

2021 National Recovery ATP: Grade 10 – Term 1: HISTORY

| TERM 1 (48 days) | Week 1 27 - 29 Jan (3 days) | Week 2 01 – 05 Feb (5 days) | Week 3 08- 12 Feb (5 days) | Week 4 15 – 19 Feb (5 days) | Week 5 22 – 26 Feb (5 days) | Week 6 01 – 05 Mar (5 days) | Week 7 08 – 12 Mar (5 days) | Week 8 15 – 19 Mar (5 days) | Week 9 and Week 10 23 – 31 March 2021 (6 days) | |
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| <p>CAPS Topics</p> | <p>Consolidation of critical skills and concepts from Grade 9 during Week 1</p> | <p>CAPS TOPIC 1: World around 1600: Any TWO of the following four topics: Compulsory Songhai: an African Empire in the 15th and 16th centuries (around 1340 to 1591) • the Songhai Empire under Sonni Ali: government and society; • travel and trade in Songhai at the height of its power (Arab, Italian and Jewish merchants at Timbuktu); • learning and culture; and • fall of the Empire: Moroccan invasion of 1591. And China: a world power in the 14th and 15th centuries (1368 to 1644): • the Ming dynasty: government and society; • travel and trade: ship building, navigation (compass), Chinese mariners mapping the world; trade and influence along the Asian sea routes; treasure fleet expeditions of Zheng He from 1405 to 1433; • scientific and cultural achievements of the Ming dynasty; and • China looks inwards after 1433. OR India (Mughal) (1526 to 1858): • the Mughal Empire: government and society; • trade in the Indian Ocean and Islamic world; • astronomy and technology (seamless celestial globe); • architecture in the 16th and 17th centuries: the Taj Mahal; and • Britain and the end of the Mughal Empire. N.B. There is a choice between Ming China and Mogul India. Songhai is compulsory</p> | | | <p>Topic 2: European expansion and conquests during the 15th to 18th centuries: America: Spanish conquest OR Africa: Portugal and the destruction of the Indian Ocean Trade OR The Dutch East Indian Company. Each of the case studies include: • the processes of conquest and colonialism; • how colonisation led to the practice of slavery; • the impact of slave trading on societies; and • the consequences on the indigenous societies and in the world</p> | | | <p>Plan Heritage Project</p> <ul style="list-style-type: none"> • What is meant by Heritage and public representations? • Memory and Oral histories as Heritage • The Importance of the conservation of heritage sites, monuments, and memorials | <p>Heritage</p> <ul style="list-style-type: none"> • Debates around heritage issues and the way in which the past is represented • Heritage topic given to learners | <p>Skills:</p> <ul style="list-style-type: none"> • Concepts • Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. • Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question <p>Standardized Test 1: European Expansion</p> <p>Source Based and Essay</p> <p>100 Marks</p> <ul style="list-style-type: none"> • Cognitive levels • Lower order – 40 % • Middle order- 40% • Higher order- 20% |

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| Concepts, skills and values | Concepts : Dynasty / Peasants/ Decrees etc. Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question Values: Human Rights, Dignity, Unity, Justice | Concepts: Colonialism / Slave Trade, Expansion, conquests etc. Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills Values: Human Rights, Dignity, Unity, Justice | Preparation for Heritage Assignment Consolidation of Skills needed for the Heritage Assignment | |
| Requisite pre-knowledge | Empires / Kingdoms | Colonialism and expansion | | |
| Resources (other than textbook) to enhance learning | www.education.gov.za / Telematics / South African History Online/ other LTSM | | | |
| Informal Assessment Remediation | Activities using past papers should include: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills | | Preparation for Heritage Assignment Consolidation of Skills needed for the Heritage Assignment | Consolidation: Revision |
| SBA (Formal Assessment) | Task 1: Source-based Task or Essay Task: The World around 1600 | | | Revision of source-based and essay writing skills Task 2: Standardized Test 1 = 100 Marks: European Expansion |

2021 National Recovery ATP: Grade 10 – Term 2: **HISTORY**

| TERM 2 (50 days) | Week 1 13 – 16 Apr (4 days) | Week 2 19 – 23 Apr (5 days) | Week 3 28 – 30 Apr (4 days) | Week 4 03 – 07 May (5 days) | Week 5 10 - 14 May (3 days) | Week 6 17 - 21 May (5 days) | Week 7 24 – 28 May (5 days) | Week 8 31 May – 4 Jun (5days) | Week 9 07 – 11 Jun (5 days) | Week 10 – 11 14 – 25 Jun (4+5 days) | |
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| CAPS Topics | <p style="text-align: center;">Topic 3: French Revolution (Source-based and Essay)</p> <p>France in 1789:</p> <ul style="list-style-type: none"> • what is a revolution? • the conditions in France that made a revolution probable by 1789. <p>The causes and the course of the revolution:</p> <p>This includes:</p> <ul style="list-style-type: none"> • casting off the ancient regime: the new ideas of liberty, equality, fraternity and individual freedom; and the meaning of these in the context of the late 18th century; • the significant events during the Revolution; • the role of ordinary people in the Revolution; • The impact of the revolutionary ideas on the rest of the world | | | | <p style="text-align: center;">Topic 4: Transformations in southern Africa after 1750 (Source-based and Essay)</p> <p>WHAT WAS SOUTH AFRICA LIKE IN 1750?</p> <ul style="list-style-type: none"> • Political changes from 1750 to 1820 <ul style="list-style-type: none"> - Expansion of southern Tswana chiefdoms - The rise of Ndwandwe kingdom under Zwide (Only ONE case study to be taught) <ul style="list-style-type: none"> - Tswana chiefdom - Zulu kingdom - Basotho kingdom • Political revolution <ul style="list-style-type: none"> - In the east: break-up of the Ndwandwe kingdom under Zwide - Rise of Ndebele kingdom under Mzilikazi - The role of Boer, Kora and Grigua raiders - Other states and paramountcies: Gaza, Swazi, Pedi, Mpondo • LEGACY OF SHAKA <ul style="list-style-type: none"> - How has Shaka been remembered? - how Shaka has been portrayed - past and present (or representations of Shaka); - sources/evidence for our histories of Shaka; and - why was Shaka portrayed in this way? | | | | <ul style="list-style-type: none"> • Revision and Consolidation of term 2 topics | <p>Task 4</p> <p>STANDARDISED TEST 2</p> <p>Learners answer one source-based and one essay question.</p> <p>Total: 100 Marks</p> <p>Time: 2 Hours</p> <p>Section A:</p> <p>Source-based Questions</p> <p>Question 1: French Revolution</p> <p>Question 2: Transformation</p> <p>Section B:</p> <p>Essay Questions:</p> <p>Question 3: French Revolution</p> <p>Question 4: Transformation</p> | |
| Concepts, skills and values | <p>Concepts: Revolution / Freedom / Equality / Brotherhood / bourgeoisie / absolute monarch / autocrat / despot / democracy</p> <p>Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction and/ or conclusion linked to the question</p> <p>Values: Equality / justice / dignity / unity</p> | | | | <p>Concepts: Mfecane / Transformation / Expansion</p> <p>Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question</p> <p>Values: Human Rights, Dignity, Unity, Justice</p> | | | | <p>Skills:</p> <ul style="list-style-type: none"> • Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. • Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question • Standardized Test: Source Based and Essay (100 marks) • Cognitive levels • Lower order – 40 % • Middle order- 40% • Higher order- 20% | | |
| Requisite pre-knowledge | Oppression and Revolts and American Revolution. | | | | Mfecane / Difaqane / Transformations Chiefdoms/ kingdom | | | | | | |
| Resources (other than textbook) to enhance learning | www.education.gov.za / Telematics / South African History Online/ other LTSM | | | | | | | | | | |
| Informal Assessment Remediation | Activities using past papers should include: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills | | | | <ul style="list-style-type: none"> • Preparation for Standardized Test: Exam skills. • Essay: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question | | | | | | |

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| <ul style="list-style-type: none">• SBA (Formal Assessment) | <ul style="list-style-type: none">• Task 3: Completion and submission of Heritage Presentations (50 marks) | Task 4: Standardised Test 2 |
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2021 National Recovery ATP: Grade 10 – Term 3: HISTORY

| TERM 3 (53 days) | Week 1 12 – 16 July (5 days) | Week 2 19 - 23 July (5 days) | Week 3 26 - 30 July (5 days) | Week 4 02 -06 Aug (5 days) | Week 5 10 – 13 Aug (4 days) | Week 6 16 - 20 Aug (5 days) | Week 7 23 - 27 Aug (5 days) | Week 8 30 Aug - 03 Sept (5 days) | Week 9 6 – 10 Sept (5 days) | Week 10: 13 – 17 Sept (5 days) | Week 11 20 – 23 Sept (4 days) |
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| CAPS topics | Consolidation of source-based and essay skills | <p>Topic 5: Colonial expansion after 1750 Source-based and OR Essay</p> <p>HOW DID COLONIAL EXPANSION INTO THE INTERIOR TRANSFORM SOUTH AFRICA?</p> <ul style="list-style-type: none"> • Britain takes control of the Cape - Indigenous population driven out or drawn into labour force - Changing labour patterns: ending of slave trade (1807) and slavery (1834) at the Cape and control of labour - Expanding frontiers and trade - Boer response to British control: trekking into the interior - Xhosa responses: co-operation and conflict, including cattle killing • The Zulu kingdom and the colony of Natal - The need for controlled labour force: indentured Indian labourers (sugar), also labourers for railways and coal - The Anglo – Zulu war • Co-operation and conflict on the Highveld the Boer Republics, and the Basotho kingdom under Moshoeshoe, as a case study | | | | <p>Topic 6: South African War and Union Source-based and Essay</p> <ul style="list-style-type: none"> • Background to the South African War: mining capitalism - South Africa on the eve of the war - Influx of capital and development of mining companies and stock exchange as well as technologies - Emergence of classes: capitalists, the middle class and workers - Creation of racially divided industrial labour force – the legislation of job reservation and low black wages, creating structural insecurity for white workers and breeding racism • South African War from 1899 to 1902 - Britain increasing interest in South Africa with the discovery of minerals - Political and economic struggle for control of the goldfields - End of the war: peace negotiations - Role and experiences of women in the war; - Role and experiences of black South Africans in the War; | | | | <p>Consolidation and Revision:</p> <p>Source-based questions</p> <ul style="list-style-type: none"> • Analyse sources • Phrasing of level 1,2 and 3 questions • Approach to source-based questions • Paragraph writing <p>Revision of Essay writing</p> <ul style="list-style-type: none"> • Analysis of question • Introduction linked to question • Using relevant evidence to develop a line of argument • Conclusion linked to introduction and question. | <p>Task 6 Standardised Test 3</p> <p>Standardised Task 2</p> <p>Learners answer one source-based and one essay question.</p> <p>Total: 100 Marks Time” 2 Hours</p> <p>Section A: Source-based Questions</p> <p>Question 1: Colonial Expansion</p> <p>Question 2 South African War</p> <p>Section B: Essay Questions:</p> <p>Question 3: Colonial Expansion</p> <p>Question 4: South African War</p> |
| | Concepts, skills and values | <p>Concepts: Colonialism / Indigenous populations / Frontiers</p> <p>Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills</p> <p>Values: Human Rights, Dignity, Unity, Justice</p> | | | | <p>Concepts: Boer Republics / Scorched earth policy</p> <p>Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question</p> <p>Values: Human Rights, Dignity, Unity, Justice</p> | | | | <p>Skills:</p> <ul style="list-style-type: none"> • Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. • Essay writing skills: Analysing the question, | <ul style="list-style-type: none"> • Source based and essay (100 marks) |

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| | | | write an introduction, developing a line of argument and conclusion linked to the question |
| Requisite pre-knowledge | Colonialism/Indigenous population/Frontiers | <ul style="list-style-type: none"> • Republic • Scorched earth policy | |
| Resources (other than textbook) to enhance learning | www.education.gov.za / Telematics / South African History Online/ other LTSM | www.education.gov.za / Telematics / South African History Online/ other LTSM | www.education.gov.za / Telematics / South African History Online/ other LTSM |
| Informal assess; remediation | <p>Activities using past papers should include: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question</p> <p>Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills</p> | <p>Activities using past papers should include: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question</p> | |
| SBA (Formal Assessment) | Task 5: Source-based or Essay Task: Transformation | | Task 6: Standardised Test 3 |

2021 National Recovery ATP: Grade 10– Term 4: **HISTORY**

| TERM 4 (47 days) | Week 1 05 - 08 Oct (4 days) | Week 2 11 – 15 Oct (5 days) | Week 3 18 - 22 Oct (5 days) | Week 4 25 - 29 Oct (5 days) | Week 5 01 – 05 Nov (5 days) | Week 6 – Week 10 8 Nov– 2 Dec (19 days) |
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| CAPS Topics | Analysis of Term 3 Task Planned Interventions for the term | The Native Land Act of 1913 <ul style="list-style-type: none"> Economic and social impact – Sol Plaatje The precursor of Apartheid pattern | | REVISION FOR SOURCE-BASED QUESTIONS <ul style="list-style-type: none"> Analyse sources Phrasing of level 1,2 and 3 questions Approach to source-based questions Paragraph writing | REVISION FOR ESSAY QUESTIONS <ul style="list-style-type: none"> Analysis of question Introduction linked to question Using relevant evidence to develop a line of argument Conclusion linked to introduction and question | Task 7 One three (3) hour paper Total marks = 150 Learners must answer THREE (3) Questions <ul style="list-style-type: none"> One Essay (50) + One Source-Based (50) + One other question (50) Section A: Source – based questions <ol style="list-style-type: none"> Transformation in southern Africa Colonial Expansion The Native Land Act of 1913 Section B: Essay questions <ol style="list-style-type: none"> Transformation in southern Africa Colonial Expansion The Native Land Act of 1913 |
| Concepts, skills and values | Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question | | | | | |
| Requisite pre-knowledge | Colonial Conquests. Conflict between races | | | | | |
| Resources (other than textbook) to enhance learning | www.education.gov.za / Telematics / South African History Online/ other LTSM http://tiny.cc/97jifz http://tiny.cc/0bkifz | | | | | |
| Informal Assessment Remediation | Activities using past papers should include: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills. Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question | | | | | |
| Formal Assessment | Final Examinations | | | | | |