

South Africa: Teaching and learning suggestions

Aim and introduction

The StoryMap has been created to be an interactive resource which pupils can look at independently or as part of a structured learning unit. The suggestions below focus on specific areas of the StoryMap with each sub-title focusing on a different section of the StoryMap with the same name.

Introduction

1. Pupils can click on **Africa** in the first sentence to test their understanding of Africa as a continent.
2. Click on **population** in the second sentence to explore South Africa's population further. Pupils could summarise their findings in different formats.
3. After listening to South Africa's National Anthem and looking at the flag, pupils could create a reflective piece of work to highlight the emotional connections they (or the people of South Africa) have with the symbols of their country.

History

South Africa has had a complex history, the echoes of which are still present in the modern day. Whilst the basic timeline has been created from a factual point of view, it is important to acknowledge the emotional connections with a place. Therefore, please make sure sufficient expectations are portrayed to the class before the session begins in this area.

1. Pupils explore one of the highlighted elements of the timeline to find out more about that part of history.
2. Pupils create an overall summary of the history of South Africa to explain how it is important at a national and international level.

Features

1. Pupils could pick one or two of the areas highlighted in the map and create a factsheet on the area.
2. There are many other features which haven't been added to the map. Pupils could research and add their own place with information about it to share with the class.
3. Pupils could create their own sketch map and summarise the information about each feature on a copy of their own map.

Development

1. Pupils can use the information to identify the opportunities and challenges faced in South Africa today.
2. Pupils could conduct independent research on an indicator of development i.e. HDI, GDP etc to show how South Africa has (or has not) developed over time.

Environment

1. Pupils could create a tour of one of the national parks giving tourists information about the Big 5.
2. Pupils could conduct further research on the threats to the environment in South Africa and offer solutions to some of the threats.