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1. Location on earth  
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3. Natural vegetation and wildlife in a rainforest  
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1. Location on earth  
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Chapter 1

Map skills

In this chapter you will ...

- find out about latitude and longitude on a globe and a flat map
- identify the different hemispheres
- use degrees of latitude and longitude to locate places
- discover the importance of scale
- measure distances on maps
- work with maps in an atlas
- list some important facts about the physical world
- label some news events on the world map.

Unit 1 Latitude and longitude

Important words

- estimate: a rough calculation
- hemisphere: one half of the world – north or south; east or west
- latitude: distance north or south of the Equator
- locate: find the position of a place
- longitude: distance east or west of the Greenwich Meridian
- parallel: lines that run in the same direction and are always the same distance apart
1. **Latitude and longitude on a globe**

A globe is round like a ball. It shows the shape of the world and the continents and oceans. People draw lines on a globe to help locate places. These lines are called *latitude* and *longitude*.

Lines of latitude go around the world from east to west. Lines of longitude go around the world from north to south. It is easy to remember longitude as going down because it has the word *long* in it.
2. **The concept of hemispheres**

The Equator is a line of latitude. The Equator divides the world into two equal halves. Each half is called a **hemisphere**.

The Greenwich Meridian is a line of longitude. The Greenwich Meridian divides the world into the eastern and western hemispheres. We can compare lines of longitude to the divisions between the pieces of an orange.

---

**The Equator divides the world into the northern hemisphere and the southern hemisphere.**

**The Greenwich Meridian is the line of longitude that divides the world into the eastern and western hemispheres.**
Every place in the world is located in two hemispheres. Follow this example for Egypt. Egypt is north of the Equator. Therefore, we can say Egypt is in the northern hemisphere. Egypt is also east of the Greenwich Meridian. We can say that Egypt is in the eastern hemisphere as well as the northern hemisphere. We can give the position of every place in the world in two hemispheres, north or south and east or west.

Classroom activity 1

1. Name the line of longitude that divides the world into the eastern and western hemispheres.
2. Name the line of latitude that divides the world into the northern and southern hemispheres.
3. Name the two hemispheres where these countries are located:
   a. South Africa
   b. Egypt
   c. Ghana
4. **Latitude and longitude on a map**

A flat map of the world is less accurate than a globe. We use a flat map of the world because it is easier to work with. Lines of latitude and longitude divide the world into a grid. You used map grids in Grade 4 and Grade 5.

![Map of the world with latitude and longitude lines](image)

*Lines of latitude and longitude on a flat map of the world*

We give the latitude position as either north or south of the equator. For example, we say 20 degrees north. We can write this more simply as $20\degree$ N. We give the longitude position as either east or west of the Greenwich Meridian. For example, we write $40\degree$ E.

---

**Classroom activity 2**

Look at the world map above. Give the number in degrees of different lines of longitude or latitude that pass through the following countries. Write the correct number and compass direction of each line, for example $20\degree$ N, $40\degree$ E.

1. Zimbabwe
2. Ethiopia
3. Argentina
4. Japan
5. Sri Lanka
5. **Locating places in degrees of latitude and longitude**

The place where a line of latitude crosses a line of longitude is called a co-ordinate. A co-ordinate is like a crossroad. Co-ordinates give you the exact position of a place on a map. Look at the map of Africa on the right. You can see that the 20° N line of latitude crosses the 30° E line of longitude at a point in the country Sudan.

When we describe the position of a place we always write the latitude position before the longitude position: 30° S, 20° E, for example.

---

**Classroom activity 3**

1. Look at the map of Africa on page 8. Follow the 20° S line of latitude across Africa. Name the countries this line of latitude passes through.

2. Name the countries where the following co-ordinates meet:
   a. 20° S, 30° E
   b. 10° S, 20° E

3. Name the African cities that are close to these co-ordinates:
   a. 0° S, 10° E
   b. 30° N, 30° E.

4. Which South African cities are close to these co-ordinates?
   a. 30° S, 30° E
   b. 30° S, 20° E

5. Use an atlas or globe to find the latitude of the Tropic of Capricorn. Suggest a country in southern Africa where the photo below could have been taken.

---

*A signpost showing the position of the Tropic of Capricorn on the ground*
Maps only show some lines of latitude and longitude. You have to estimate where other lines will go. For example, 25° S is not shown on the map. But you know that 25° S (latitude) is halfway between the 20° S and the 30° S lines. Pretoria (Tshwane) is close to the 25° S line of latitude.

Homework activity 1

1. Complete the co-ordinates for Pretoria (Tshwane): 25° S, …°E.
2. Name the city at 15° S, 28° E.
3. Give the co-ordinates for Kampala and Algiers.
1. **The concept of scale**

Maps are smaller than the real world. It would be impossible to use a life-size map of a city.

Maps are smaller than the real world. Maps are an exact number of times smaller than the areas they show. We use **scale** to make things smaller than their real size. The map’s scale compares real distances on the land to the smaller distances on the map.

The scale of the map on page 11 shows the map distance compared to the ground distance. The map scale is one centimetre **represents** 100 metres. Scale: 1 cm : 100 m. You can see that the distance between the bicycle shop and the bus stop is 600 metres. On the map this distance is 6 centimetres.

We draw maps to different scales. The maps that follow each have a different scale.
2. Different scales

The maps on this page have different scales. On the world map, 1 cm represents 2 500 km on the ground. The map of Rustenburg shows a small part of the world. The scale is: 1 centimetre represents 100 metres on the ground. There is much more detail on a map of a town than a map of a country or the world.

**Word scale**

We use words to describe scale. For example:

*One centimetre on the map represents 50 kilometres on the ground.*

**Line scale**

Line scales appear as lines under the map. The number on the line scale shows the real distance on the ground.

*Examples of line scales on maps*
Classroom activity 4

1. Write the scale of the map of South Africa on page 10 as a word scale.
2. Draw the scale of the map of Rustenburg as a line scale.
3. Give the distances represented by one centimetre on the three maps.
   a. One centimetre on the world map represents....
   b. One centimetre on the map of South Africa represents....
   c. One centimetre on the map of Rustenburg represents....
4. Use the scale of the map above (school map) to work out real distances:
   a. Calculate the distance between the school and the bus stop.
   b. What is the distance between the bicycle shop and the school – going on the roads?

Scale on this map: 1 centimetre represents 100 metres on the ground.
3. **How to measure distances on maps**

1. You need a ruler to measure the distance between two points on a map.
2. Put the 0 cm mark of your ruler on one place. Measure the distance to the second place. Make a note of this number. For example: 3.5 cm.
3. Check the map scale. For example, \[ \text{Scale distance: } 1 \text{ cm represents 500 km.} \]  
   So, \( 3.5 \times 500 = 1750 \text{ km.} \)

---

**Classroom activity 5**

1. Calculate the straight line distances between:
   a. Johannesburg and Durban
   b. Rio de Janeiro and Cape Town.
2. What is the distance between New York and London?
3. Work out the total distance of an aeroplane flight between London, New Delhi and Sydney.
4. Calculating distances on a map of South Africa

Classroom activity 6

1. What is the map distance between Cape Town and Johannesburg?
2. What is the real distance between Cape Town and Johannesburg?
3. Make a copy of the distance table below. Write the correct distance between the places in the table. Use a ruler to measure these distances on the map of South Africa.

<table>
<thead>
<tr>
<th>Place</th>
<th>Place</th>
<th>Distance in km</th>
</tr>
</thead>
<tbody>
<tr>
<td>East London</td>
<td>Port Elizabeth</td>
<td></td>
</tr>
<tr>
<td>Upington</td>
<td>Mahikeng</td>
<td></td>
</tr>
<tr>
<td>Bloemfontein</td>
<td>Mbombela</td>
<td></td>
</tr>
<tr>
<td>Polokwane</td>
<td>Durban</td>
<td></td>
</tr>
<tr>
<td>Kimberley</td>
<td>East London</td>
<td></td>
</tr>
</tbody>
</table>
Important words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>atlas</td>
<td>a book of maps, diagrams and statistics</td>
</tr>
<tr>
<td>coniferous forests</td>
<td>forests with trees that have needles and cones</td>
</tr>
<tr>
<td>current events</td>
<td>things that happen in the world today</td>
</tr>
<tr>
<td>statistics</td>
<td>information given in numbers or short facts</td>
</tr>
</tbody>
</table>

1. **Kinds of information in an atlas**

There are many different kinds of information about the world in an atlas.

- Photos of different places
- Parts to teach you map skills
- An index to help you find places using co-ordinates
- Statistics about countries
- Maps of South Africa’s provinces
- Maps of the world
- Drawings and diagrams
2. How the contents page of an atlas is organised

<table>
<thead>
<tr>
<th>Mapping skills</th>
<th>Page 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important map-reading skills</td>
<td></td>
</tr>
<tr>
<td>Direction and scale</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>South Africa</th>
<th>Page 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps of provinces</td>
<td></td>
</tr>
<tr>
<td>Climate, vegetation, transport, farming, minerals, population, trade</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Southern Africa</th>
<th>Page 42</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maps of neighbouring countries</td>
<td></td>
</tr>
<tr>
<td>South African Development Community (SADC)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Africa</th>
<th>Page 51</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td></td>
</tr>
<tr>
<td>Physical geography</td>
<td></td>
</tr>
<tr>
<td>Human geography</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World</th>
<th>Page 64</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical and political</td>
<td></td>
</tr>
<tr>
<td>Countries and their capitals</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Our planet</th>
<th>Page 93</th>
</tr>
</thead>
<tbody>
<tr>
<td>The seasons and time zones</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Index</th>
<th>Page 95</th>
</tr>
</thead>
</table>

The contents page of the Publisher Atlas

Classroom activity 7

1. Look at the contents page above. How do you know this is an atlas for South Africans?
2. How many pages in the atlas are about South Africa and southern Africa?
3. Where in the atlas would you find a map of Swaziland?
4. In which section would you expect to find a map showing world population distribution?
5. How is the atlas index useful?
3. Maps of the provinces

All South African atlases have a separate map for every province. There are two maps of provinces on these pages. Look at these maps first and then look at a map of your own province. All maps have a scale, key, and title.

Part of Limpopo Province

<table>
<thead>
<tr>
<th>Facts</th>
<th>Limpopo</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest point</td>
<td>2 216 m</td>
</tr>
<tr>
<td>Main towns</td>
<td>Polokwane, Makhado</td>
</tr>
<tr>
<td>Population</td>
<td>5.2 million</td>
</tr>
<tr>
<td>Farming</td>
<td>Fruit, sunflowers</td>
</tr>
<tr>
<td>Industry</td>
<td>Platinum, iron and steel</td>
</tr>
<tr>
<td>Tourism</td>
<td>Mapungubwe, Bela Bela hot springs</td>
</tr>
</tbody>
</table>

Classroom activity 8

1. Name the provincial capital of Limpopo.
2. Name a town in the lowest (most southern) part of Limpopo.
3. Draw the symbols for a main road and a dam.
4. Give the degrees of the lines of latitude and longitude that cross near Makhado.
5. Name a group of mountains in the highest (most northern) part of Limpopo.
Facts

**Eastern Cape**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest point</td>
<td>3 001 m</td>
</tr>
<tr>
<td>Main towns</td>
<td>Port Elizabeth, East London</td>
</tr>
<tr>
<td>Population</td>
<td>6.6 million</td>
</tr>
<tr>
<td>Farming</td>
<td>Fruit, maize, cattle</td>
</tr>
<tr>
<td>Industry</td>
<td>Cars, furniture</td>
</tr>
<tr>
<td>Tourism</td>
<td>Addo Elephant Park, Wild Coast</td>
</tr>
</tbody>
</table>

**Classroom activity 9**

1. Name three rivers in the Eastern Cape.
2. What is the highest point in the Eastern Cape?
3. Write out the correct statement.
   Most of the land in the Eastern Cape is:
   a. above 2 000 m
   b. below 1 000 m
   c. between 1 000 m and 1 500 m
4. Calculate the straight line distance between Graaff-Reinet and Bhisho.
5. The lines of latitude and longitude that cross close to East London are ... ° S, ... ° E
4. World statistics

There are maps and tables in atlases that give information about the world in the form of numbers, we call these numbers statistics. An example is the population of cities.

**World’s three longest rivers**
- Nile 6 693 km
- Amazon 6 436 km
- Chang Jiang 6 378 km

**World’s three highest mountains**
- Everest 8 884 m
- K2 8 611 m
- Kangchenjunga 8 586 m

**World’s three biggest deserts**
- Sahara
- Arabian
- Gobi
World’s three biggest natural forests
- Coniferous forests of Russia
- Canadian coniferous forest
- Amazon rain forest

World’s three largest oceans
- Pacific
- Atlantic
- Indian

World’s three largest countries by size
- Russia
- Canada
- China

World’s three cities with the biggest population
- Tokyo: 32 million
- Mexico City: 20 million
- New York City: 19 million
Classroom activity 10

1. Name the largest country by size. On which continent is this country?
2. Name the longest river in Africa, the largest forest in North America, and the highest mountain in Asia.
3. Write a sentence about each word below. Explain what the place is. Also state where the place is.
   a. Tokyo       b. Gobi       c. Pacific

5. Current events

Things to do with Geography are happening all the time, all over the world. There are earthquakes, floods, famines, record crops, and new countries are even named. These are current events. You can hear about current events in the news. You are going to make a geography current events map like the map on page 21.

Classroom activity 11

• Do this activity as a group.
• Make a current events news map like the one on page 21. Include information you hear or read in the news.
• For the week your group is doing the news map, collect newspapers and magazines. Also watch the news on TV.
• Look for news that is about places in the world. Fill in a table like the one below. Follow the example in the table.
• At the end of the week, locate each piece of information on a map of the world. You can stick pieces of paper on the different parts of the map.

<table>
<thead>
<tr>
<th>Name of place</th>
<th>Current event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Brazil</td>
<td>River Amazon floods</td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>
Canada
Plane crash near Calgary

Africa
New oil wells discovered in Sahara Desert

Brazil
River Amazon floods settlements

China
Record growth in Chinese industries

Japan
Tsunami hit Japan again

India
Everest and Himalayas getting higher

New Zealand
Earthquake hits South Island
Chapter 2  An African kingdom long ago in southern Africa: Mapungubwe

In this chapter you will ...

- see how societies changed in the Limpopo Valley between 900 AD and 1300 AD ✓
- learn about the first settlements in the Limpopo Valley ✓
- learn about the way people lived in Mapungubwe – South Africa’s first state ✓
- understand the importance of some of the objects found at Mapungubwe ✓
- learn about the trade between the people of Africa and the East ✓
- realise why Mapungubwe is still important ✓
- understand the importance of Great Zimbabwe ✓
- learn about Marco Polo’s travels in Asia. ✓

Unit 1 Changes in societies in the Limpopo Valley

Important words

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>AD</td>
<td>stands for Anno Domini, meaning ‘in the year Our Lord (Jesus) was born’</td>
</tr>
<tr>
<td>clues</td>
<td>information that helps you find something out or solve a mystery</td>
</tr>
<tr>
<td>complex</td>
<td>having many rules; not simple</td>
</tr>
<tr>
<td>reliable</td>
<td>something people believe is correct or true</td>
</tr>
<tr>
<td>settlements</td>
<td>places where people live</td>
</tr>
<tr>
<td>societies</td>
<td>people living together in organised groups</td>
</tr>
</tbody>
</table>
1. **Changing societies in the Limpopo Valley**

African farmers settled in the Limpopo Valley about 1100 years ago. The first **societies** in the Limpopo Valley were farmers and cattle owners. Later, people moved into the Limpopo Valley to hunt elephants.

- Elephants were valuable because of their ivory tusks.
- Ivory and gold were important for trade.
- Between 900 AD and 1300 AD, African people developed the first **complex** society in southern Africa.
- The **settlements** became bigger.
- Many more people lived in the larger settlements.
- Trade developed with places across the Indian Ocean.

---

**Classroom activity 1**

1. Look at the map. Name the countries marked with the letters A, B and C.
2. Name the ocean at D.
3. What goods did people send from South Africa to places across this ocean?
4. Name the river in the valley where the settlements developed.
2. **Settlements in the Limpopo Valley before things began to change**

The first farmers in the Limpopo Valley lived in small villages. There were only a few hundred people in each village. A village was controlled by a chief. The chief owned more animals than anyone else. The chief was the most powerful person in the society.

African farming villages were very well organised. Everybody had certain roles. You learnt in Grade 5 about the different roles or jobs people had in farming societies. The things people did included working in the fields, looking after cattle and making decisions.

---

Classroom activity 2

Look at the drawing.

1. Name three things men are doing in the picture.
2. What jobs can you see women doing?
3. What role did the chief have?
4. How many people lived in these early settlements?
5. Do you think villages like this produced all the things the people needed? Give reasons for your answer.
3. Schroda and K2

**Important words**

- **archaeological sites**: places where archaeologists look for objects from the past.
- **archaeologists**: people who study objects such as buildings, graves and tools that belonged to people long ago.

Schroda and K2 are the names of **archaeological sites** in the Limpopo Valley. **Archaeologists** gave the sites these names. Archaeologists found out that from about 900 AD, people began to build larger settlements in the Limpopo Valley.

About 500 people lived in Schroda. Archaeologists found glass beads and broken pieces of ivory at this site. They believe that the glass beads and ivory show that there was trade with people on the east coast of Africa and beyond. Archaeologists know the glass beads came from India. You will find out more about this trade on page 32.

K2 replaced Schroda as the main settlement in the area in about 1000 AD. About 1 500 people lived in K2. They were farmers but also ivory traders. The men spent a lot of time hunting the large herds of elephants that lived next to the Limpopo River.
The people of K2 traded elephant ivory for glass beads, pottery and cloth that Arab traders had brought to the east coast of Africa. The chief sent men loaded with ivory to the coast to trade. Archaeologists found thousands of glass beads in K2. These prove that trade was successful. People used the glass beads for decoration and also as a kind of money.

The people of Schroda and K2 hunted elephants for their ivory. Glass beads and pieces of ivory found at K2 show the people there traded with people on the east coast of Africa.

Over time, the societies in the Limpopo Valley slowly changed.
- The settlements became bigger.
- The leaders became richer and more powerful.
- Societies became more complicated in the way they were organised. There were more rules, for example.
Classroom activity 3

1. Why did African farmers move to the Limpopo Valley?
2. How did these societies change over time?
3. What goods did the people of the Limpopo Valley send to the east?
4. What did they get from the east in return?
5. Read the information on archaeology below. Complete these sentences:
   a. The best clues for archaeologists in the Limpopo Valley are …
   b. Archaeologists use objects to …
   c. The people of the Limpopo Valley did not record their history in …

The importance of archaeology

The people of the Limpopo Valley did not have writing. There are no written records that describe how the people lived. We have stories passed down by word of mouth. However, these are not always reliable. The best clues come from the objects that archaeologists find at sites such as Schroda, K2 and Mapungubwe. Archaeologists are like detectives looking for clues. They use objects such as glass beads and metal tools to work out how people lived long ago.
Chapter 2

Unit 2 Mapungubwe – the first state in southern Africa
1220–1300

Important words

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>palace</td>
<td>a building where kings and queens live</td>
</tr>
<tr>
<td>rituals</td>
<td>ways of doing things such as religious acts</td>
</tr>
<tr>
<td>sacred</td>
<td>to do with religion; something that is very important and should be respected</td>
</tr>
<tr>
<td>social classes</td>
<td>groups that have more or less power depending on their wealth and leadership</td>
</tr>
<tr>
<td>state</td>
<td>an area controlled by a leader or government</td>
</tr>
</tbody>
</table>

1. The king and sacred leadership

People from K2 moved to Mapungubwe in about 1220. East African trade had made the chief of K2 a very powerful and very rich man. He also controlled important rituals such as rain-making. This made him even more powerful.

In 1220, the chief decided to move his people and build a new settlement at Mapungubwe. Mapungubwe Hill had been used as a rain-making site for many years and was therefore a sacred place. Because the king controlled religious rituals his leadership is called sacred leadership. The chief may have felt that the sacred site of Mapungubwe Hill was a more suitable place for a powerful man like him to live.

Mapungubwe was more than a settlement. Because of trade, and the power of the chief, Mapungubwe had an influence on a large area around Mapungubwe Hill. The influence of Mapungubwe stretched possibly as far as 200 kilometres in all directions.

Mapungubwe Hill
The area controlled by Mapungubwe became like a country or state. Historians began using the word king to describe the chief of Mapungubwe because of his power and influence.

The king decided that he needed to live apart from ordinary people. The king and his family, and a few other important people, lived on top of Mapungubwe Hill. Most of the ordinary people lived at the bottom of the hill.

2. **The first stone-walled palace**

The king built a **palace** on top of Mapungubwe Hill. The walls of the palace were made of stone. These walls were built very carefully by skilled workers. The walls of the palace are still standing today, 800 years after they were built.

3. **Significance of Mapungubwe Hill**

Kings were supposed to communicate with the ancestors. Hills were sacred places because they were thought to be closer to the ancestors. Rain-making rituals took place on top of Mapungubwe Hill.

There were only four paths up the sides of the hill. Ordinary people were not allowed to climb the hill. Each path was guarded by soldiers.
4. The first town
By about 1270, the population of Mapungubwe was about 5,000 people. Mapungubwe would not have become so big and powerful without trade.

Classroom activity 4
• Look at the picture of Mapungubwe above.
• Point to the place where the king and his family lived.
• Point to the areas where ordinary people lived.
• Look for places where you think there were paths up the hill. Point them out.

Suggest reasons why the king did not want to live with ordinary people. Use the words ‘sacred leadership’ in your answer.

5. Distinct social classes
Distinct means obvious or easy to see. Social classes are the different groups of people there are in a society. Social classes are usually based on how much wealth and how much power a group of people has. In Mapungubwe there were two main social classes: the rich leaders and the ordinary farmers and workers.

6. The Golden Rhinoceros and other gold objects
In Mapungubwe only rich and powerful people could afford to own gold. Owning gold was a sign of importance. When the kings of Mapungubwe died, they were buried in graves on top of Mapungubwe Hill. Archaeologists found golden objects buried in some of the graves. Archaeologists believe that these gold objects show that the people in the graves were very important.