbabwe make up the biggest waterfall in the world.*

- The Victoria Falls are on the Zambezi River.
- There is more water in the Victoria Falls than in any other waterfall in the world.
- The Zambezi River drops about 100 m over a steep cliff face to form the Victoria Falls.



## Africa's deserts

A desert is an area that has very little rain. There are very few animals and people in deserts. Africa has more than two deserts. The two great deserts in Africa are the Sahara Desert and the Namib Desert.

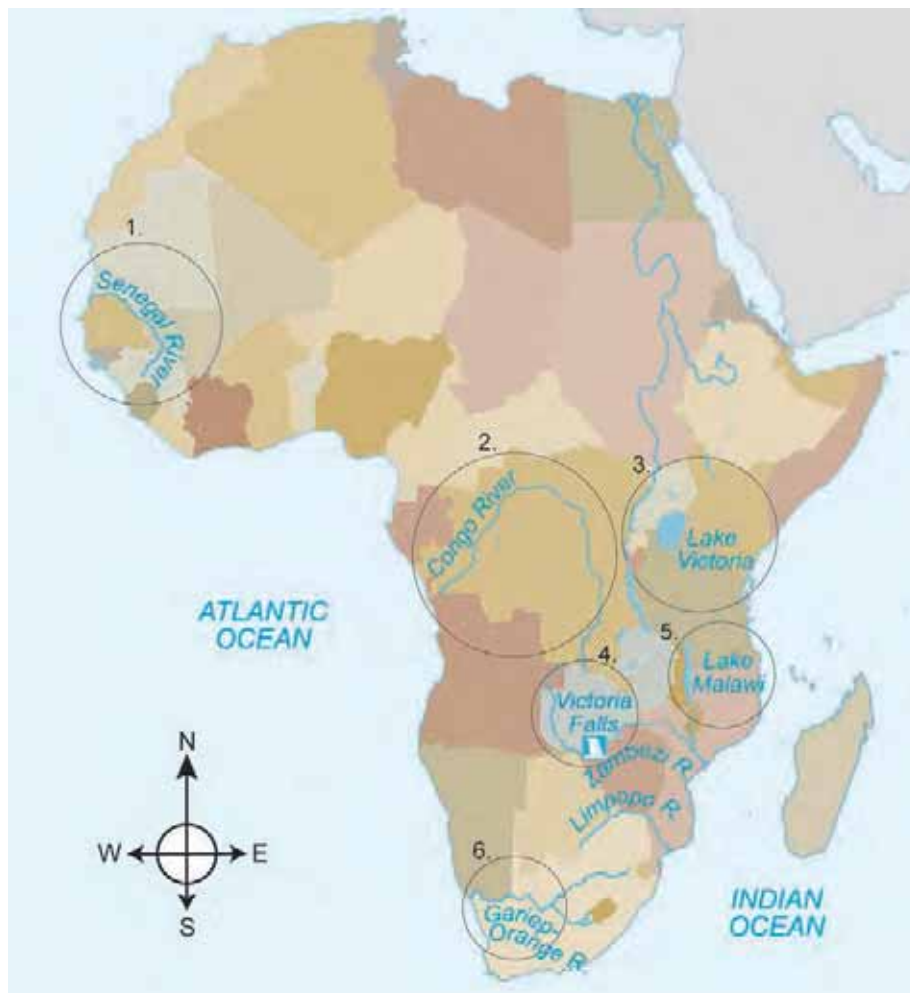


*The Sahara Desert*

- The Sahara Desert is nearly as big as the United States of America.
- Some parts of the Sahara have had no rain for 100 years.

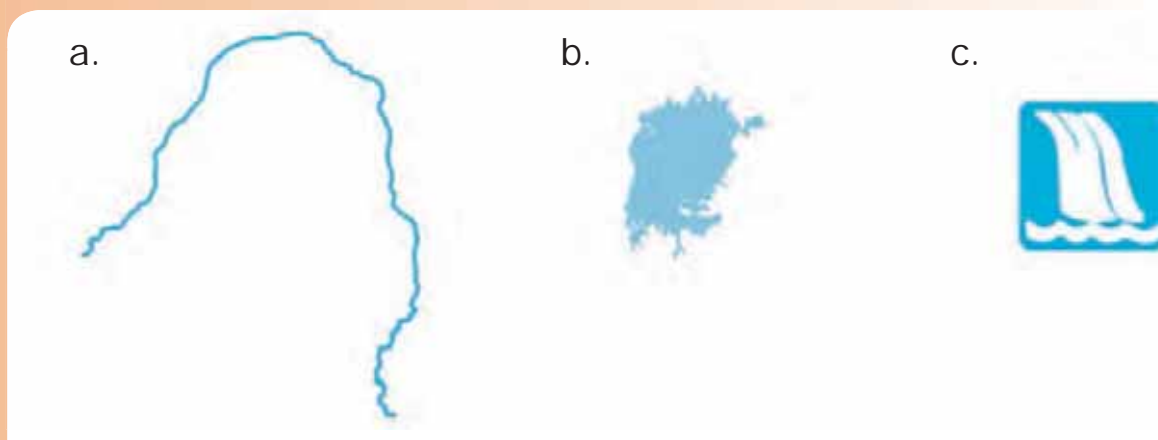
## 5. Physical features that are part of borders

Some physical features such as rivers and lakes are part of the borders between countries.



## Classroom activity 8

1. Name each of the three physical features in the drawings that follow.
2. Match each of the drawings with one of the numbers on the map on page 18.



*Physical features from the map on page 18.*

## Classroom activity 9

- Make a copy of the table that follows in your exercise book.
- Fill in the answers for each of the physical features 2–6. Follow the example for number 1.

Number	Name of lake or river	Borders with countries
1	Senegal River	Senegal, Mali, Mauritania
2	Congo River	
3	Lake Victoria	
4	Victoria Falls and Zambezi River	
5	Lake Malawi	
6	Gariiep-Orange River	



## Unit 4 Pictures of Africa

### Important words

**grid** the pattern made by lines drawn as squares on a map

### 1. Learning from pictures

Pictures help you to see places as they really are. The pictures that follow show different places in Africa.



*This photo shows the Congo River. The Congo River is an important transport route.*



*This photo shows a woman picking tea near Lake Malawi. Lake Malawi is one of the largest lakes in Africa.*



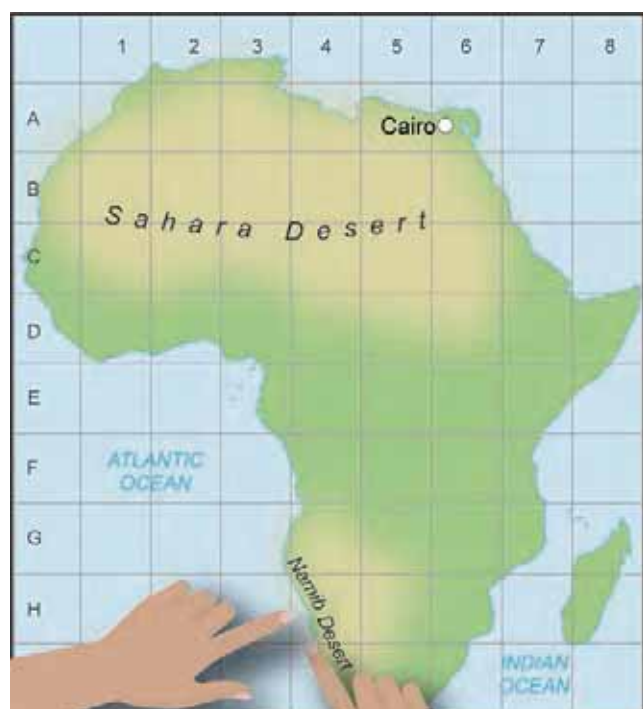
*This photo shows a building in Cairo. Cairo is the capital city of Egypt.*

## 2. Finding places using a grid

You can see the names of many of the places in this topic on the map of Africa that follows. There is a **grid** on the map.



In Grade 4 you learnt how to use a grid to find places on a map. For example, Cairo is in grid square A6. The Namib Desert is in grid square H4.



*Africa's deserts on a grid map*

## Classroom activity 10

Look at the map of Africa at the top of page 21.

1. Find the grid squares for the photos A, B and C on page 20.
2. What physical feature is in grid square E6?
3. Name the grid squares where these mountains are found:
  - a. Mount Kilimanjaro
  - b. Thabana Ntlenyana
4. Name the grid squares where you will find these cities:
  - a. Lagos
  - b. Cape Town

## In this chapter you will...

• discover ways we find out how people lived long ago	✓
• learn how to study rock paintings	✓
• learn about the San hunter-gatherers	✓
• understand the way of life of the Khoikhoi herders	✓
• learn how to compare the hunting and herding lifestyles	✓
• make links between the past and the present.	✓

## Unit 1 How we find out about hunter-gatherers and herders

### Important words

<b>clues</b>	information that helps you to understand something
<b>generation</b>	a group of people of similar ages – for example, children, parents, grandparents
<b>herders</b>	people who move from place to place with their animals
<b>hunter-gatherers</b>	people who live by hunting animals and collecting wild food
<b>lifestyles</b>	the way people live and what they do

The San **hunter-gatherers** and the Khoikhoi **herders** lived in southern Africa hundreds of years before African farmers and people from Europe.

Ways we find out how people lived long ago include:

- stories
- objects
- observing similar people today
- rock paintings
- books.

## 1. Stories

People tell stories from one **generation** to another. Grandparents tell their children and grandchildren stories from long ago. Stories can tell us about things that happened in the past. Stories can also tell us about how people lived long ago.

The hunt was very important for the San.



### Classroom activity 1

- Think about stories from the past that you know.
- Tell these stories to your class.



What can we learn about the past from stories?

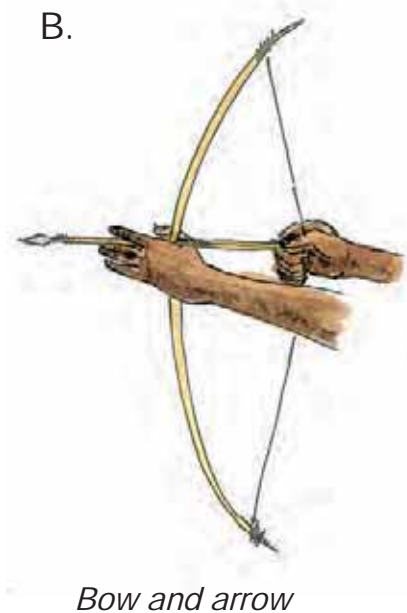
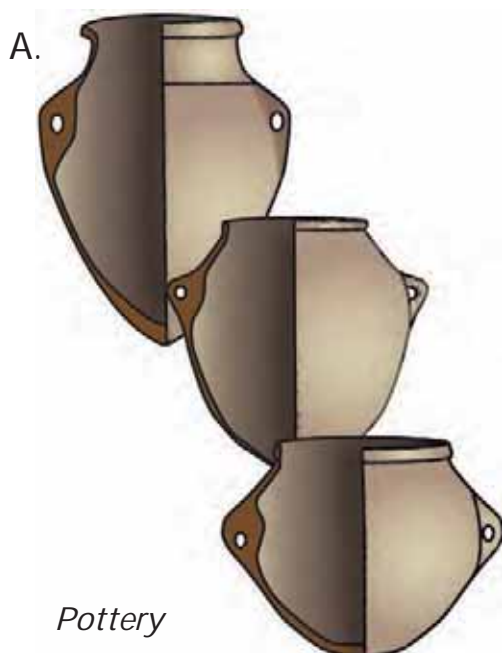


## 2. Objects

We learn about people from objects. Some objects stay on the land long after the people die. We can examine objects such as stone tools and pieces of pots. These objects are **clues** that help us to work out how people lived long ago.

### Objects tell us things about the past

Object	Things we learn from the object
	<ul style="list-style-type: none"><li>• The people used stone tools.</li><li>• This stone may have been part of a digging stick.</li><li>• People used digging sticks to dig for food.</li></ul>
	<ul style="list-style-type: none"><li>• The people cooked meat.</li><li>• The bones are sheep and cattle bones.</li><li>• The people kept animals.</li></ul>



## Classroom activity 2

- Draw a table like the one on page 25 that shows how we know about objects from the past.
- Draw the two objects A and B on the previous page in your table.
- List two or three things we can learn from each object. Follow the example in the table.

### 3. Rock paintings

There are many rock paintings in southern Africa. Most of the paintings were made by San hunter-gatherers.



*This man is pointing to some famous rock art in Namibia.*



*A hunter in a San rock painting*

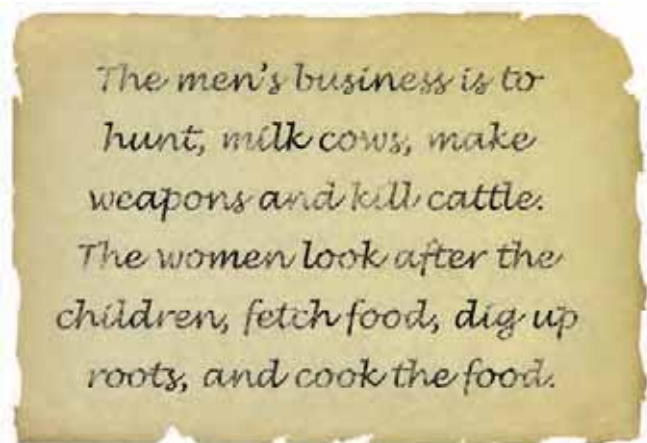
## Classroom activity 3

Look at the San rock painting of a hunter.

1. Name the weapon the hunter has.
2. How does this weapon work?
3. What do you think the hunter has on his back?
4. Why do you think the San made these paintings?

## 4. Books

The San and the Khoikhoi did not have writing. So we have no writing from them to tell us how they lived. Hundreds of years ago people from overseas visited San and Khoikhoi communities. Some people wrote about what they saw. Their books help us understand the way of life of the San and Khoikhoi.



*The words of a Swedish  
scientist written down in 1775*

## 5. Observing living societies

Modern herders may live like herders did long ago. Observing modern herders may provide some clues about herders from the past.



*A modern herder in Mali, West Africa*

We can learn many things from modern herders:

- how many animals the herders keep
- how long they spend in one place before they move
- the kinds of work men and women do
- how often people kill their animals
- ways herders find food.



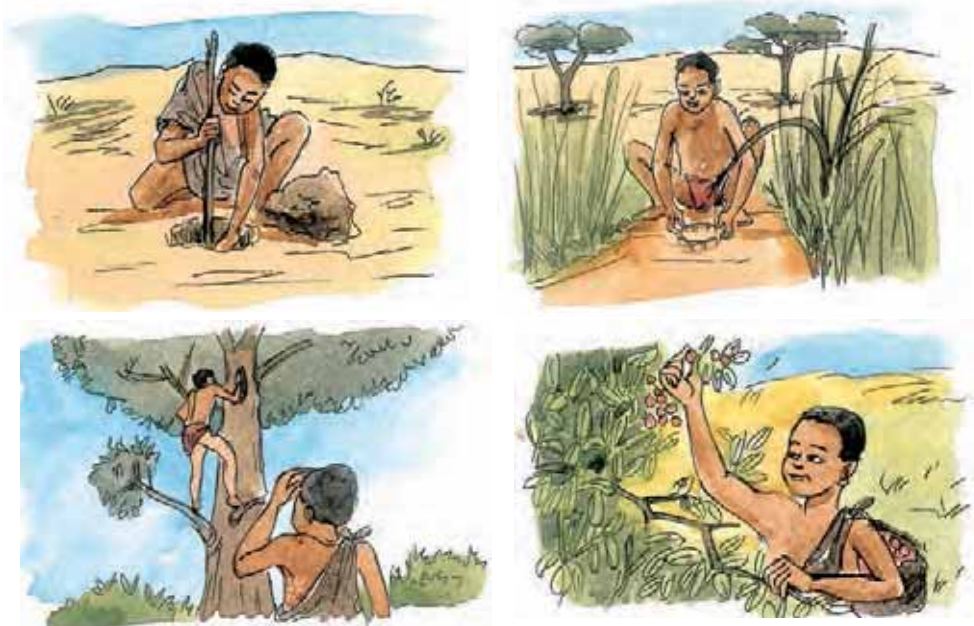
## Unit 2 San hunter-gatherers in the Later Stone Age

### Important words

<b>ancestors</b>	our relatives who lived long ago
<b>animal tracks</b>	footprints that animals make in sand
<b>arrows</b>	pointed metal weapons shot from a bow to stab animals during hunting
<b>bows</b>	curved wooden weapons used to shoot arrows at an animal during hunting
<b>environment</b>	everything around us
<b>interpret</b>	to look for the meaning of an object or action
<b>mantis</b>	an insect that has large spiky front legs folded like hands in prayer
<b>Stone Age</b>	a time in the past when tools were made from stone
<b>trance dance</b>	a healing dance done by the San people

### 1. The San lived from their environment

The San lived very close to nature. They had a deep understanding of the world around them. They got everything they needed from their environment.



*Some ways the San got their food*

- They used plants for food and medicine.
- They knew when and where to find certain foods.
- The San had names for over 400 plants.

### Classroom activity 4

Look at the drawings that show how the San got their food.

1. Name the food the San get from the tree.
2. Write out the two sentences below.

Choose from these words to complete the sentences:

trap, digging stick, animals, roots.

- a. The woman is using a ... to dig for ...
- b. The boy is setting a ... to catch small ...

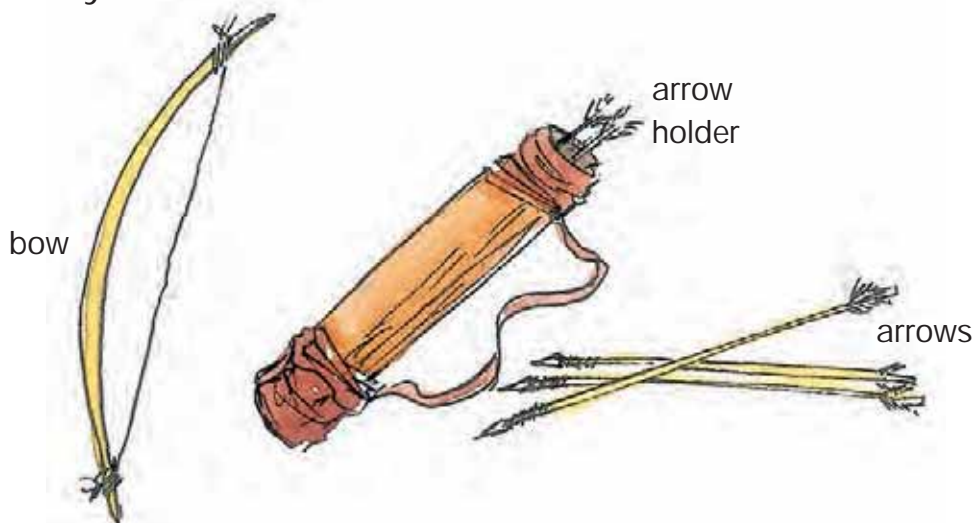
## Hunting animals

The San did not stay in one place for a long time. They followed the movement of animals.

- The San could recognise the **animal tracks** of all the animals in their environment.
- The men hunted animals by following their tracks.

## 2. The invention of the bow and arrow

The San used **bows** and **arrows** to hunt animals. These weapons worked very well.



*The San hunted with bows and arrows.*

The San put poison on their arrows. They got the poison from plants, insects and snakes. The arrow put poison into the animal's body.





*The San put poison below the arrow head. This was to make sure that they did not accidentally poison themselves if they cut themselves on the arrow point.*



*San hunters*

The San hunters followed an animal for days until it died from the poison. Hunters also used spears to kill animals that were weak from poison.

### **3. Social organisation: How the San lived together**

The San people lived in certain ways that made their way of life possible.

- The San usually lived in caves and rock shelters.
- They lived in groups of families.
- All people were equal in San groups.
- There were no leaders or chiefs.