



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

SOCIAL SCIENCES

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR SOCIAL SCIENCES

1.1 *Background*

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 *Overview*

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 *Time Allocation*

1.4.1 *Foundation Phase*

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 *Intermediate Phase*

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

- (a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

- (a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

SUBJECT: SOCIAL SCIENCES GET

Both History and Geography should be taught and assessed during every term of the school year.

Assessment marks for each subject should be shown separately on school reports – a score for History and another for Geography. They should then be added together and divided by two to give an average score for Social Sciences.

This Social Sciences curriculum aims to provide opportunities for learners to look at their own worlds with fresh, critical eyes. And, perhaps more importantly, it aims to introduce learners to a world beyond their everyday realities. School should be special places that provide learners with knowledge to which they would otherwise not have access.

Learners are trained to speculate, to debate, to make connections, to select, to prioritise and to persist, in tackling real issues and important questions.

It is essential in the teaching of both History and Geography that learners are encouraged to ask questions: Who? Where? What? Why? When? How? Should? Could? Is/ Are? And, by the time they reach the Senior Phase: If? The questions learners ask give teachers a good indication of prior knowledge, perceptions, interests and concerns.

Resources

- Each learner should have a quality textbook. Textbooks must be suitable for the grade, context and language level of the learner. They should provide accurate content that is aimed at the development of the appropriate skills, concepts and values. Textbooks must include appropriate and adequate assessment activities. *It should be noted that the order in which the content in the sub-topics is listed, is a guideline only. LTSM writers need not cover these sub-topics in the exact order in which they appear in this document.*
- Every Social Sciences classroom should have wall maps, a globe, access to a set of atlases, a dictionary as well as access to a variety of reading books and visual material suitable for the grade.
- Every teacher of Social Sciences should be familiar with the content to be taught, should prepare lessons carefully and read up on the content of the topics for the term.

Additional resources

It is important to bring the world into the Social Sciences classroom. Visual resources can make information more accessible to many learners. Teachers should therefore:

- have magazines and newspapers available in the classroom for learners to use in their activities acquire sets of pictures for classroom activities
- have access to a TV/DVD and/or CD player to present appropriate audio and audio-visual material to learners.
- use the internet wherever possible. Many organisations and projects provide information and lesson plans through the internet. Google Earth, for example, provides extensive aerial photographs. You-tube provides videos of historical events.

An easy-to-read, full-colour, illustrated book, *Dinosaurs, Diamonds and Democracy: A short, short history of South Africa* by Francis Wilson (Umuzi Publishers 2009) is an excellent resource for teachers and sells for about R150. It provides a very balanced narrative of South African history for teachers.

Maps for map skills: It is important that learners work with maps of their own local area. The MapPack Project is part of the Department of Rural Development and Land Reform. It provides five free maps to every school on request. These include local maps - 1:10 000 orthophoto map (if available) and 1:50 000 topographic map, and then 'zoom out' to a 1:250 000 map (covering two degree squares which include the local area), a provincial map (scale varies) and a national map (1:2 000 000).

Additional information, maps and aerial photographs are also available on request.

Contact: The MapPack Project, Private Bag X10, Mowbray, 7700.
Fax: 021 689 1351. Phone: 021 658 4300. email: cdsm@ruraldevelopment.gov.za.

History

What is History?

History is the study of change and development in society over time. The study of History enables us to understand and evaluate how past human action impacts on the present and how it influences our future.

History is about learning how to think about the past, and by implication the present, in a disciplined way. History is a process of enquiry and involves asking questions about the past: What happened? When did it happen? Why did it happen then? It is about how to think analytically about the stories people tell us about the past and how we internalise that information.

The study of history also supports citizenship within a democracy by:

- explaining and encouraging the values of the South African Constitution,
- encouraging civic responsibility and responsible leadership, including raising current social and environmental concerns,
- promoting human rights and peace by challenging prejudices involving race, class, gender, ethnicity and xenophobia,
- preparing young people for local, regional, national, continental and global responsibility.

Specific aims of History CAPS for the Intermediate and Senior Phases

History is a process of historical enquiry. A rigorous process of enquiry enables learners to:

1. understand the range of sources of information available to study the past
2. extract and interpret information from different sources
3. evaluate the usefulness of sources, checking for reliability, stereotyping and subjectivity
4. recognise that there is often more than one perspective of historical events
5. explain why there are different interpretations of historical events and how people react to these interpretations
6. participate in constructive and focused debate through the careful evaluation of historical evidence
7. organise evidence to substantiate an argument when creating an original, coherent and balanced piece of historical writing
8. engage critically with issues of heritage and public representations of the past and with conservation.

Following this approach is critical to every content topic. In order for learners to apply enquiry skills, they will need to have a full grasp and understanding of the content. Memory skills remain important.

Geography

What is Geography?

Geography is the study of:

- spatial patterns and trends: the location of people and places in the world,
- similarity and difference: how environments and lifestyles compare and the reasons for similarities and differences,
- movement: how and why people, goods, water, land and air move and change,
- Planet Earth: land, water and air,
- human settlement: where people live and why,
- human activities: what people do, how the environment affects them and how they affect the environment,
- interdependence: the links between climate, vegetation, wildlife, resource distribution, and human settlement and activity,
- change: the changing nature of people and places.

Geographers use maps, aerial views, globes, graphs, and drawings to help them interpret and present the world. These visual skills contribute to a kind of literacy called graphicacy. Graphicacy includes a range of skills associated with interpreting information presented in a visual way. Graphicacy may be considered to be an essential kind of literacy along with numeracy (mathematics), oracy (listening and speaking) and textual literacy (reading).

There are two main branches of Geography:

A. Physical Geography

Physical geographers study natural systems such as climate and weather patterns, landforms and soils, vegetation and the distribution of water resources.

They also study events such as earthquakes, hurricanes and floods.

B. Human Geography

Human geographers study patterns of human development and behaviour. These include settlement, trade and population trends. They also study the link between human activity and natural systems.

Geographers are particularly interested in the impact of human activity on the environment and on planet Earth in general. Geographers actively investigate issues such as sustainable development, global warming, pollution, deforestation and access to food and water.

Note: The study of Geography should include both Physical Geography and Human Geography. The NCS Geography curriculum of 2002 includes Human Geography but lacks Physical Geography topics in Grades 8 and 9. This CAPS includes Physical Geography topics in Grades 8 and 9 to provide the necessary background for learners who want to continue with Geography into FET. The inclusion of Physical Geography topics also provides learners who do not intend to continue with Geography with essential knowledge of the physical world they live in.

Specific aims of Geography CAPS for the Intermediate and Senior Phases

This Geography curriculum aims to develop the knowledge and skills of its students. It outlines specific content to be learnt and, by indicating the number of hours to be spent on each topic, gives a weighting as to how much detail is expected.

Each term of every year focuses on a main topic with a number of sub-topics. The aim is to ensure that learners are exposed to a mix of map use and geographical skills along with physical and human geography topics in each grade.

Studying geography involves:

- asking and answering questions about people, places and the relationship between the physical and human world,
- identifying and extracting relevant information from photographs and other visual sources,
- using and drawing maps,
- working with data and statistics in the form of graphs, tables and diagrams,
- extracting information from an atlas,
- cross-referencing information using different sources,
- developing observation and recording skills through fieldwork,
- engaging with issues relating to the planet, its people and resources with knowledge and sensitivity,
- recognising different points of view,
- using geographical knowledge to solve problems,
- working with, synthesising and communicating information in a range of ways.

It aims to develop learners who:

- are curious about the world they live in,
- have a sound general knowledge of places and the natural forces at work on earth,
- understand the interaction between society and the natural environment,
- think independently and support their ideas with sound knowledge,
- appreciate diversity and the lifestyles and cultures of others,
- care about their planet and the well-being of all who live on it,
- are informed citizens of their own country and the world.

Time allocations and weighting of topics

Both subjects, History and Geography, should be taught and assessed in every term of the school year. Schools are free to organise their timetables within this constraint.

The total time allocated for Social Sciences is 3 hours per week. A term of 10 weeks is therefore allocated 30 hours of contact time. Within this framework, it follows that:

The time allocation for History is approximately 15 hours per 10-week term.

The time allocation for Geography is approximately 15 hours per 10-week term.

Important note:

A suggested time allocation is given in hours for each topic and sub-topic. This is simply a guide, and need not be implemented rigidly. The suggested time allocations indicate the weighting or the depth of investigation required for each topic relative to other topics.

Overview of topics

History

SUMMARY: CONTENT OVERVIEW: HISTORY INTERMEDIATE PHASE			
Term	Grade 4	Grade 5	Grade 6
1	People who have made a difference	Hunter-gatherers and herders in South Africa	An African kingdom long ago in southern Africa: Mapungubwe
2	How we find out about the past and local history	The first farmers in South Africa	Swahili east coast society, African and global trade to the 15 th century
3	Transport then and now	Ancient Egypt	Explorers from Europe find southern Africa
4	Communication then and now	The kingdom of Mali and the city of Timbuktu	Scientific western medicine through time

SUMMARY: CONTENT OVERVIEW: HISTORY SENIOR PHASE			
Term	Grade 7	Grade 8	Grade 9
1	Dutch settlement and slavery at the Cape	Beginning of the Industrial Revolution in South Africa: diamond mining	The rise of Nazi Germany and World War II (1919 - 1945)
2	The American Revolution and Constitution	The scramble for Africa	Civil Rights Movement in the USA
3	Zulu kingdom, British colony and Indians in Natal from 1860 onwards	World War I	Apartheid and forced removals in South Africa
4	The British - American slave trade from Africa across the Atlantic Ocean to the USA	Russian Revolution	Colonisation and the creation of ethnic identity in Rwanda, independence and genocide (1994)

Geography

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY INTERMEDIATE PHASE

Term	Grade 4	Grade 5	Grade 6
1	Places where People live (settlements)	Map skills (focus: Africa)	Map skills (focus: the world)
2	Map skills	Physical features of South Africa	Trade
3	Food and farming in South Africa	Weather, climate and vegetation of South Africa	Climate and vegetation around the world
4	Water in South Africa	Mining and minerals in South Africa	Population - why people live where they do

SUMMARY: CONTENT OVERVIEW: GEOGRAPHY SENIOR PHASE

Term	Grade 7	Grade 8	Grade 9
1	Map skills (focus: local maps)	Map skills (focus: global and local)	Maps skills (focus: topographic and orthophoto maps)
2	Earthquakes, volcanoes and people	Climatology	Development issues (focus: world)
3	Population growth and change (focus: the world)	Settlement (focus: the world and South Africa)	Surface forces that shape the Earth
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and the world)	Social and environmental conflicts (focus: South Africa)

SENIOR PHASE HISTORY: OUTLINE OF WHAT IS TO BE TAUGHT

Grade 7: Senior Phase History		Term 1
Topic: Dutch settlement and slavery at the Cape	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> Map of the Cape Dictionary For a wide variety of books see: http://www.iziko.org.za/sh/resources/slavery/resources_bib.html
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> Inhabitants of the Cape in 17th century (revise from Grade 5) and reasons why African farmers were not settled at the Cape <u>1 hour</u> Reasons for DEIC permanent settlement at the Cape <u>1 hour</u> Interaction between indigenous people and Dutch settlers <u>1 hour</u> Slaves and masters at the Cape <u>7 hours</u> <ul style="list-style-type: none"> Why slaves were brought to the Cape Where the slaves came from How slaves were brought to the Cape What it was like to be a slave at the Cape <ul style="list-style-type: none"> Domestic slaves Farm slaves Slave resistance at the Cape Slave legacies at the Cape, including the religion of Islam Results of the Dutch settlement <u>3 hours</u> <ul style="list-style-type: none"> Land dispossession and understanding consequences for the indigenous population Free Burghers, Dutch and French Huguenot immigration to the Cape, and the movement of trekboers with their slaves and servants inland 		
Revision, Assessment and Feedback <u>2 hours</u>		

Grade 7: Senior Phase History		Term 2
Topic: The American Revolution and Constitution	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> Map of North America Dictionary Any suitable DVDs
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> Indigenous population of North America Arrival of settlers and interaction with indigenous population Expansion of British settlement, and dissatisfaction in the Thirteen Colonies Different points of view of the Boston Tea Party Causes and outbreak of the American Revolutionary War/War of Independence The American Declaration of Independence 1776 <ul style="list-style-type: none"> What is the purpose of a national flag? Is the story about Betsy Ross and the first American Stars and Stripes flag a myth? The American Constitution 1787 <ul style="list-style-type: none"> What a constitution is Democratic principles Different points of view of the Equality Clause Amendments to the American Constitution Debating leadership qualities: Third President Thomas Jefferson and his controversial relationship with Sally Hemings American settlers move west <ul style="list-style-type: none"> Native Americans gradually lose their land and independence Massacre at Wounded Knee Modern American culture and myth-making in 'Westerns' (books, comics, television and movies) 	<u>1 hour</u> <u>1 hour</u> <u>1 hour</u> <u>2 hours</u> <u>1 hour</u> <u>3 hours</u> <u>2 hours</u> <u>2 hours</u> <u>2 hours</u>	
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 7: Senior Phase History		Term 3
Topic: Zulu kingdom, British colony and Indians in Natal 1860 onwards	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> Map of southern Africa http://ancestry24.com/arrival-of-indian-passengers
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
British in Natal Colony		
<ul style="list-style-type: none"> Settler sugar farmers Arrival of Indians <ul style="list-style-type: none"> Indentured labourers from India <ul style="list-style-type: none"> Between 1860 and 1911, over 150 000 indentured labourers from across India came to South Africa. Why they came How they travelled What conditions they lived under Passenger Indians <ul style="list-style-type: none"> Free Indians (Passenger Indians, those who paid their own passage to Natal) Mahatma Gandhi in SA 1893 to 1914 	<u>2 hours</u> <u>5 hours</u>	
Zulu kingdom		<u>6 hours</u>
<ul style="list-style-type: none"> Background to relationship with Trekkers and British British defeat at Battle of Isandlwana (January 1879) the greatest defeat suffered by the British Army during the Victorian era Zulu defeat at Battle of Ulundi (July 1879) Cetshwayo sent into exile and the Kingdom divided into 13 small chiefdoms Civil war (1883) Cetshwayo vs Zibhebhu in 1883 - Cetshwayo defeated Effects of the destruction of the Zulu kingdom Bambatha Rebellion 1906 Land Act 1913 		
<ul style="list-style-type: none"> Case studies: <ul style="list-style-type: none"> John William Colenso, first Bishop of Natal John Dunn and his family 		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 7: Senior Phase History		Term 4
Topic: The British - American slave trade from Africa across the Atlantic Ocean to the USA	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> • World map • Dictionary • DVD: <i>Amistad</i>
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • Trading in people: Slavery <ul style="list-style-type: none"> ○ West Africa before European slave trade 		<u>1 hours</u>
<ul style="list-style-type: none"> • Slavery in the American South <ul style="list-style-type: none"> ○ Plantations: tobacco, rice, sugar cane and cotton ○ Reasons for using slave labour ○ How slaves were captured, sold and transported from Africa ○ Slave markets ○ What it was like to be a plantation slave in the American South ○ Slave culture in songs and stories 		<u>5 hours</u>
<ul style="list-style-type: none"> • Resistance to slavery <ul style="list-style-type: none"> ○ Individual responses e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson, murdering owners ○ What does Mark Twain say about slavery in his novel <i>The Adventures of Huckleberry Finn</i>? ○ Rebellion <ul style="list-style-type: none"> • Nat Turner's revolt 1831 • Joseph Cinque and the Amistad Mutiny 1839 • The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves) <ul style="list-style-type: none"> ○ Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape ○ The story of John Brown and his mission to abolish slavery 		<u>5 hours</u>
<ul style="list-style-type: none"> • The abolition of slavery <ul style="list-style-type: none"> ○ Antislavery USA President Abraham Lincoln, the American Civil War and the abolition of slavery ○ Consequences for freed slaves ○ Goree Island as a major slave-trading centre, now a World Heritage site, and why it is a popular destination for African-Americans 		<u>2 hours</u>
<ul style="list-style-type: none"> • Debating naming: How should different groups of people be referred to today? <ul style="list-style-type: none"> ○ Should black Americans today be called African Americans? ○ Use other examples of naming from the South African context. 		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 8: Senior Phase History		Term 1
Topic: Beginning of Industrial Revolution in South Africa: Diamond-mining	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> • World map • Dictionary • DVD: <i>Blood Diamond</i>
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • What diamonds are <ul style="list-style-type: none"> ○ Gemstones ○ Industrial applications 		<u>1 hour</u>
<ul style="list-style-type: none"> • Diamond-mining in Kimberley <ul style="list-style-type: none"> ○ Conflicting versions of the discovery of the first diamond ○ The dispute over who owned the diamond fields (in outline) ○ The early days in Kimberley <ul style="list-style-type: none"> ▪ Who came to Kimberley ▪ How did they get to Kimberley ▪ What types of work people did in Kimberley ▪ What it was like to live in Kimberley ○ Diamond-mining and the development of a monopoly <ul style="list-style-type: none"> ▪ One person one claim ▪ What happened to black claimholders ▪ Supply and demand and the price of diamonds ▪ Problems related to digging deeper ▪ The formation of companies ▪ Cecil John Rhodes and Barney Barnato ▪ The formation of De Beers Consolidated Mines Limited ▪ How diamond dealers were affected by the De Beers monopoly ▪ The continuing diamond-trading cartel today ○ Increasing control over black workers <ul style="list-style-type: none"> ▪ Open compounds in the early years ▪ Closed compounds 		<u>8 hours</u>
<ul style="list-style-type: none"> • Diamonds as symbols <ul style="list-style-type: none"> ○ "Diamonds Are Forever", the most famous and successful advertising campaign in the history of advertising, launched by De Beers in 1938. ○ "Diamonds are a Girl's Best Friend" sung by Marilyn Monroe (1953) ○ Diamonds as "Bling" in the 21st century 		<u>2 hours</u>
<ul style="list-style-type: none"> • Case study on the role of Blood Diamonds in the civil war in Sierra Leone 		<u>2 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 8: Senior Phase History	Term 2	
Topic: The Scramble for Africa	Suggested contact time 1 term/ 15 hours	Recommended texts / resources • Colonising Camera: Photographs In Making Of Namibian History by W. Hartman, P. Hayes and J. Silvester, Juta/UCT Press
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
The European colonisation of Africa in the late 19 th century		<u>7 hours</u>
○ Africa before European colonisation		
○ Berlin Conference 1884		
○ Causes of colonisation		
○ Why Europeans were able to colonise Africa so quickly		
○ Results of colonisation		
Case study: The colonisation of Namibia by Germany		<u>6 hours</u>
• Nama resistance to German rule		
○ Witbooi and Leutwein		
○ Divide-and-rule tactics		
• Samuel Maherero and the Rebellion of 1904		
○ Governor T. Leutwein		
○ General von Trotha and the first genocide in the twentieth century		
■ 80% of the Herero population of Namibia died during the 1904 revolt		
■ Remaining Herero were placed in concentration camps where medical experiments as well as daily executions took place		
• Owambo resistance against the Portuguese in the north of Namibia		
• Germany loses its colonies after WWI		
○ South West Africa (Namibia) given to South Africa to control by the League of Nations, beginning a war of resistance which ended with independence for Namibia in 1990		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 8: Senior Phase History		Term 3
Topic: World War I (1914- 1918)	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> Map of Europe Dictionary DVD: final trench battle scenes in <i>Gallipoli</i>
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> Reasons why World War I broke out 		<u>5 hours</u>
<ul style="list-style-type: none"> Long-term causes: Nationalism, economies, control of seas, colonisation and Empires Short-term causes: Alliances (very briefly) Immediate cause: Sarajevo Countries in Europe which fought: Allied Powers vs. Central Powers 		
<ul style="list-style-type: none"> Aspects of experiences in World War I 		<u>5 hours</u>
<ul style="list-style-type: none"> Conscription and propaganda in Britain Trench warfare on the Western Front Debate and discuss: <ul style="list-style-type: none"> Wilfred Owen's poem: <i>Dulce et Decorum Est</i> ("It is sweet and right to die for your country") "<i>Pack up Your Troubles in Your Old Kit-Bag, and Smile, Smile, Smile</i> ", a popular marching song to boost British morale despite the horrors of war Changing roles of women in the workplace in Britain in WWI Emily Pankhurst and the campaign for the vote for women in Britain 		
<ul style="list-style-type: none"> Exploring aspects of WWI and SA using sources 		<u>3 hours</u>
<ul style="list-style-type: none"> Battle of Delville Wood 1916 Sinking of the Mendi 1917 		
Revision, Assessment and Feedback		<u>2 hours</u>

Grade 8: Senior Phase History		Term 4
Topic: Russian Revolution	Suggested contact time 1 term/ 15 hours	Recommended texts / resources
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • Absolute rule in the Russian Empire <ul style="list-style-type: none"> ○ Romanov Dynasty ○ Tsar Nicholas II • 1905 Revolution <ul style="list-style-type: none"> ○ Massacre of peaceful demonstrators at the Winter Palace, St. Petersburg, and subsequent strikes and uprisings ○ Duma, or parliament, established • The February and October Revolutions of 1917 <ul style="list-style-type: none"> ○ Political, economic, and social conditions (in outline) leading to 1917 Revolutions ○ Outbreak of WWI and the effects on Russia ○ Tsar Nicholas II forced to abdicate (February 1917) ending more than 300 years of rule by the Romanov dynasty ○ Provisional Government continued Russia's participation in WWI ○ Marx, Lenin and Trotsky and the ideals of Communism ○ The Bolshevik programme of "peace, land, and bread" won the Party support among soldiers and hungry urban workers ○ Lenin and Bolshevik takeover in October 1917 • Studying sources to examine the evidence <ul style="list-style-type: none"> ○ What do historians really know about Rasputin? ○ How did DNA evidence finally show what happened to Anastasia? 	<u>3 hours</u> <u>1 hours</u> <u>5 hours</u> <u>4 hours</u> <u>2 hours</u>	
Revision, Assessment and Feedback		

Grade 9: Senior Phase History		Term 1
Topic: The rise of Nazi Germany and World War II (1919 - 1945)	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> • DVD <i>Sophie Scholl</i> • Any suitable documentary or movie DVD material • Map of Europe • Dictionary
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • Domestic politics in Germany <ul style="list-style-type: none"> ○ End of WWI, Weimar Republic, Treaty of Versailles 1919 and brief summary of German punishments ○ The popularity of Communism (very briefly, refer back to Grade 8) ○ Spartacist Uprising, Karl Liebknecht and Rosa Luxemburg ○ Hitler and the Nazis 1920s ○ The Great Depression of 1929 and effects on Germany ○ Hitler and Nazi Party's support and the 1933 election ○ Enabling Act 1933 and Dictatorship ○ Nuremberg Laws and loss of basic rights of Jewish people 1935 ○ Concentration camps ○ Persecution of political opponents and Jehovah's Witnesses ○ Persecution of Roma (gypsies), homosexuals, Slavs, black people, people who were disabled ○ Features of a totalitarian state compared with democracy • World War II: Europe <ul style="list-style-type: none"> ○ Nazi foreign policy (very, very briefly) ○ Outbreak of WWII: Axis vs. Allies ○ Extermination camps and genocide, the Holocaust, and the 'Final Solution' ○ Examples of resistance to Nazism in Germany <ul style="list-style-type: none"> ■ Sophie Scholl and the White Rose Movement ■ Dietrich Bonhoeffer and the Confessing Church ■ Warsaw Ghetto Uprising ○ End of WWII in Europe • World War II in the Pacific <ul style="list-style-type: none"> ○ America in the War vs Japan: Pearl Harbour <ul style="list-style-type: none"> ■ Japanese Americans removed from their homes and put in internment camps ○ End of World War II in the Pacific : Atomic bombs and the beginning of the Nuclear Age <ul style="list-style-type: none"> ■ Debate based on sources <i>'Was it necessary for the USA to drop nuclear bombs?'</i> 	<u>6 hours</u> <u>5 hours</u> <u>2 hours</u> <u>2 hours</u>	
Revision, Assessment and Feedback		

Grade 9: Senior Phase History		Term 2
Topic: Civil Rights Movement in USA	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> • DVD : <i>Mississippi Burning</i> • DVD: <i>Malcolm X</i> • Any suitable books • Dictionary • Map of USA
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • The end of slavery after Civil War 1865 <ul style="list-style-type: none"> ◦ Segregation in the South: Jim Crow laws ◦ The Ku Klux Klan: Ideology, activities, and official involvement • Significant early turning points in the Civil Rights Movement <ul style="list-style-type: none"> ◦ The end of WW II 1945, and Universal Declaration of Human Rights 1948 ◦ The Murder of Emmet Till 1955 ◦ Rosa Parks and the bus boycott 1955 ◦ Desegregation in schools and the Little Rock Nine 1957 • Different points of view <ul style="list-style-type: none"> ◦ Dr. Martin Luther King Jnr and passive resistance ◦ Malcolm X and the Black Power Movement • The March on Washington 1963 <ul style="list-style-type: none"> ◦ Martin Luther King's <i>I have a Dream</i> speech • The murder of three civil rights workers in Mississippi 1964 <ul style="list-style-type: none"> ◦ Why it took so long for Edgar Ray Killen to be jailed for his participation in the murders • The Civil Rights Act 1964 and Voting Rights Act 1965 <ul style="list-style-type: none"> ◦ Short-term consequences ◦ Long-term consequences • Watts Riots in Los Angeles 1965 <ul style="list-style-type: none"> ◦ The long-term causes ◦ The events that sparked the riots 	<u>3 hours</u> <u>4 hours</u> <u>2 hours</u> <u>1 hour</u> <u>1 hour</u> <u>1 hour</u> <u>1 hour</u>	
Revision, Assessment and Feedback		<u>2 hours</u>
<p>Note: Learners should be instructed on the details of the Project on Apartheid which they have to complete in Term 3 to enable them to begin during the school holidays.</p>		

Grade 9: Senior Phase History		Term 3
Topic: Apartheid and Forced Removals in South Africa	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> • http://overcomingapartheid.msu.edu/index.php • http://www.sahistory.org.za/ • http://www.apartheidmuseum.org/
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • 1948 National Party and Apartheid <ul style="list-style-type: none"> ◦ Segregation before 1948 ◦ The concept of Apartheid ◦ How Apartheid affected people's lives ◦ Suppression of criticism ◦ The complexities in human choices: Resistance and collaboration • Forced removals <ul style="list-style-type: none"> ◦ Population Registration Act 1950 ◦ Physical separation of the "racial population groups" in the cities and countryside ◦ More than 80 percent of South Africa's land set aside for the white minority ◦ Group Areas Act in urban areas <ul style="list-style-type: none"> ▪ Case studies: <ul style="list-style-type: none"> ◦ District Six (Cape Town) ◦ Sophiatown (Johannesburg) ◦ Cato Manor (Durban) ◦ Bantustans in rural areas ◦ Strengthening of Pass Laws ◦ Creation of ten so-called "homelands" <ul style="list-style-type: none"> ▪ Case studies <ul style="list-style-type: none"> ◦ How the people of Mgwali resisted being moved to Frankfort (Ciskei) ◦ Forced removal of the people of Mogopa to Bophuthatswana (1984) ◦ The role of the Black Sash in resisting forced removals 	<u>4 hours</u>	<u>9 hours</u>
Revision, Assessment and Feedback		<u>2 hours</u>
History Project:		
Oral history and research: How Apartheid affected people's lives		
Oral history: (50% of total mark for project)		
Learner must :		
<ul style="list-style-type: none"> • Identify a person to interview. Teachers should help them with their choice. • Interview a person who was affected by the Apartheid laws (also including conscription of white men into the SADF) during the 1960s, 1970s and 1980s. And they must find out how s/he was affected by the coming of democracy in 1994. Write down a set of about 10 questions before they conduct the interview. They may write down the interviewee's answers during the interview as transcribing a recording is very time consuming. • Write a coherent story of 600 words about the person they interviewed. • Hand in their questions and answers, the story, as well as their own reflections on the experience of the interviewee, for assessment. 		
Written research: (50% of total mark for project)		
As well as the oral history, learners must do their own research on the events leading to the 1994 Democratic Election under the following headings:		
<ul style="list-style-type: none"> • Resistance and repression in 1970s and 1980s • Unbanning of political movements 1990 • Release of Mandela and other political prisoners 1990 • Negotiations and violence 1990-1994 		
Learners' research essays to be assessed should not be less than 600 words		

Grade 9: Senior Phase History		Term 4
Topic: Colonisation and the creation of ethnic identity in Rwanda, independence and genocide 1994	Suggested contact time 1 term/ 15 hours	Recommended texts / resources <ul style="list-style-type: none"> • Any suitable books • Dictionary • Map of Africa • DVD: <i>Hotel Rwanda</i>
This content and the associated concepts must be integrated with the historical skills and processes listed in the Introduction.		
Content and concepts		
<ul style="list-style-type: none"> • Belgian colony in Rwanda and 'ethnic' identity 		<u>4 hours</u>
<ul style="list-style-type: none"> ○ What 'ethnic' identity is ○ The Belgian colonisers entrenched ethnic division ○ Hutu and Tutsi speak the same language, intermarry, and share many cultural characteristics ○ The differences were occupational rather than ethnic, often impossible to tell one from another ○ Colonisation enforced hierarchy of privilege from coloniser to Tutsi to Hutu with the collaboration of the Tutsi royal clan ○ Strict ethnic classification by identity cards (1933) and hatred deliberately stirred up ○ Conflict between Hutu and Tutsi since the late 1950s 		
<ul style="list-style-type: none"> • Exploring Independence 1962 - under Hutu rule 		<u>2 hours</u>
<ul style="list-style-type: none"> ○ Ethnic myths and practices created atmosphere of division and instability after independence ○ Reasons why the Habyarimana regime had been weakened ○ To revitalise its popularity, it placed fresh emphasis on encouraging ethnic division ○ Civil war since 1990 		
<ul style="list-style-type: none"> • Investigating genocide 1994 		<u>7 hours</u>
<ul style="list-style-type: none"> ○ Define genocide (refer back to Genocide in Nazi Germany) ○ Plane of President Habyarimana shot down (1994) ○ Hutu accused the Tutsi of killing the president – those killed first were moderate Hutu politicians ○ Within 100 days, over 800,000 people were brutally killed: Tutsi the main target, as well as Hutu who opposed the genocide ○ Colonel Theoneste Bagosora and the Interahamwe ('those who fight together') ○ The Role of Hate Radio ○ Consider why some people became killers, some bystanders and others became rescuers ○ Eye-witness testimonies ○ Long-term consequences for ordinary people ○ Debates about the actions of the Rwanda Patriotic Front in ending genocide ○ Long-term solutions: challenging prejudice, social and economic injustice 		
Revision, Assessment and Feedback		<u>2 hours</u>

SENIOR PHASE HISTORY: OUTLINE OF WHAT IS TO BE TAUGHT

Grade 7: Senior Phase Geography	Term 1	
Topic: Map Skills (Focus: Local maps)	Suggested contact time One term / 15 hours	Recommended resources <ul style="list-style-type: none"> • Local maps of the area* • Street finders • Atlases • Globe • News reports
Content/concepts/ skills		
<ul style="list-style-type: none"> • Local maps and street finders <ul style="list-style-type: none"> ◦ Finding home, school and places of interest on a map of the local area* ◦ Using an index and grid to locate places in a street finder ◦ Using a street map to find places and describe a route • Distance and scale <ul style="list-style-type: none"> ◦ Line scales and word scales (Review from Grade 6) ◦ Different scales for different maps (small and large scale maps) ◦ Measuring indirect distances on a street map (string and a line scale) ◦ Estimating distances on maps with different scales ◦ Checking estimates with accurate measurement • Sketch maps and explaining routes <ul style="list-style-type: none"> ◦ Drawing sketch maps of the local area (Project**) ◦ Determining and showing compass directions on a local sketch map ◦ Sketch maps to show the route from one place to another ◦ Explaining a route verbally (include estimating distances) • Current events <ul style="list-style-type: none"> ◦ Places in the news on a world map *** (on-going through the year) ◦ Latitude and longitude of places in the news (Review measurement in degrees) • Revision, Assessment and Feedback 		
<p>Notes</p> <p>* For five local maps supplied free to every school on request, and more information contact: The MapPack Project, Private Bag X10, Mowbray, 7700. Fax: 021 689 1351. Phone: 021 658 4300. E-mail: cdsm@ruraldevelopment.gov.za . Where possible also use Google on the internet.</p> <p>** Project: Learners are to draw their own sketch map(s) of the area where they live. Include symbols, key and scale. The learners should record their own observations of land use and kinds of vegetation. The size of the area selected should consider the local context: some areas have a greater variety of features than others. The more variety, the smaller the selected area may be.</p> <p>*** News items can include any news reported in the media or a topic of interest to learners.</p>		

Grade 7: Senior Phase Geography		Term 2
Topic:	Suggested contact time	Recommended resources
Earthquakes, Volcanoes and People	One term / 15 hours	<ul style="list-style-type: none"> • Atlases • Photographs/ DVDs of earthquakes, volcanoes and relief work operations • Picture books
Content/concepts/ skills		
<ul style="list-style-type: none"> • Structure of the Earth <ul style="list-style-type: none"> ◦ Core, mantle, crust ◦ How the crust moves: introduction to tectonic plates 		<u>2 hours</u>
<ul style="list-style-type: none"> • Earthquakes <ul style="list-style-type: none"> ◦ Location of earthquakes around the world (map skills) ◦ Why earthquakes occur ◦ Results of earthquakes – including tsunamis ◦ Who is most at risk and why – earthquakes affect some communities more than others. <ul style="list-style-type: none"> □ Case study: to highlight impact of an earthquake or tsunami on a community ◦ Reducing the impact – preparing for and responding to earthquakes 		<u>4 hours</u>
<ul style="list-style-type: none"> • Volcanoes <ul style="list-style-type: none"> ◦ Location around the world (map skills) ◦ Why volcanoes occur ◦ Structure of a volcanic cone ◦ The effects of volcanoes on the natural environment: including negative and positive, such as pollution and fertile soils ◦ Famous volcanoes – two selected examples 		<u>3 hours</u>
<ul style="list-style-type: none"> • Rescue and relief (Earthquakes and volcanoes) <ul style="list-style-type: none"> ◦ Human consequences of a disaster* – including access to drinking water/ fire/ medical needs/ separation from family/ damage to homes, fields communication and transport networks ◦ Rescue, relief and rebuilding – case studies 		<u>4 hours</u>
<ul style="list-style-type: none"> • Revision, Assessment and Feedback 		<u>2 hours</u>
<p>Notes:</p> <p>* While many of these consequences may be applied to other disasters (such as floods and hurricanes), the focus should remain on disasters caused by earthquakes and volcanoes.</p>		

Grade 7: Senior Phase Geography		Term 3
Topic:	Suggested contact time	Recommended resources
Population growth and change (Focus: World)	One term / 15 hours	<ul style="list-style-type: none"> Statistics South Africa: Census in brief Atlas
Content/concepts/ skills		
<ul style="list-style-type: none"> World population growth <ul style="list-style-type: none"> Pattern of world population growth from 1 AD to present day (interpreting a line graph) Factors affecting this pattern: <ul style="list-style-type: none"> Increased food production Scientific discoveries– such as the microscope and increased understanding of disease and infection; antiseptics; vaccinations; improved sanitation; canned food and refrigerators Impact of world population growth on the planet's natural environment and resources Population growth concepts * <ul style="list-style-type: none"> Birth rates, death rates and population growth rates Infant mortality rates Life expectancy Factors affecting birth rates and death rates ** <ul style="list-style-type: none"> Disease : <ul style="list-style-type: none"> widespread illnesses such as HIV and AIDS, malaria plagues of the past such as the 'black death' in Europe, smallpox at the Cape Economic and social mobility Family needs, attitudes and beliefs Conflict and wars Government policy (as in China) Revision, Assessment and Feedback 		
<p>Notes:</p> <p>* The focus of each of these concepts should be on how they affect population growth.</p> <p>** Some of these factors have a stronger impact on birth rates and others on death rates. Others are inter-related as a higher risk of death may lead to an increased birth rate</p>		

Grade 7: Senior Phase Geography		Term 4
Topic: Natural Resources and Conservation in South Africa	Suggested contact time One term / 15 hours	Recommended resources <ul style="list-style-type: none"> • Case studies of conservation, community and eco-tourism projects • Photos of conservation areas
Content/concepts/ skills		
<ul style="list-style-type: none"> • Natural resources <u>6 hours</u> <ul style="list-style-type: none"> ○ Renewable and non-renewable resources ○ How resources are used and abused – include water, soil, air, wildlife, fish ○ Concept of conservation ○ Reasons for conservation and the protection of resources ○ Marine reserves and transfrontier conservation areas – their purpose and location (in South Africa and across international borders) ○ Community and eco-tourism conservation projects - examples • Water in South Africa <u>6 hours</u> <ul style="list-style-type: none"> ○ Water needs of people and the environment ○ Water supply and demand in South Africa ○ Concept of a catchment area ○ Role and management of catchment areas and rivers ○ Disappearing wetlands and why conservation is necessary – case study ○ Personal responsibilities in conserving water and in keeping water resources clean • Revision, Assessment and Feedback <u>3 hours</u> 		
<p>Notes: The concept that is central to this topic is conservation, or the preservation and careful management of the environment and natural resources, and not sustainable development. The sustainable use of resources for development is a focus in Grade 9.</p>		

Grade 8: Senior Phase Geography		Term 1
Topic: Map Skills (Focus: Global and local)	Suggested contact time One term / 15 hours	Recommended texts / resources <ul style="list-style-type: none"> Selection of aerial photographs and accompanying maps* Atlases Globe (a model of the world) Torch
Content/concepts/ skills		
<ul style="list-style-type: none"> The Globe <ul style="list-style-type: none"> Hemispheres (review from Grade 6) The Earth's rotation on its axis – day and night World time, time zones and the International Date Line The Earth's revolution around the sun: <ul style="list-style-type: none"> Angle of axis Equinox, solstice and the change in angle of the midday sun Seasonal changes in lengths of day and night Seasonal temperature changes 		
<ul style="list-style-type: none"> The Atlas <ul style="list-style-type: none"> Kinds of maps in an atlas (world, regional, local) Scale <ul style="list-style-type: none"> Review line and word scales Introduce ratio scales (number scales) Map symbols – reading information from different types of maps (political, relief, thematic) Latitude and longitude - degrees and minutes Using the index to find places Places in the news (ongoing through the year)** 		
<ul style="list-style-type: none"> Satellite images and aerial photographs <ul style="list-style-type: none"> What satellite images look like Information from satellite images – water, vegetation, land use and cloud patterns How satellite images are used What aerial photographs look like (oblique and vertical) Information from aerial photos – natural and constructed features From aerial photograph to map – identifying features 		
<ul style="list-style-type: none"> Revision, Assessment and Feedback 		
Notes: <p>* Where possible, use local photos and maps. A range of South African aerial photographs and maps at various scales are available from The MapPack Project, Private Bag X10, Mowbray, 7700. Fax: 021 689 1351. Phone: 021 658 4300. E-mail: cdsm@ruraldevelopment.gov.za . Where possible also use Google on the internet.</p> <p>** News items can include any news that is in the media or of interest to learners. (They need not be solely geographic in nature as the emphasis is on locating news items in their geographical contexts.)</p>		

Grade 8: Senior Phase Geography		Term 2
Topic:	Suggested contact time	Recommended texts / resources
<i>Climatology</i>		
	One term / 15 hours	<ul style="list-style-type: none"> • Atlases • Pictures/ photographs to illustrate conditions in different climate regions
Content/concepts/ skills		
<ul style="list-style-type: none"> • Factors that influence temperature and rainfall * 		<u>5 hours</u>
<ul style="list-style-type: none"> ○ Distance from the Equator (latitude) ○ Distance from the sea ○ Height above sea level (altitude) ○ Ocean currents ○ Winds ○ Mountains (relief)) 		
<ul style="list-style-type: none"> • Climate around the world 		<u>4 hours</u>
<ul style="list-style-type: none"> ○ Elements of climate – temperature, pressure, humidity, winds and precipitation ○ Kinds of climate: Tropical, subtropical, temperate, desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain (alpine) ** ○ Temperature and rainfall characteristics of different kinds of climate (bar and line graphs) ○ Climate regions of the world: <ul style="list-style-type: none"> □ map with climate regions ** □ links between climate regions and factors that influence temperature and rainfall 		
<ul style="list-style-type: none"> • Wind 		<u>2 hours</u>
<ul style="list-style-type: none"> ○ Wind as moving air ○ Wind directions – how winds are named (Review eight points of the compass) ○ Concept of 'air pressure' ○ High and low pressure zones 		
<ul style="list-style-type: none"> • Local winds 		
<ul style="list-style-type: none"> ○ How local winds develop: <ul style="list-style-type: none"> □ Land and sea breezes □ Berg winds 		
<ul style="list-style-type: none"> • Revision, Assessment and Feedback 		<u>2 hours</u>
Notes		
* Explanation of how these factors influence temperature and, where appropriate, rainfall.		
** Different atlases and texts may give a variant on the climate regions listed above. This is acceptable as long as a range of six or more climate regions are included.		

Grade 8: Senior Phase Geography		Term 3
Topic: <i>Settlement</i> (Focus: World and South Africa)	Suggested contact time One term / 15 hours	Recommended resources <ul style="list-style-type: none"> • Land use maps • Stories/ case studies to illustrate South African settlement conditions • Photographs to illustrate different kinds of settlement • Community members/ elders
Content/concepts/ skills		
<ul style="list-style-type: none"> • Types of settlement and their functions * <ul style="list-style-type: none"> ○ Permanent, temporary and nomadic ○ Settlements of different sizes - rural and urban ○ Functions of different settlements – including dormitory towns • Location and growth of settlements * <ul style="list-style-type: none"> ○ Factors that affect location- such as climate, vegetation, natural features, laws, resources and human activities - such as mining, fishing and trade (Review from Grade 6) ○ Why some settlements decline – with a focus on rural depopulation ○ Why some settlements grow – urbanisation ○ Case study of a settlement – Project* • Shapes and structures of settlements* <ul style="list-style-type: none"> ○ Factors that influence the shapes of settlements – including transport networks, access to land, rivers and other natural features ○ Land use within urban settlements – including the Central Business District, zones for light and heavy industry, residential areas (high-, middle- and low-income), services and recreation ○ Patterns of land use in urban settlements ○ Changing cities (urban sprawl, urban decay and urban renewal) • Settlement patterns in South Africa <ul style="list-style-type: none"> ○ The continuing influence of the Land Act (1913) on the location of settlements ○ The continuing influence of The Group Areas Act (1950) on the internal structure of settlements (including forced removals) ○ The growth of informal settlements • Revision, Assessment and Feedback 	<u>2 hours</u> <u>4 hours</u> <u>4 hours</u> <u>3 hours</u> <u>2 hours</u>	
Notes		
<p>* These sub-topics should draw on examples from around the world</p> <p>** Project: An independent study of a settlement known to individual learner. Describe the settlement, its functions and the different types of land use. Identify specific features or landmarks (natural and/or human- made). Suggest reasons for the location of this settlement. Discuss decline and/or growth of populations within the settlement and suggest reasons. (The project should include interviews with community members, drawings and a sketch map.)</p>		
Grade 8: Senior Phase Geography		Term 4
Topic: <i>Transport and Trade</i> (Focus: South Africa and the world)	Suggested contact time One term / 15 hours	Recommended resources <ul style="list-style-type: none"> • Atlases • Maps of transport routes – South Africa and the World
Content/concepts/ skills		
<ul style="list-style-type: none"> • Trade and transport around the world <ul style="list-style-type: none"> ○ Concept of trade: why and what people trade (Review from Grade 6) ○ Different modes of transport and their uses: sea, air, road and rail ○ South Africa's air and sea links with the rest of the world (map) ○ Factors affecting the development of these air and sea links between South Africa and other countries in the world 	<u>4 hours</u>	

- **The demand for trade and the development of transport** 4 hours
 - The discovery of diamonds and gold and the development of South Africa's railway network in the late 19th century
 - The Suez Canal
 - The natural gas pipeline from Mozambique to South Africa
- **Transport and access to opportunity in South Africa** 4 hours
 - Location of roads and railways in South Africa (map)
 - Factors affecting the location of road and railway networks within South Africa
 - The effect of transport on trade and access to opportunity - examples to include access to train and bus services within urban areas
 - Changes brought by the development of a road – a selected case study to illustrate positive and negative impacts
- **Revision, Assessment and Feedback** 3 hours

Grade 9: Senior Phase Geography		Term 1
Topic: Map Skills (Focus: Topographic and orthophoto maps)	Suggested contact time One term / 15 hours	Recommended resources <ul style="list-style-type: none"> Local and other topographic and orthophoto maps and aerial photos* Satellite images (Google Earth) Atlases Landscape models (these may be made using recycled waste)
Content/concepts/ skills		
<ul style="list-style-type: none"> 1:10 000 Orthophoto maps <ul style="list-style-type: none"> Vertical aerial photographs (Review Grade 8) Orthophoto images made from aerial photographs How height is shown on orthophoto maps Concept of contour lines (landscape models) Steep and gentle slopes (description of gradient) River valleys 	<u>5 hours</u>	
<ul style="list-style-type: none"> 1:50 000 Topographic maps <ul style="list-style-type: none"> Read map symbols to identify: <ul style="list-style-type: none"> natural features on topographic maps constructed features on topographic maps Find and give direction between features (8 compass points) Height clues on topographic maps Scale and measuring distance on topographic maps - using line and ratio scales Contour patterns showing river valleys, hills, mountains, ridges and spurs 	<u>4 hours</u>	
<ul style="list-style-type: none"> Information from maps and photographs <ul style="list-style-type: none"> Interpret information from topographic and orthophoto maps and aerial photographs:** <ul style="list-style-type: none"> describe landscape explain land use 	<u>2 hours</u>	
<ul style="list-style-type: none"> Sketch maps *** <ul style="list-style-type: none"> Use of lines of latitude and longitude on a map as a grid to copy maps of Africa, South Africa (national boundaries) and own province*** 	<u>2 hours</u>	
<ul style="list-style-type: none"> Revision, Assessment and Feedback 	<u>2 hours</u>	
Notes:		
* Topographic and orthophoto maps as well as aerial photographs are available from The MapPack Project, Private Bag X10, Mowbray, 7700. Fax: 021 689 1351. Phone: 021 658 4300. E-mail: cdsm@ruraldevelopment.gov.za .		
** It is not essential to use maps and aerial photographs of the same area. Cross-referencing and comparing an area shown in a range of ways is, however, very worthwhile.		
*** This sub-topic departs from the large scale maps which are main theme of the term. It does, however, teach a useful map skill. Maps should be drawn freehand - not traced. They may be enlarged or reduced from originals.		

Grade 9: Senior Phase Geography		Term 2
<i>Topic:</i> <i>Development issues</i> (Focus: World)	<i>Suggested contact time</i> One term / 15 hours	<i>Recommended resources</i> <ul style="list-style-type: none"> • Atlases • Case studies to illustrate science and technology in food production
Content/concepts/ skills		
<ul style="list-style-type: none"> • Concept of development <ul style="list-style-type: none"> ○ The meaning of 'development' – economic and social ○ Ways of measuring development – indicators such as wealth, education and infant mortality ○ Less Economically Developed Countries (LEDC) and More Economically Developed Countries (MEDC) ○ South Africa as both a LEDC and a MEDC • Resources and development <ul style="list-style-type: none"> ○ The impact of development on the world's natural resources ○ Sustainable use of resources for development 		
Approaches to development *		
<ul style="list-style-type: none"> • Science and technology for food production** <ul style="list-style-type: none"> ○ The Green Revolution and the modification of crops ○ Factory farming – raising livestock at high density ○ Appropriate technologies and farming techniques • Industrial growth** <ul style="list-style-type: none"> ○ Concept of industrial growth ○ The impact of industrial growth ○ Multinational corporations ○ Sustainable industries • Community development** <ul style="list-style-type: none"> ○ Development as community participation ○ Positive community projects • Revision, Assessment and Feedback 		
Notes		
<p>* Most countries adopt a mix of approaches to development. Science/Technology, Industry and Community Development are given here as examples of different approaches to development. Where appropriate, issues of sustainable development may be discussed within these approaches.</p> <p>** Each of these approaches to development should include a critical study of advantages and disadvantages. Social, environmental, ethical and economic issues should all be considered.</p>		

Grade 9: Senior Phase Geography		Term 3
Topic: Surface forces that shape the earth (Physical Geography)	Suggested contact time One term / 15 hours	Recommended resources <ul style="list-style-type: none"> • Photographs of a range of landforms • Topographic maps
Content/concepts/ skills		
<ul style="list-style-type: none"> • Weathering <ul style="list-style-type: none"> ◦ Concept of weathering ◦ Physical weathering ◦ Chemical weathering ◦ Biological weathering ◦ Impact of human activities on weathering 		<u>3 hours</u>
<ul style="list-style-type: none"> • Erosion and deposition * <ul style="list-style-type: none"> ◦ Difference between weathering and erosion ◦ Concept of 'deposition' and why materials are deposited ◦ Moving water – the work of rivers: young, mature and old (upper, middle and lower courses) and typical landforms along the course of a river ◦ Moving water – the sea: the power of wave action and typical landforms ◦ Moving ice – glacial erosion: ice scoured pavements and U-shaped valleys** ◦ Wind – wind erosion: desert pavements and landforms created by sandblasting – wind deposition: sand dunes 		<u>7 hours</u>
<ul style="list-style-type: none"> • Human forces of erosion <ul style="list-style-type: none"> ◦ People's contribution to erosion through agriculture, construction and mining ◦ Selected case study to illustrate agriculture as a force of erosion 		<u>3 hours</u>
<ul style="list-style-type: none"> • Revision, Assessment and Feedback 		<u>2 hours</u>
Notes		
* Include examples of landforms in South Africa throughout this sub-topic		
** There is no need to include additional landforms caused by ice erosion and deposition at this level		

Grade 9: Senior Phase Geography		Term 4
Topic:	Suggested contact time	Recommended resources
Social and environmental conflicts (Focus: South Africa*)	One term / 15 hours	<ul style="list-style-type: none"> Atlas of Earth's resources and management Case studies of conflict and development
Content/concepts/ skills		
<ul style="list-style-type: none"> Social Conflict <ul style="list-style-type: none"> Concept of social conflict Conflict over resources and opportunities – such as land, jobs, housing and social services Sources of conflict – such as access to limited resources, fear, greed, power, xenophobia, discrimination (racism and sexism), different values and points of view Conflict and the environment ** <ul style="list-style-type: none"> Land use and its impact on rivers People who live and use resources in areas that are then declared National Parks Exploiting the ocean's resources Social and environmental development <ul style="list-style-type: none"> Human development – the ideal of equity and the provision of basic needs such as food, water, health and education The need for sustainable development Revision, Examination and Feedback 		
<p>Notes:</p> <p>* While the focus should be on South Africa, this topic need not be entirely limited to South Africa.</p> <p>** This sub-topic should explore the negative impact of conflict on the environment and ways of resolving these conflicts.</p>		

SECTION 4

Assessment guidelines

Guidelines for good assessment practices in History

Knowledge includes content, concepts and skills. In assessing knowledge, teachers will be assessing the learner's ability to:

- answer content-focused questions
- recall selected information
- write simple descriptions
- ask informed questions
- demonstrate observation skills
- extract information from written, visual and graphic sources
- select and record information and represent it in various ways
- compare events
- express informed views and justify them
- connect causes and effects
- apply knowledge to anticipate consequences
- work with sources
- cross-reference information
- research questions or topics independently
- organise, analyse and synthesise information
- report on findings in different ways
- identify and discuss issues
- evaluate actions and make choices
- recognise alternate views and detect bias.

Guidelines for good assessment practices in Geography

Knowledge includes content, concepts and skills. In assessing knowledge, teachers will be assessing the learner's ability to:

- explain geographical concepts
- work with maps by applying the required skills
- compare places and phenomena
- identify similarities and differences
- extract information from written, visual and graphic sources
- demonstrate observation skills
- ask informed questions
- write and illustrate simple descriptions
- express informed views and justify them
- identify and discuss issues
- answer content-focused questions
- recall selected information

- find and work with sources
- cross reference information
- research questions or topics independently
- read statistics presented in a range of forms
- select and record information and represent it in various ways
- organise, analyse and synthesise information
- connect causes to effects
- explain spatial patterns and trends over time
- evaluate actions and make choices
- recognise alternate views and detect bias
- report on findings in different ways
- apply knowledge to anticipate consequences
- propose informed solutions to a range of problems.

Forms of assessment

Informal assessment

Good teachers continuously assess informally as they reflect on the teaching and learning processes and change their approaches accordingly.

Geography demands that learners read, write, listen, speak and draw. There is also some opportunity for role play. Learners should work in different ways – individually, in pairs, in small groups and as a class. Taking note of the process of learning is central to informal assessment.

Self and peer assessment should be encouraged regularly. Learners should constantly evaluate their own performance and learn from their successes and mistakes and help their peers to do likewise.

Values and attitudes are best assessed informally through observation of daily practice or behaviour. In the Social Sciences, important values and attitudes include:

- respect for heritage and environment,
- interest in events and phenomena – natural and human-made,
- appreciation of diversity,
- empathy,
- recognising and supporting human rights,
- civic responsibility.

Formal assessment

Formal assessment includes carefully designed tasks, research projects, tests and examinations. Tasks may be completed in class or at home. Tests and tasks may take a number of forms. They should require learners to:

- write short answers to questions (these may be single word or short phrase answers),
- write short paragraphs and, from grade 6, sequence these into passages of structured writing,
- draw and label diagrams and caption photographs,
- complete and draw maps,

- match, sort, list, describe and compare information presented as text or through maps, graphs, pictures and photographs (use sources),
- communicate information in different ways.

Formal assessment tasks and tests must test knowledge (content, concepts and skills). The **criteria for assessment** must be made clear to learners before they start the task. In other words, learners should have a clear understanding of what the teacher is looking for and will reward in the assessment.

Assessment tasks

Learners must complete formal assessments each term for History and for Geography. Tasks may include activities and tests and should be appropriate to the content, concepts and skills specified for that term. Formal assessments include formally assessed tasks, along with projects and examinations.

Formal assessments may include one or a combination of the following:

- writing up a small piece of research
- recording observations
- answering questions (short and/or longer responses)
- asking questions (questions reveal insight)
- completing a worksheet
- drawing and labelling
- writing about an issue
- giving an explanation (orally, written or visually)
- doing a presentation (orally, written or visually)
- making a model, poster or chart
- writing captions
- working with data (graphs and tables)
- finding and/or working with sources
- participating in a structured, prepared discussion, debate or role play.

Setting good assessment tasks can be very challenging, and teachers are encouraged to use textbooks as a guide, and to share good assessment tasks with teachers in other schools.

Before handing out an assessment task to learners, teachers should ensure that they are able to answer all the questions themselves. When teachers set an assessment task, they should draw up a memorandum of answers and/or a rubric for the assessment. Refer to the seven point rating code or scale of achievement when constructing a rubric.

Scale of achievement/rating code:

Rating code	Description of competence (Rubric*)	Marks %
7	Outstanding (Excellent)	80 - 100
6	Meritorious (Very good)	70 - 79
5	Substantial (Good)	60 - 69
4	Adequate (Satisfactory)	50 - 59
3	Moderate	40 - 49
2	Elementary	30 - 39
1	Not achieved	0 - 29

* Rubrics should be designed for specific tasks, outlining criteria or minimum levels that a learner should demonstrate in completing the task.

Feedback to learners

Teachers should mark assessment tasks without delay. Learners should receive continuous, constructive feedback both informally and formally. Feedback should acknowledge strengths and identify areas of developmental need. Action plans on how learners will be supported should accompany this feedback.

It is important that the feedback provided to learners is positive, encourages them to do better, and builds their self-confidence.

Number of assessments per term and year

Social Sciences for Intermediate and Senior Phase learner reports:

show History and Geography separately and together on school report. Example as follows:

Social Sciences		
History	%	
Geography	%	
Average (Social Sciences)		%

GEOGRAPHY SENIOR PHASE

Continuous assessment: 75% (including mid-year examination/test)

Year-end examination: 25%

Term	Grade 4	Formal assessments	Year %
1	Places where people live (settlements)	Tasks – minimum of one activity (oral and/or drawn or written) to assess content, concepts and skills	15%
2	Map skills	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Mid-year test on topics 1 and 2	15%
3	Food and farming in South Africa	Task and/or test - minimum of one activity to assess content, concepts and skills	15%
4	Water in South Africa	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK	100% <i>divided by 2 = 50% for Geography</i>	100%
Term	Grade 5	Formal assessments	Year %
1	Map skills	Task and/or test – minimum of one activity to assess content, concepts and skills	15%
2	Physical features of South Africa	Tasks – minimum of one activity to assess content, concepts and skills	10%
		Mid-year exam on topics 1 and 2	15%
3	Weather, climate and vegetation of South Africa	Project – observing and recording the weather Task and/or test – minimum of one activity to assess content, concepts and skills	15% 10%
4	Mining and minerals in South Africa	Tasks – minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 3 and 4	25%
Term	Grade 6	Formal assessments	Year %
1	Map skills	Task and/or test – minimum of one activity to assess content, concepts and skills	15%
2	Trade	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Mid-year exam on topics 1 and 2	15%
3	Climate and vegetation around the world	Task and/or test – minimum of one activity to assess content, concepts and skills	15%
4	Population- why people live where they do	Tasks – minimum of one activity to assess content, concepts and skills	15%
		Year-end examination on topics 3 and 4	25%

HISTORY INTERMEDIATE PHASE

Continuous assessment: 75% (including mid-year examination/test)

Year-end examination: 25%

Term	Grade 4	Formal Assessments	Year %
1	People who have made a difference	Task or test - minimum of one activity to assess content, concepts and skills	10%
2	How we find out about the past (pictures, objects, stories and writing) and local history	Task or test - minimum of one activity to assess content, concepts and skills History project	10% 15%
		Mid-year test on topics 1 and 2	15%
3	Transport then and now	Task or test - minimum of one activity to assess content, concepts and skills	15%
4	Communication then and now	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK		100%

Term	Grade 5	Formal assessments	Year %
1	Hunter-gatherers and herders in southern Africa in the Late Stone Age	Task or test - minimum of one activity to assess content, concepts and skills	15%
2	The first farmers in South Africa: African Iron Age farmers	Task or test - minimum of one activity to assess content, concepts and skills	15%
		Mid-year test or exam on topics 1 and 2	15%
3	Ancient Egypt	Task or test - minimum of one activity to assess content, concepts and skills	15%
4	The kingdom of Mali and the city of Timbuktu	Task or test - minimum of one activity to assess content, concepts and skills	15%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK		100%

Term	Grade 6	Formal assessments	Year %
1	An African kingdom long ago in southern Africa: Mapungubwe	Task or test - minimum of one activity to assess content, concepts and skills	15%
2	Swahili east coast society, African and global trade to the 15 th century	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Mid-year exam on topics 1 and 2	15%
3	Explorers from Europe find southern Africa	Task or test - minimum of one activity to assess content, concepts and skills History project	10% 15%
4	Scientific western medicine through time	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 3 and 4	25%
	TOTAL YEAR-END MARK		100%

GEOGRAPHY SENIOR PHASE

Continuous assessment: 40% (including mid-year examination)

Year-end examination: 60%

Term	Grade 7	Formal Assessments	Year %
1	Map skills	Task and/or test - minimum of one activity to assess content, concepts and skills Geography project	5% 10%
2	Earthquakes, volcanoes and people	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
		Mid-year exam on topics 1 and 2	10%
3	Population growth and change	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
4	Natural resources and conservation in South Africa	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
		Year-end examination on topics 1, 2, 3 and 4	60%
	TOTAL YEAR END MARK		100%

Term	Grade 8	Formal Assessments	Year %
1	Map skills	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
2	Climatology	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
		Mid-year exam on topics 1 and 2	10%
3	Settlement	Task and/or test - minimum of one activity to assess content, concepts and skills Geography project	5% 10%
4	Transport and trade	Task and/or test - minimum of one activity to assess content, concepts and skills	5 %
		Year-end examination on topics 1, 2, 3 and 4	60%
	TOTAL YEAR-END MARK		100%

Term	Grade 9	Formal assessments	Year %
1	Map skills	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
2	Development issues	Task and/or test - minimum of one activity to assess content, concepts and skills	5%
		Mid-year exam on topics 1 and 2	10%
3	Surface forces that shape the Earth	Task and/or test - minimum of one activity to assess content, concepts and skills	10%
4	Social and environmental conflicts in South Africa	Task and/or test -minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 1, 2, 3 and 4	60%
	TOTAL YEAR-END MARK		100%

HISTORY SENIOR PHASE

Continuous assessment: 40% (including mid-year examination)

Year-end examination: 60%

Term	Grade 7	Formal assessments	Year %
1	Dutch settlement and slavery at the Cape	Task or test - minimum of one activity to assess content, concepts and skills	5%
2	The American Revolution and Constitution	Task or test - minimum of one activity to assess content, concepts and skills	5%
		Mid-year exam on topics 1 and 2	10%
3	Zulu kingdom, British colony and Indians in Natal from 1860 onwards	Task or test - minimum of one activity to assess content, concepts and skills	10%
4	The British - American slave trade from Africa across the Atlantic Ocean to the USA	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 1, 2, 3 and 4	60%
	TOTAL YEAR-END MARK		100%

Term	Grade 8	Formal assessments	Year %
1	Beginning of the Industrial Revolution in South Africa: diamond mining	Task or test - minimum of one activity to assess content, concepts and skills	5%
2	The scramble for Africa	Task or test - minimum of one activity to assess content, concepts and skills	5%
		Mid-year exam on topics 1 and 2	10%
3	World War I	Task or test - minimum of one activity to assess content, concepts and skills	10%
4	Russian Revolution	Task or test - minimum of one activity to assess content, concepts and skills	10%
		Year-end examination on topics 1, 2, 3 and 4	60%
	TOTAL YEAR-END MARK		100%

Term	Grade 9	Formal assessments	Year %
1	The rise of Nazi Germany and World War II	Task or test - minimum of one activity to assess content, concepts and skills	5%
2	Civil Rights Movement in the USA	Task or test - minimum of one activity to assess content, concepts and skills Project	5% 10%
		Mid-year exam on topics 1 and 2	10%
3	Apartheid and forced removals in South Africa	Task or test - minimum of one activity to assess content, concepts and skills	5%
4	Colonisation and the creation of ethnic identity in Rwanda, independence and genocide (1994)	Task or test - minimum of one activity to assess content, concepts and skills	5%
		Year-end examination on topics 1, 2, 3 and 4	60%
	TOTAL YEAR-END MARK		100%

Projects

Learners complete **one** project in Social Sciences in each grade. They therefore do a project in either History or Geography in a given year.

Projects should be started at the beginning of the term to ensure ongoing research and teacher support.

Recommended project topics (These should be expanded and adapted to suit the context of the learners. Teachers can use the textbook for further guidance):

Intermediate Phase

Grade	Subject	Term	Topic
4	History	2	Make a museum display of past and present in your local area
5	Geography	3	Weather observation: each learner observes and records the daily weather over a two-week period. Report on temperatures, cloud cover, precipitation and wind using terms such as: hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet, and windy. Include observations of: <ul style="list-style-type: none">- weather patterns over the period of observation- how weather affects the daily lives of people.
6	History	3	A religion brought to South Africa (Christianity or Islam) during the 17 th century or an indigenous religion – beliefs and practices.

Senior Phase

Grade	Subject	Term	Topic
7	Geography	1	Draw own sketch map of the area you live in. Show own observations of land use and types of vegetation. Include symbols, key and scale. The size of the area selected should consider the local context. Some areas have a greater variety of features than others. The more variety, the smaller the selected area may be.
8	Geography	3	An independent study of a settlement known to individual learners. Describe the settlement, its functions and the different land uses. Identify specific features or landmarks (natural and/or human-made). Suggest reasons for the location of this settlement. Discuss decline and/or growth of populations within settlements and suggest reasons. (Project should include interviews with community members, drawings and a sketch map.)
9	History	2	Oral history and research: impact of Apartheid on people's lives. Interview a person who was affected by Apartheid laws. Research the period of resistance in the 1980s and the lead up to the 1994 Election after 1990.

Subject-specific concepts and skills

History

Concepts

- **People in the past** – what they have said and done
- **Historical sources** – history is not ‘the past’ itself. It is the interpretation and explanation of various sources of evidence. Sources that survive from the past can be visual, written, and oral (including oral history and tradition) or material objects.
- **Change** (and continuity); similarity and difference; then and now – studying developments and events that occur over a period of time is a way of making sense of the past (and the present).
- **Cause and effect** (consequence) – something happens and there is a result, an effect or a consequence; this often drives and explains human behaviour.
- **Time and chronology** – it is important to know when, and in what sequence, events occurred in time past. The ‘past’ can refer to something that happened yesterday, as well as something that occurred hundreds or even thousands of years ago.
- **Empathy** means ‘putting yourself in someone else’s shoes’ and understanding a different point of view. Appreciating different experiences and beliefs helps explain why people in the past acted as they did, and is an important part of historical conceptual understanding.

Skills

Thinking skills - these include identifying, interpreting, comparing, contrasting, reasoning and analysing.

Communication (speaking and writing) skills – explaining, discussing, describing, justifying and synthesising ideas.

Analysis, enquiry and investigation - using and applying knowledge, asking historical questions, using historical language, making informed judgments and researching.

Geography

Concepts

- **Change and continuity**
 - processes
 - cause and effect
 - similarity and difference
- **Location and spatial organisation**
 - plan views, maps, aerial and satellite photographs
 - distance, scale and direction
 - symbols and keys, and alpha-numeric grid references
 - latitude and longitude/co-ordinates
 - height above sea level and contours
 - continent, ocean, island, country, province, border, trans-frontier
 - local, regional and global
- **Planet Earth**
 - hemispheres
 - rotation and revolution
 - time around the globe/ International Date Line (IDL)
 - solstice and equinox / seasonal changes
- **Physical features**
 - surface forces – weathering, erosion and deposition
 - landforms and landscapes
 - catchments, rivers, tributaries, wetlands and lakes
- **Weather, climate and vegetation**
 - elements of weather and climate
 - air pressure and wind
 - climate and vegetation regions – influencing factors
 - links between climate, vegetation, wildlife and human activities
- **Settlement and human activities**
 - settlement and land use patterns – influencing factors
 - urbanisation, urban sprawl/decay/renewal
 - depopulation
 - trade – goods and services
 - transport/transport networks
 - mining
 - agriculture – subsistence and commercial
 - modification of crops and factory farming
 - manufacturing industries/Processed and unprocessed
 - industrial growth and multinational corporations
 - eco-tourism
 - appropriate technology

- **Human-environment interaction**
 - resources – renewable and non-renewable
 - access and exploitation – use and abuse
 - impact of environment on human settlement and activity
 - people change the environment
 - conservation
 - development and sustainable development
- **Human development**
 - basic needs
 - social conflict
 - access
 - equity
 - exploitation
 - community participation
- **Population**
 - distribution and density
 - permanent and nomadic
 - inequality – local and global patterns
 - growth, change and movements
 - drawing and labelling
 - economic and social mobility
 - birth and death rates
 - infant mortality and life expectancy
 - rural and urban

Skills for Geography

- asking and answering questions about people, places and the relationship between the physical and human world,
- identifying and extracting relevant information from photographs and other visual sources,
- using and drawing maps,
- working with data and statistics in the form of graphs, tables and diagrams,
- extracting information from atlases,
- cross-referencing information using different sources,
- sequencing activities and processes,
- developing observation and recording skills through fieldwork,
- knowledgeable and sensitive engagement with issues relating to the planet, its people and resources,
- recognising different points of view,
- using geographical knowledge in anticipating and solving problems,
- working with, synthesising and communicating information in a range of ways.