

TERM	GRADE 4	FOOTPRINTS PROGRAMME THAT COVERS THE CAPS TOPIC
1	Places where people live	Footprints Nature Quest/Natuurskattejag
2	Map skills	All Footprints/Voetspore programmes
3	Food and farming	Footprints - The Early Years and Footprints Nature Quest
4	Water in South Africa	Footprints Nature Quest/Natuurskattejag
	GRADE 5	
1	Map skills: (Focus Africa)	All Footprints/Voetspore programmes
2	Physical Features of South Africa	Footprints Nature Quest/Natuurskattejag
3	Weather, climate and vegetation of South Africa	Footprints Nature Quest/Natuurskattejag
4	Minerals and mining in South Africa	All Footprints/Voetspore programmes
	GRADE 6	
1	Map skills: Focus: World	All Footprints/Voetspore programmes
2	Trade: South Africa and World	All Footprints/Voetspore programmes
3	Climate and vegetation around the world	
4	Population: why people live where they do (focus: South Africa and the world)	Footprints Nature Quest/Natuurskattejag

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Ecotheology Levente Hufnagel, 2023-01-11 Ecotheology Sustainability and Religions of the World gives a very interesting overview of the frontiers of scientific research in this important multi and transdisciplinary area. Its chapters use ecotheological approaches to discuss the multiple aspects of an environmental crisis from almost every segment of our planet. This book will be very useful for everyone: researchers, teachers, students or others interested in the field who would like to gain some insights into this aspect of our culture.

Assessment in Geographical Education: An International Perspective Theresa Bourke, Reece Mills, Rod Lane, 2022-02-27 In recent years there has been increased attention paid to the importance of assessment in Geographical Education, the chosen subject for this book. Assessment is an important tool for collecting information about student learning and for providing timely data to inform key stakeholders including students, teachers, parents and policymakers. To be effective, assessment needs to be valid, reliable and fair. Validity is about ensuring that we assess what we claim we are assessing. Reliability is about measuring performance and understanding in a consistent way. Without validity and reliability, assessment is unlikely to provide equitable opportunities for students to demonstrate what they know and can do. As geography educators, it is therefore important that we identify the core concepts and skills in geography that we want students to master. We need a clear understanding of what the progression of learning looks like for each concept and skill so we can develop fit-for-purpose assessments that track and improve student learning. While there is a substantial literature on evidence-based assessment in secondary school contexts, research exploring best practice assessment in geography is rare. This is a concern given the distinctive nature of geography and the important role of assessment in the learning process. This scholarly collection seeks to address this issue by connecting research in educational assessment with the domain of geography. The chapters are written by leading researchers in Geographical Education from across the globe. These chapters provide examples of innovation through the collective voices of geography teacher-educator scholars from across Australia, USA, South Korea, Germany, Switzerland and Singapore. What unifies the work in this book is that each chapter focuses on a key feature of the discipline of geography, providing scholarly examples of evidence-based practices for assessing students' knowledge and skills.

Schooling for Sustainable Development in Africa Heila Lotz-Sisitka, Overson Shumba, Justin Lupele, Di Wilmot, 2016-11-11 This book considers the scope and dynamics of Education for Sustainable Development (ESD) and learning in schools in Africa. It explores the conditions and processes that support such learning and examines how ESD in schooling can improve the quality and relevance of education. The quality of education has been defined internationally as a key concern for educational institutions around the world, including schools in Africa. The models of quality are often limited to performance-based approaches and/or inclusive approaches. The contributions in this book show that there is more to a discussion on educational quality in Africa than performance, success and/or inclusion. The chapters explain how ESD brings a new relevance to education in Africa and at the same time sounds the beginning of a new

concept of quality education The volume presents a collection of experiences in creating and supporting quality learning processes through a variety of ESD practices **Education and climate change** Samantha Govender, Mncedisi C Maphalala, Dumisani W. Mncube, 2025-06-15 The book highlights the critical yet often overlooked role of education in combating climate change It advocates for a transformative educational framework that integrates social emotional learning and interdisciplinary collaboration Traditional education which focuses solely on factual knowledge is deemed insufficient Instead education should foster empathy provide hands on experiences and encourage active engagement in climate solutions The book outlines various ways education can drive climate action such as raising awareness preparing individuals for green jobs empowering communities and fostering innovation in higher education It highlights the interconnectedness of climate change and education particularly for marginalised populations showing how quality education can enhance both mitigation and adaptation strategies while supporting Sustainable Development Goal SDG 4 and SDG 13 Key chapters discuss successful initiatives such as the Keep it Cool Climate Change Education KIC CCE project in South Africa and offer strategies for integrating climate change education into subjects like Natural Sciences and Geography Ultimately the book positions education as a strategic tool for promoting sustainable development and building climate resilience New research findings presented in the book connect education to climate change highlighting education as both a tool to address climate issues and a domain affected by these issues The book integrates empirical evidence innovative theories and practical examples to ensure intellectual integrity and academic rigour It introduces a unique framework that emphasises social emotional learning action oriented teaching and interdisciplinary collaboration Case studies such as the KIC CCE initiative in South Africa illustrate these concepts The book critiques traditional models and advocates for transformative approaches to climate education aligning with SDG 4 Quality Education and SDG 13 Climate Action It also highlights the significance of teacher preparedness community empowerment gender equality and innovation providing valuable insights for scholars policymakers and practitioners addressing the climate crisis **Legislative Documents, ...** Kentucky, 1879 **Executive Documents** Ohio, 1875 *Kentucky Public Documents* Kentucky. General Assembly, 1879 Monthly Catalogue, United States Public Documents , 1982 Thesaurus of ASTIA Descriptors Defense Documentation Center (U.S.). Document Processing Division, 1960 **Legislative Documents** Ohio. General Assembly, 1908

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