

Annual Teaching Plan for multi-grade schools: Geography Senior Phase

GEOGRAPHY			
TERM 1			
Week	Grade 7	Grade 8	Grade 9
Topic	Map skills	Map skills	Map skills
1	<p><b>Orientation to the Senior Phase (Grade 7)</b></p> <p><b>Revision of IP activities:</b> The focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Sketch maps &amp; routes</li> <li>- Scale (concept &amp; calculations)</li> <li>- Latitude &amp; Longitude (degrees)</li> <li>- The globe (Hemispheres)</li> </ul>	<p><b>Orientation to Grade 8</b></p> <p><b>Revision of IP activities:</b> The focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Sketch maps &amp; routes</li> <li>- Scale (concept &amp; calculations)</li> <li>- Latitude &amp; Longitude (degrees)</li> <li>• The globe (Hemispheres)</li> </ul>	<p><b>Orientation to Grade 9</b></p> <p><b>Revision of IP activities:</b> The focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Sketch maps &amp; routes</li> <li>- Scale (concept &amp; calculations)</li> <li>- Latitude &amp; Longitude (degrees)</li> <li>• The globe (Hemispheres)</li> </ul>
2-3	<p><b>Local maps &amp; street maps</b></p> <ul style="list-style-type: none"> <li>• Finding home, school and places of interest on a map of the local area</li> <li>• Using an index and grid to locate places in a street guide</li> <li>• Using a street map to find places and describe a route</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Maps and atlases</b></p> <ul style="list-style-type: none"> <li>• Latitude and longitude-degrees and minutes</li> <li>• Using the atlas index to find places on a map</li> <li>• Kinds of scale in an atlas (world, regional, local)</li> <li>• Scale</li> <li>• Review line and word scales</li> <li>• Introduce ratio scales (number scales)</li> <li>• Calculate distances between settlements (global and South Africa using different scales)</li> <li>• Places in the news (on-going throughout the year)</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Contour lines</b></p> <ul style="list-style-type: none"> <li>• Concept of contour lines (models and landscape maps with landscape features)</li> <li>• Steep and gentle slopes (description of gradient)</li> <li>• River valleys and spurs</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>

<p>4 -5</p>	<p><b>Sketch maps and explaining routes</b></p> <ul style="list-style-type: none"> <li>• Sketching maps to show the route from one place to another</li> <li>• Determining and showing compass directions on a local sketch map</li> <li>• Explaining a route verbally (include estimating distances)</li> </ul> <p><b>Sketch map of local area (Project)</b></p> <ul style="list-style-type: none"> <li>• Drawing a sketch map(s) of own area</li> <li>• Include symbols, key and scale</li> <li>• Record own observation of land use and kinds of vegetation</li> <li>• Show four cardinal compass directions</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>The globe</b></p> <ul style="list-style-type: none"> <li>• Hemisphere (review from Grade 6)</li> <li>• The earth's rotation on its-day and night (review)</li> <li>• World time, time zones and the international date line revolution around the sun</li> <li>• South Africa standard time</li> <li>• The earth's revolution around the sun</li> <li>• Angle of axis</li> <li>• Equinox, solstice and the change in angle of the midday sun</li> <li>• Seasonal changes in lengths of day and night</li> <li>• Seasonal temperature changes</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>1: 10 000 Orthophoto maps</b></p> <ul style="list-style-type: none"> <li>• Vertical aerial photographs (Review Grade 8)</li> <li>• Orthophoto images made from aerial photographs</li> <li>• How height is shown on orthophoto maps</li> <li>• Contour lines on orthophoto maps – identifying features</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>
<p>6 -7</p>	<p><b>Distance &amp; Scale</b></p> <ul style="list-style-type: none"> <li>• Line scale and word scales (Review from Grade 6)</li> <li>• Different scales for different maps-small and large scale maps (Review from Grade 6)</li> <li>• Measuring indirect distances on a street map (string and a line scale)</li> <li>• Calculating distances on maps (direct and indirect routes)</li> <li>• Use the scale to estimate distances on a given map</li> <li>• Check estimates with accurate measurement</li> </ul>	<p><b>Satellite image</b></p> <ul style="list-style-type: none"> <li>• What satellite images look like</li> <li>• Information from satellite images-water, vegetation, land use and cloud patterns</li> <li>• How satellite images are used</li> </ul>	<p><b>1: 50 000 Topographic maps</b></p> <ul style="list-style-type: none"> <li>• Read map symbols to identify: natural features on topographic maps, constructed features on topographic maps</li> <li>• Height clues on topographic maps</li> <li>• Contour patterns showing river valleys, hills, mountain, ridges and spurs</li> <li>• Scale and measuring distance on topographic maps – using line and ratio scales</li> <li>• Co-ordinates to locate features</li> </ul> <p><b>Information from maps and photographs</b></p> <ul style="list-style-type: none"> <li>• Interpret information from topographic and orthophoto maps and aerial photographs</li> <li>• Describe landscape</li> <li>• Identify land use</li> <li>• Settlement patterns – identify shape, size, location</li> </ul>

8-9	<b>Current events</b> <ul style="list-style-type: none"> <li>• Places in the news on a world map (on-going throughout the year)</li> <li>• Latitude and longitude of places in the news (Review location in degrees)</li> </ul>	<b>Satellite image</b> (continued) <ul style="list-style-type: none"> <li>• Information from satellite images – water, vegetation, land use</li> <li>• How satellite images work</li> </ul>	<b>Information from maps and Photographs</b> (continued) <ul style="list-style-type: none"> <li>• Identify shape, size, location</li> </ul>
10	<b>Revision and Assessment</b>		

GEOGRAPHY			
TERM 2			
Week	Grade 7	Grade 8	Grade 9
Topic	Volcanoes, earthquakes and floods	Climate and Regions (South Africa and the world)	Surface forces that shape the earth (physical geography)
1	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Water Cycle</li> <li>- Difference between weather &amp; climate</li> <li>- SA's climate &amp; world climate</li> <li>- Rainfall in SA</li> </ul>	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Water Cycle</li> <li>- Difference between weather &amp; climate</li> <li>- SA's climate &amp; world climate</li> <li>- Rainfall in SA</li> </ul>	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Water Cycle</li> <li>- Difference between weather &amp; climate</li> <li>- SA's climate &amp; world climate</li> <li>- Rainfall in SA</li> </ul>
2-3	<p><b>Structure of the earth</b></p> <ul style="list-style-type: none"> <li>• Core, mantle, crust</li> <li>• How the crust moves: Introduction to tectonic plates and plate movements</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Factors that influence temperature and rainfall</b></p> <ul style="list-style-type: none"> <li>• Distance from the equator(latitude)</li> <li>• Distance from the sea</li> <li>• Height above sea level(altitude)</li> </ul> <p>ocean currents mountain (relief)</p> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Weathering</b></p> <ul style="list-style-type: none"> <li>• Concepts of weathering</li> <li>• Physical weathering</li> <li>• Chemical weathering</li> <li>• Biological weathering</li> </ul> <p>Impact of human activities on weathering</p> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
4-5	<p><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>• Volcanoes – location around the world(map)</li> <li>• Why volcanoes occur</li> </ul>	<p><b>South Africa's climate</b></p> <ul style="list-style-type: none"> <li>• Physical map of South Africa (review from Grade 5)</li> <li>• How each of the above factors influence temperature and rainfall in selected places – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington</li> </ul>	<p><b>Erosion and deposition</b></p> <ul style="list-style-type: none"> <li>• Difference between weathering, erosion and deposition</li> <li>• Rivers – features of erosion and deposition along a river course</li> <li>• Sea –features of erosion and deposition associated with wave action: the power of wave action and typical landforms</li> <li>• Moving ice – features of erosion and deposition associated with glaciated landscapes</li> <li>• Wind features of erosion and deposition associated with wind</li> </ul>
6-7	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Location of earthquakes around the world(map)</li> <li>• Causes of earthquakes – link back to plate movements</li> <li>• Why some communities are at higher risk than others</li> <li>• Case study of a selected earthquake.</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Climate around the world</b></p> <ul style="list-style-type: none"> <li>• Difference between weather and climate (review from Grade5)</li> <li>• Elements of weather – temperature, humidity, winds and precipitation</li> <li>• Kinds of climate: Tropical, subtropical, desert, semi – desert.</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>The impact of people on soil erosion</b></p> <p>Human contributions to erosion through agriculture, construction and mining</p> <p>Case study: agriculture as a contributor to erosion</p> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>

8-9	<b>Floods</b> <ul style="list-style-type: none"> <li>• Causes of floods – unusually heavy rain, environmental factors (such as farming, settlement, fires and loss vegetation) and earthquakes(tsunami)</li> <li>• Why some communities are at higher risk than others.</li> <li>• Reducing the impact – preparing for and responding to floods.</li> <li>• Case study of selected flood.</li> </ul>	<b>Climate around the world(continued)</b> <ul style="list-style-type: none"> <li>• high mountain (alpine)</li> <li>• Temperature and rainfall characteristics of different kinds of climate (bar and line graphs)</li> <li>• Climate regions of the world: Map with climate regions</li> </ul> Links between climate regions and factors that influence temperature and rainfall	<b>The impact of people on soil erosion(continued)</b> Case study – agriculture as a contributor to erosion
10	<b>Revision and Assessment: Controlled Test</b> <b>Marks should range between 50-75 in the Senior Phase</b>		

Geography			
TERM 3			
Week	Grade 7	Grade 8	Grade 9
Topic	Population growth and change	Settlement Africa with a focus on South Africa)	Developmental Issues(South Africa-World)
1	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Population distribution &amp; density (concepts)</li> <li>- Factors influencing location</li> <li>- Population distribution in SA and around the world</li> <li>- Concepts of rural &amp; urban settlements</li> <li>- Importance of trade (unfair &amp; fair trade)</li> </ul>	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Population distribution &amp; density (concepts)</li> <li>- Factors influencing location</li> <li>- Population distribution in SA and around the world</li> <li>- Importance of trade (unfair &amp; fair trade)</li> </ul>	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Population distribution &amp; density (concepts)</li> <li>- Factors influencing location</li> <li>- Population distribution in SA and around the world</li> <li>- Importance of trade (unfair &amp; fair trade)</li> </ul>
2-3	<p><b>Population concepts</b></p> <ul style="list-style-type: none"> <li>• Birth rates, death rates and population growth rates</li> <li>• Infant mortality rates</li> <li>• Life expectancy</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Settlement &amp; land use</b></p> <ul style="list-style-type: none"> <li>• Urban settlements</li> <li>• Land use within urban settlements – including the central business district, zones for light and heavy industry, residential areas (high -, middle -, and low –income), shopping centres, services and recreation</li> <li>• Rural settlements</li> <li>• Type of rural settlement – including farming, mining, forestry, fishing</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Meaning of development – including economic, social and environmental aspects</li> <li>• Ways of measuring development</li> <li>• The Human Development Index(HDI) – life expectancy, education, per capita GDP</li> <li>• World map indicating the HDI (Countries ranked by level of high, middle or low development)</li> <li>• Differences in development around the world – comparisons of selected countries and regions</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>
4-5	<p><b>Factors affecting birth rates and death rates</b></p> <ul style="list-style-type: none"> <li>• Disease – Widespread illness such as HIV and AIDS, tuberculosis, malaria, diarrhoea</li> <li>• Pandemics of the past such as Black Death in Europe, smallpox at Cape</li> <li>• Economic status, family needs, attitudes and beliefs</li> <li>• Conflict and wars</li> <li>• Government policy (as in China)</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>Land use on aerial photographs and large scale maps</b></li> <li>• What aerial photographs look like (oblique and vertical)</li> <li>• Information from aerial photos –natural and constructed features</li> <li>• Identifying land uses in urban settlements (aerial photographs and large-scale maps)</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Factors affecting development</b></p> <ul style="list-style-type: none"> <li>• Reasons for differences in development</li> <li>• Historical factors – such as colonialism</li> <li>• Trade – imbalances, unfair trade</li> <li>• Technology and industrialisation</li> <li>• Health and welfare</li> <li>• Education</li> <li>• Political stability</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>

6-7	<ul style="list-style-type: none"> <li>• <b>World population growth</b></li> <li>• Pattern of world population growth from 1 AD to present day (interpreting a line graph)</li> </ul> <p>Developments that have affected population growth</p>		<p><b>Factors affecting development</b></p> <ul style="list-style-type: none"> <li>• Reasons for differences in development</li> <li>• Historical factors – such as colonialism</li> <li>• Trade – imbalances, unfair trade</li> <li>• Technology and industrialisation</li> <li>• Health and welfare</li> <li>• Education</li> <li>• Political stability</li> </ul>
8-10	<p><b>Revision and Assessment</b> <b>Marks: 50</b></p>		

GEOGRAPHY			
TERM 4			
Week	Grade 7	Grade 8	Grade 9
Topic	Natural resources and conservation in South Africa	Transport and trade (Focus :South Africa and the world)	Resource use and sustainability (Focus : World)
1	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Water as resource (grade 4)</li> <li>- Water recycling</li> <li>- Mineral resources of South Africa</li> <li>- Concept of renewable &amp; non-renewable resources</li> <li>- What &amp; why people trade</li> <li>- Fair trading</li> </ul>	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Water as resource (grade 4)</li> <li>- Water recycling</li> <li>- Mineral resources of South Africa</li> <li>- Concept of renewable &amp; non-renewable resources</li> <li>- What &amp; why people trade</li> <li>- Fair trading</li> </ul>	<p><b>Revision of IP activities:</b> the focus should be on consolidating the following concepts &amp; skills:</p> <ul style="list-style-type: none"> <li>- Water as resource (grade 4)</li> <li>- Water recycling</li> <li>- Mineral resources of South Africa</li> <li>- Concept of renewable &amp; non-renewable resources</li> <li>- What &amp; why people trade</li> <li>- Fair trading</li> </ul>
2-3	<p><b>Natural resources</b></p> <ul style="list-style-type: none"> <li>• Natural resource on earth – including water, air, forests, soil, animal and marine life</li> <li>• Use and abuse of selected examples</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Trade and transport around the world</b></p> <ul style="list-style-type: none"> <li>• Reason for trade (Review from Grade 6)</li> <li>• Links between trade and transport – with examples to illustrate</li> <li>• Different modes of transport and their uses: sea, air, road, rail and pipelines</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Resource use</b></p> <ul style="list-style-type: none"> <li>• Uses of natural resources – renewable and non-renewable</li> <li>• Effect of unwise use of resources</li> <li>• Over fishing the oceans</li> <li>• Over grazing</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>
4-5	<p><b>Management of resources</b></p> <ul style="list-style-type: none"> <li>• Concept of conservation – including reasons for conservation</li> <li>• Purpose and location</li> <li>• Case study of a selected area</li> <li>• Community conservation projects – examples</li> </ul> <p>Eco-tourism – examples</p>	<p><b>Trade and transport in South Africa</b></p> <ul style="list-style-type: none"> <li>• Major roads, railways, airports and harbours in South Africa</li> <li>• Case study of a selected South African harbour</li> <li>• Reasons for location</li> <li>• Main exports and imports</li> <li>• Specialised ships – such as container ships, tankers, passenger liners, bulk carriers for special cargo</li> <li>• Links with other transport system – such as road, rail and pipeline</li> <li>• Advantages and disadvantages of road and rail transport</li> </ul>	<p><b>Sustainable use of resources</b></p> <ul style="list-style-type: none"> <li>• Concept of sustainable and unsustainable resource use</li> <li>• Ways resources may be used sustainably</li> <li>• Sustainable fishing</li> <li>• Sustainable land use for grazing</li> <li>• Role of consumers – individuals, businesses and governments – in choosing more sustainable resource use – such as reducing pressure on resources, lowering carbon footprint.</li> </ul>



		<ul style="list-style-type: none"> <li>Requirements for future transport networks.</li> </ul>	
6-7	<p><b>Water in South Africa</b></p> <ul style="list-style-type: none"> <li>Who uses South Africa's water (pie graph of water users).</li> <li>Availability of water and requirement in South Africa</li> <li>River health and the care of catchment areas</li> <li>Disappearing wetlands and why conservation is necessary – case study.</li> <li>Responsible use of water resources – agricultural, industrial and domestic users</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>People and transport in urban areas</b></p> <ul style="list-style-type: none"> <li>Public transport systems in urban areas – such as buses and trains</li> <li>Private modes of transport – such as mini-bus, taxis, cars bicycles</li> <li>Transport issues – such as cost for commuters, traffic congestion and pollution.</li> <li>Public transport strategies – such as rapid transport systems, subsidised public transport, bus and cycle, park and ride, car – free zones</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Food resources</b></p> <ul style="list-style-type: none"> <li>Concept of food security – local, regional and global examples</li> <li>Role of science and technology in food production</li> <li>Factory farming – raising livestock at high density</li> <li>Genetic modification of crops</li> <li>Sustainable farming – appropriate technologies and farming techniques</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>
8 -10	<p><b>Revision and Assessment</b>  <b>Controlled Tests:</b>  <b>Marks: 50-75</b></p>		

Annual Teaching Plan for multi-grade schools: History Senior Phase

HISTORY				
TERM 1				
Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Concept	<ul style="list-style-type: none"> <li>• Cause and effects (The reasons for events and the results of these events).</li> </ul>			
Weeks 1 – 3	<p><b>The kingdom of Mali and the city of Timbuktu 14<sup>th</sup> Century</b></p>	<p><b>The Industrial Revolution in Britain and southern Africa from 1860</b></p>	<p><b>World War II (1919 – 1945)</b></p>	<p>Historical sources and evidence: History is not 'the past' itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.</p>
	<ul style="list-style-type: none"> <li>• <b>Trade across the Sahara Desert</b> <ul style="list-style-type: none"> <li>▪ Camel caravans as the means of transport</li> <li>▪ Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers</li> <li>▪ Spread of Islam across North Africa and into West Africa via traders 9th century</li> </ul> </li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>Changes during the Industrial Revolution in Britain</b></p> <ul style="list-style-type: none"> <li>▪ Wealth from slave trade</li> <li>▪ Economy before the Industrial Revolution: farming economy, cottage industries</li> <li>▪ What the Industrial Revolution was</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>The rise of Nazi Germany</b> End of World War I; Weimar Republic; Treaty of Versailles 1919 and brief summary of German punishments</li> <li>▪ Hitler and the Nazis 1920s</li> <li>▪ The Great Depression of 1929 and effects on Germany</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p>The teacher must explain the causes and effect of these events.</p> <p>In Grade 7, learners discuss the goods that were traded between Europe and North Africa and Mali and the spread of Islam in West Africa.</p> <p>In Grade 8, the learners revise concepts on the transatlantic slave trade from Grade 7. The teacher introduces the concept of Industrial revolution to the learners. Learners look at the differences in the farming economies before the industrial revolution.</p> <p>Grade 9 revision of work done on Germany in Grade 8 (World War 1). Learners work with a written source on the end of WW1 and answer questions on the source.</p> <p>Grade 7 &amp; 8 discuss slave trade after which each grade will do an individual activity.</p>
<p><b>Issue Formal Assessment Task for Grade 7: Sources based and paragraph writing on relevant content for the first term. Discuss monitoring and final submission dates.</b></p>				<p>Task must be submitted by the start of week 8</p>
Weeks 4 - 5	<p><b>The kingdom of Mali</b></p> <ul style="list-style-type: none"> <li>▪ Mali at the height of its power</li> </ul>	<ul style="list-style-type: none"> <li>▪ Social changes during the Industrial Revolution</li> </ul>	<ul style="list-style-type: none"> <li>▪ Failure of democracy in the Weimar Republic</li> </ul>	<p>Consolidation of cause and effect. Learners need to grasp the consequences</p>

	<p>under Mansa Musa early 14th century</p> <ul style="list-style-type: none"> <li>▪ Mansa Musa's pilgrimage to Mecca</li> <li>▪ Construction of the Great Mosque.</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>– Urbanisation and changing living conditions</li> <li>▪ lives of the working class, including overcrowded housing, poverty and workhouses <ul style="list-style-type: none"> <li>– The mines and factories - child labour in mills and mines</li> </ul> </li> <li>▪ Labour, resistance, the trade union movement and working class organisations <ul style="list-style-type: none"> <li>– Swing Riots (agriculture); Luddites (industry)</li> <li>– Grand National Consolidated Trades Union (1833)</li> </ul> </li> <li>▪ Increased power and wealth of Britain and Western European economies</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>▪ Reasons for public support for Nazi Party and the 1932 and 1933 elections</li> <li>▪ Enabling Act 1933 and dictatorship (including concentration camps for opponents)</li> <li>▪ Nuremberg Laws and loss of basic rights of Jewish people 1935</li> <li>▪ Persecution of political opponents; Jehovah's Witnesses; Roma (gypsies); homosexuals; Slavs; black people; disabled people</li> <li>▪ Nazi Germany as an example of a fascist state (compared with democracy)</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p>of these events which help to explain human behaviour.</p> <p>Grade 7: Read a story about the kingdom of Mali and write a paragraph on what they have read. The teacher should provide learners with leading questions for the paragraph.</p> <p>In Grade 8, learners read silently about Industrial Revolution from their textbooks and answer questions in their exercise books.</p> <p>In Grade 9, the teacher discusses the effects of the Treaty of Versailles with the learners and thereafter, learners write an essay.</p> <p><b>NB:</b> In Grades 7 &amp; 8, learners should do activities on paragraph writing.</p>
Weeks 6 – 7	<p><b>The city of Timbuktu</b></p> <p>Leo Africanus' eyewitness stories of his travels</p> <p><b>2 hours</b></p> <ul style="list-style-type: none"> <li>– Travel along caravan routes, into the Saharan desert and two visits to Timbuktu</li> </ul> <ul style="list-style-type: none"> <li>▪ Descriptions of Timbuktu in his book <i>Description of Africa (1550)</i></li> <li>▪ Timbuktu as a trade centre on the trans-Saharan caravan route</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>• Southern Africa by 1860</b></p> <ul style="list-style-type: none"> <li>▪ Map and brief description of political settlement</li> <li>▪ Indentured labour from India to work on sugar plantations in British colony of Natal <ul style="list-style-type: none"> <li>– India as a British colony</li> <li>– Reasons why labour was imported: Zulu kingdom was still independent</li> <li>– Reasons for demand for sugar in Britain</li> <li>– Conditions under which indentured labourers lived and worked</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Passenger Indians 1869 onwards.</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p><b>• World War II: Europe</b></p> <ul style="list-style-type: none"> <li>▪ Nazi's aggressive, expansionist foreign policy for lebensraum (very briefly)</li> <li>▪ Outbreak of World War II: Axis vs. Allies</li> <li>▪ Extermination camps and genocide, the Holocaust, and the 'Final Solution'</li> <li>▪ Examples of resistance to Nazism in Germany <ul style="list-style-type: none"> <li>– Sophie Scholl and the White Rose Movement</li> <li>– Dietrich Bonhoeffer and the Confessing Church.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>• Warsaw Ghetto Uprising</li> <li>▪ End of World War II in Europe.</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p>All learners are provided with different sources in grade 7 -9 to determine if causes and effects are the same in all these sources.</p> <p>The teacher draws learners' attention to the different points of views and the different ways in which history has interpreted these events.</p>

Weeks 8 – 9	<ul style="list-style-type: none"> <li>• Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold</li> <li>▪ Timbuktu as a centre of learning</li> <li>▪ Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more</li> <li>• Timbuktu Manuscripts Project and South African collaboration</li> <li>• Why Timbuktu is a World Heritage Site</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Diamond mining in Kimberley 1867 onwards</b> <ul style="list-style-type: none"> <li>▪ Why diamonds are valuable</li> <li>▪ British take-over of diamond-rich land in Griqualand West</li> <li>▪ Diamond-mining and the development of a monopoly: one person one claim; what happened to black claimholders; problems related to digging deeper; the formation of companies; Cecil John Rhodes and Barney Barnato; the formation of De Beers Consolidated Mines Limited; regulating supply and the price of diamonds</li> </ul> </li> </ul>		Formal Assessment Task on paragraph writing and source-based activity must be submitted by Grade 7 learners.
Week 10			<ul style="list-style-type: none"> <li>• <b>World War II in the Pacific 2 hours</b> <ul style="list-style-type: none"> <li>▪ America in the War vs. Japan: Pearl Harbour <ul style="list-style-type: none"> <li>– Japanese Americans forcibly moved into internment camps in USA</li> <li>– Japanese expansion and atrocities in China</li> <li>– Japanese prisoner-of-war camps for Allied soldiers</li> </ul> </li> </ul> </li> </ul>	Teach and consolidate the concept of cause and effect with the content per grade.
<b>Revision and Assessment</b> <b>Marks: 50-75</b>				

HISTORY				
TERM 2				
Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
<b>Concept</b>	<ul style="list-style-type: none"> <li>• Cause and effect (The reasons for events and the results of these events.)</li> <li>• Change and continuity (Over a period of time it is possible to contrast what has changed and what has remained the same.)</li> </ul>			
	<b>The Transatlantic slave trade</b>	<b>The Mineral Revolution in South Africa</b>	<b>The Nuclear Age and the Cold War (1945 – 1990)</b>	Historical sources and evidence: History is not 'the past' itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.
Weeks 1 – 2	<ul style="list-style-type: none"> <li>• <b>West Africa before the European slave trade</b></li> </ul> <p><b>NB: Introduce essay writing</b></p> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>Britain, diamond mining and increasing labour control and land expansionism</b> <ul style="list-style-type: none"> <li>▪ Increasing control over black workers: closed compounds and migrant labour</li> <li>▪ Further land dispossession and defeat of African kingdoms: Xhosa 1878 and Pedi and Zulu 1879</li> </ul> </li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>Increasing tension between the Allies after the end of World War II in Europe</b> <ul style="list-style-type: none"> <li>▪ USSR (communism) vs. USA and West (capitalism)</li> </ul> </li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p>In Grade 7, the teacher revises the concepts on slavery and trade dealt with in Term 1 under trade across the Sahara Desert.</p> <p>In Grade 8 the learners read from the textbook and answer the questions.</p> <p>In Grade 9, learners study the cartoons on the content and interpret the information from the visual sources.</p>
Weeks 3 – 4	<ul style="list-style-type: none"> <li>• <b>The nature of slavery in West Africa before Europeans</b></li> <li>• <b>Slavery in the American South</b> <ul style="list-style-type: none"> <li>▪ Plantations: tobacco, rice, sugar cane and cotton</li> <li>▪ Reasons for using slave labour</li> <li>▪ How slaves were captured, sold and transported from West Africa</li> <li>▪ Slave markets</li> <li>▪ Numbers of slaves that were taken to America</li> <li>▪ What happened to the raw materials that slaves produced</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Deep-level gold mining on the Witwatersrand 1886 onwards</b> <ul style="list-style-type: none"> <li>▪ Why gold is valuable - 1 hour</li> <li>▪ The discovery and mining of deep level gold on the Witwatersrand <ul style="list-style-type: none"> <li>• How gold is mined</li> <li>• Conditions underground</li> <li>• The Randlords and the formation of the Chamber of Mines</li> <li>• Migrant workers (more systematic control and borrowing of compound system from Kimberley)</li> <li>• Increasing burden on women in</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>End of World War II in the Pacific: Atomic bombs and the beginning of the Nuclear Age</b> <ul style="list-style-type: none"> <li>▪ When, where, why and how did World War II come to an end?</li> <li>▪ Why did the USA drop the bombs?</li> <li>▪ Was it justified?</li> </ul> </li> <li>• <b>Definition of the superpowers and the meaning of 'Cold War'.</b></li> </ul> <p><b>Informal assessment: essay writing</b></p>	<p>The teacher introduces learners to the concept of change and continuity. Focus on the following:</p> <p>Grade 7: Slaves taken to America Grade 8: Migrant labour Grade 9: Atomic bombs.</p>
Weeks 5 – 8	<ul style="list-style-type: none"> <li>• <b>The impact of the transatlantic</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Areas of conflict and competition</b></li> </ul>	<p>In Grade 7, learners look at the triangular</p>

	<p><b>slave trade on slaves 6 hours</b></p> <ul style="list-style-type: none"> <li>▪ What it was like to be a plantation slave in the American South <ul style="list-style-type: none"> <li>• Slave culture in songs and stories</li> <li>• Resistance to slavery: individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight,</li> <li>• suicide, arson, murdering owners</li> </ul> </li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p>the reserves, erosion of families</p> <ul style="list-style-type: none"> <li>• Skilled and unskilled white workers</li> <li>• Anti-Indian legislation</li> <li>• Forms of labour resistance</li> <li>• The city of Johannesburg</li> </ul> <p><b>Informal assessment: Essay writing</b></p>	<p><b>between the Superpowers in the Cold War 6 hours</b></p> <ul style="list-style-type: none"> <li>▪ Arms race</li> <li>▪ Division of Germany 1946 and the building of the Berlin Wall 1961</li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<p>slave trade map and identify the continents that were involved in the slave trade. Learners should also identify the goods that were traded across the Atlantic Ocean. Learners do a role play on slaves and their masters with the guidance of the teacher. Learners write paragraphs (grade 7) and essays (grades 8 &amp; 9) on the content that the teacher has discussed with them. Grade 7 and 8 learners discuss the impact of slavery and mining on family life. Formal teaching in Grade 9.</p>
Weeks 9 – 10	<ul style="list-style-type: none"> <li>• Rebellion against slavery</li> <li>• Nat Turner's revolt 1831</li> <li>• Joseph Cinque and the Amistad Mutiny 1839</li> <li>• The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves)</li> <li>• Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape</li> </ul>	<ul style="list-style-type: none"> <li>▪ The Mineral Revolution as a turning point in South African history <ul style="list-style-type: none"> <li>– The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910; formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913</li> <li>– Map of Southern Africa in 1913 compared with 1860</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>The end of the Cold War 1989</b> <ul style="list-style-type: none"> <li>▪ The fall of the Berlin Wall 1989</li> <li>▪ The fall of the Soviet Union 1991</li> </ul> </li> </ul>	<p>Consolidation of content. Grades 7 draw a comparison between the slave trade between the different countries. Grade 8 learners revise Mineral revolution. Grade 9 learners do a class activity from the textbooks.</p>
<p><b>Controlled test:</b> Term 1 and 2 content Marks: 50-75</p>				

HISTORY				
TERM 3				
Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
	<ul style="list-style-type: none"> <li>• Cause and effects (The reasons for events and the results of these events.)</li> <li>• Change and continuity (Over a period of time it is possible to contrast what has changed and what has remained the same.)</li> <li>• Time and chronology (History is studied and written in sequence. It is important to be able to place events in the order in which they happened in time, and to consider their context. Timelines are often used to develop this concept.)</li> </ul>			
Weeks 1 – 2	Colonisation of the Cape in the 17th and 18th centuries	The scramble for Africa: late 19th century	Turning points in South African history 1948 and 1950s	Historical sources and evidence: History is not 'the past' itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.
	<b>Grade 7 – 8: Issue Formal Assessment Task: Sources based, paragraph and extended writing on relevant content for the Third term. Discuss monitoring and final submission date.</b> <b>Grade 9: Issue Formal Assessment Task: Oral History Project and discuss guidelines, monitoring and final submission date.</b>			Task must be submitted by the start of week 9
	<b>Revise from Grade 5:</b> <ul style="list-style-type: none"> <li>• Indigenous inhabitants of the Cape in 17th century</li> <li>• Where African farmers were settled (to the east of the Cape because of the climatic constraints of sorghum and millet: settled in the summer rainfall areas that received around 500mm of rain over the summer growing season)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>European colonisation of Africa in the late 19th century</b> <ul style="list-style-type: none"> <li>– Africa before European colonisation</li> <li>– Map of Africa 1800</li> <li>– Berlin Conference 1884</li> <li>– Map of Africa (showing different colonising countries)</li> <li>– Causes of colonisation</li> <li>– Patterns of colonisation: which countries colonised which parts of Africa</li> <li>– Why European powers were able to colonise Africa so quickly</li> <li>– Results of colonisation</li> </ul> </li> </ul> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>The Universal Declaration of Human Rights after World War II</b></li> <li>• <b>Definition of racism</b> <ul style="list-style-type: none"> <li>– Human evolution and our common ancestry*</li> <li>– Apartheid and the myth of 'race'</li> </ul> </li> </ul> <p><b>Oral History Project</b>  Due to smaller populations in the rural and farming communities, learners can work in groups to interview community members/ elders/ care givers/ parents/ farm owners/ business people in their communities to find out <b>how</b> they experienced some of the Apartheid laws. Findings of the interviews should however be done <b>individually</b>.</p> <p><b>Step 1 of the OHP:</b>  Provide learners with information on the Apartheid laws, including information on military conscription.  Conduct mock interviews with learners in order to prepare them for the OHP interviews.</p>	<p>Introduce the concept of Time and chronology and reinforce the other concepts of terms 1 and 2.</p> <p>Grade 7 learners complete a worksheet of grade 5 to see what knowledge they still remember from Grade 5 (baseline assessment).</p> <p>Grade 8 do map orientation of countries according to the 1800 Map of Africa and explain why European powers wanted to colonise Africa.</p> <p>Grade 9: Learners discuss and write down what they think their rights are and then compare it with the declaration of Human Rights. (Textbook)</p> <p>The teacher provides learners with activities per grade or they can do activities from the textbook.</p>

			Hand out the following: Interview letters Rubric to assess the OHP Submission date for the project.	
Weeks 3 – 4	<p><b>Dutch settlement</b></p> <ul style="list-style-type: none"> <li>• Reasons for the VOC (DEIC) permanent settlement at the Cape 1652</li> <li>• Results of the Dutch <ul style="list-style-type: none"> <li>– Slaves at the Cape</li> <li>– Why slaves were brought to the Cape</li> <li>– Where the slaves came from</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• <b>1948 National Party and Apartheid</b> <ul style="list-style-type: none"> <li>▪ Racial segregation before Apartheid</li> <li>▪ Main apartheid laws in broad outline <ul style="list-style-type: none"> <li>– Case study: Group Areas Act: Sophiatown forced removal</li> <li>– Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana.</li> </ul> </li> </ul> </li> </ul> <p><b>Step 2 of the OHP:</b> Ask learners to work in groups to formulate 10 key questions for their interviewees. Guide learners on the types of questions they can ask. Interviews should be conducted during weeks 3 and 4 of the term.</p>	<p>Learners need to show how events follow on each other in the order in which they happen (chronologically) Grade 7 learners revise the Transatlantic slave trade and compare it with the South Africa slaves Grade 8 learners continues with the causes of colonisation Grade 9 learners work on the two case studies in the textbook and answer questions on the content.</p>
Weeks 5 – 6	<p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>		<p>Grade 7 learners focus on the causes and effects of slave resistance at the Cape by completing a worksheet.</p>	
Weeks 7 – 8	<ul style="list-style-type: none"> <li>– How slaves were brought to the Cape</li> <li>– Causes and effects of slave resistance at the Cape</li> <li>– Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language</li> <li>▪ Expanding European frontiers <ul style="list-style-type: none"> <li>– The movement of trekboers with their slaves and servants inland</li> <li>– Lifestyles and stories of trekboers</li> </ul> </li> <li>▪ Land dispossession and consequences for the indigenous population</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study: The Ashanti kingdom</b> <ul style="list-style-type: none"> <li>▪ The coast of West Africa before the arrival of Europeans</li> <li>▪ The Ashanti and their early contact with European traders and explorers</li> <li>▪ The British and the colonisation of the Gold Coast</li> </ul> </li> </ul> <p>Results of colonisation for Ashanti kingdom and Britain</p> <p><b>Informal assessment, e.g. class exercise, homework, worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>1950s: Repression and non-violent resistance to apartheid</b> <ul style="list-style-type: none"> <li>– SACP banned</li> <li>– ANC programme of action</li> </ul> </li> <li>▪ Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid</li> <li>▪ The Defiance Campaign (including the influence of Mahatma Gandhi)</li> <li>▪ Freedom Charter and Treason Trial</li> <li>▪ Women’s March <ul style="list-style-type: none"> <li>– Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid.</li> </ul> </li> </ul> <p><b>Steps 3- 4 of the OHP:</b> Learners work individually to consolidate the findings of the interview. The findings should be presented as a coherent story of about 600 words (about 2 pages).</p>	<p><b>The task must be submitted by the start of week 8</b> Grade 8 learners read the case study on the Ashanti kingdom and answer questions from the textbook. They also do an extended writing piece on the case study they completed.</p> <p>Grade 9 learners study the biographies of Helen Joseph and Lillian Ngoyi and write an essay on one of them.</p>
Weeks 9 – 10			<p><b>Oral history and research project:</b> Suggested topic: How apartheid affected</p>	<p>Grade 7 learners write an essay on slavery in the Cape</p>



	<ul style="list-style-type: none"> <li>– Genadendal: the first mission station in Southern Africa 1738</li> <li>– The work of William Bleek and Lucy Lloyd</li> </ul>		<p>people's lives and how people responded: Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.</p> <p><b>Step 5 of the OHP:</b> The interview questions and answers, the story and their reflections on the experience of doing the project should be submitted for evaluation.</p>	<p>Grade 8 learners continue with the case study on the Ashanti kingdom. Grade 9 learners finalize their project in class with the help of the teacher. <b>NB: The teacher must also allow class time for instructions and monitoring progress of project</b></p>
	<p><b>REVISION AND ASSESMENT</b>  <b>Grades 7 and 8: Test (source-based, paragraph and essay writing)</b>  <b>Grade 9: Oral History Research project</b>  <b>Marks: 50 per grade</b></p>			

HISTORY				
TERM 4				
Week	Grade 7	Grade 8	Grade 9	Notes to the Teacher
Topic	<ul style="list-style-type: none"> <li>• <b>Cause and effects</b> (The reasons for events and the results of these events.)</li> <li>• <b>Change and continuity</b> (Over a period of time it is possible to contrast what has changed and what has remained the same.)</li> <li>• <b>Time and chronology</b> (History is studied and written in sequence. It is important to be able to place events in the order in which they happened in time, and to consider their context. Timelines are often used to develop this concept.)</li> </ul> <p><b>Historical sources and evidence: History is not 'the past' itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.</b></p>			
Weeks 1 – 2	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century	World War I (1914 – 1918)	Turning points in South African history 1960, 1976 and 1994	Historical sources and evidence: History is not 'the past' itself. It is the interpretation and explanation of information from various sources. Evidence is created when sources are used to answer questions about the past.
	<ul style="list-style-type: none"> <li>• <b>Arrival of British and the expanding frontiers of European settlement</b></li> </ul> <p><b>Informal assessment: classwork/ homework/ worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>Reasons why World War I broke out</b> <ul style="list-style-type: none"> <li>▪ Overview of long-term causes: Nationalism, industrial economies, control of seas, colonisation and empires</li> <li>▪ Immediate cause: Assassination of Archduke of Austria at Sarajevo</li> <li>▪ Countries in Europe which fought: Allied Powers vs. Central Powers</li> </ul> </li> </ul> <p><b>Informal assessment: classwork/ homework/ worksheets</b></p>	<ul style="list-style-type: none"> <li>• <b>1960: Sharpeville massacre and Langa march</b> <ul style="list-style-type: none"> <li>▪ Formation of PAC 1959</li> <li>▪ Causes, leaders, events, short-term and longer-term consequences</li> </ul> </li> </ul> <p><b>Informal assessment: classwork/ homework/ worksheets</b></p>	Grade 7 learners read the piece on the effect of the arrival of the British in the Cape and discuss it in their groups. Grade 8 learners' looks at the immediate causes that led to World War 1 and complete the activity in the textbook. Grade 9 learners work on the causes of the Sharpeville massacre and what the PAC and ANC hope to achieve by holding anti-pass campaigns.
Weeks 3 – 4	<ul style="list-style-type: none"> <li>• <b>The Eastern frontier of European settlement</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Aspects of experiences in World War I</b> <ul style="list-style-type: none"> <li>▪ Conscription and propaganda in Britain</li> <li>▪ Conscientious objectors</li> <li>▪ Trench warfare on the Western Front</li> <li>▪ Music and poetry</li> <li>▪ World War I and South Africa <ul style="list-style-type: none"> <li>– Battle of Delville Wood 1916</li> <li>– Sinking of the Mendi 1917</li> </ul> </li> </ul> </li> </ul> <p><b>Informal assessment: classwork/</b></p>	<ul style="list-style-type: none"> <li>• <b>1976: Soweto uprising</b> <ul style="list-style-type: none"> <li>▪ Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression</li> </ul> </li> </ul> <p><b>Informal assessment: classwork/ homework/ worksheets</b></p>	Grade 7: Learners are giving case studies on Chief Maqoma; Andries Stockenström and the lives of inboekselings. Learners are answer questions on the different case studies. Learner does also write an essay on one of these content areas. (The concepts that were done through the terms must be taken into consideration
Weeks 5 – 6	<ul style="list-style-type: none"> <li>▪ Frontier wars on the eastern frontier of European settlement <ul style="list-style-type: none"> <li>– Case study: Chief Maqoma (1798 – 1873) and Xhosa resistance to British rule</li> </ul> </li> <li>▪ Soldiers and officials <ul style="list-style-type: none"> <li>– Case study: Andries</li> </ul> </li> </ul>			

	<p>Stockenström (1792 – 1864) and his involvement on the Eastern frontier of European settlement</p> <ul style="list-style-type: none"> <li>▪ British immigration</li> <li>▪ Abolition of slavery 1836</li> <li>▪ Boers migrate and move into the interior: Great Trek <ul style="list-style-type: none"> <li>– Case study: The lives of inboekselings</li> </ul> </li> </ul> <p><b>Informal assessment: classwork/ homework/ worksheets</b></p>	<b>homework/ worksheets</b>		<p>when writing the essay).</p> <p>Grade 8: Teacher discusses the different aspects of World War 1 with the learners before they analyses the different sources on propaganda and complete the activities in the textbook.</p> <p>Grade 9: The learners work with the sources on the Soweto uprising in which they need to identify cause and effect where after they write an essay on the content. (The concepts that were done through the terms must be taken into consideration when writing the essay).</p>
Weeks 7 – 8	<ul style="list-style-type: none"> <li>• <b>The northern frontier of European settlement</b> <ul style="list-style-type: none"> <li>▪ Expanding trade relationships on the northern frontier of European settlement</li> <li>▪ Kora and Griqua (groupings of people of mixed descent and runaway slaves who had escaped from the Colony): traded manufactured goods, tobacco and pack oxen from the Cape</li> <li>▪ The southern borders of the Tswana world*: traded ivory, hides, skins and furs, iron and copper with Kora and Griqua</li> </ul> </li> <li>▪ Missionaries and traders Case study: Robert Moffat (1795 – 1883) at Kuruman</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Women in Britain during World War I</b> <ul style="list-style-type: none"> <li>▪ Changing roles of women in the workplace in Britain in World War I</li> <li>▪ Emily Pankhurst and the campaign for the vote for women in Britain</li> </ul> </li> </ul>		<p>Provide all learners with sight words on the content they will be dealing during these weeks e.g. regime; manufactured; campaign; missionaries; workplace; repression; resistance.</p> <p>Grade 7: The teacher teaches content to the learners after which they will do the activities in the textbook as well as writing a paragraph.</p> <p>Grade 8: Learners discuss the role of the women in their household before they are guided through sources about the role women in WW1</p> <p>Grade 9: Learners continues with the Soweto uprising.</p>
Weeks 9 – 10		<ul style="list-style-type: none"> <li>• <b>The defeat of Germany and the Treaty of Versailles</b> (to be picked up again in Grade 9)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>1990: Release of Nelson Mandela and the unbanning of liberation movements</b> <ul style="list-style-type: none"> <li>▪ Events leading to 1994 election (in broad outline) <ul style="list-style-type: none"> <li>– Internal resistance and repression 1980s</li> <li>– External pressure on the</li> </ul> </li> </ul> </li> </ul>	<p>Grade 7: Learners are giving a case study on Robert Moffat and answer the questions on the case study. They then write an essay on the content of the case study. (The concepts that were done through the terms must be taken into consideration when writing the essay).</p> <p>Grade 8: Learners read a source on</p>

			<ul style="list-style-type: none"> <li>apartheid regime 1980s</li> <li>– End of Cold War 1990</li> <li>– Unbanning of political movements 1990</li> <li>– Release of Mandela and other political prisoners 1990</li> <li>– Negotiations and violence 1990 – 1994</li> <li>– Democratic election 1994.</li> </ul>	<p>Germany and the Treaty of Versailles and answer questions on the content.</p> <p>Grade 9: Learners do read a source on resistances in 1980 to the democratic elections in 1994 and answer questions on the content.</p>
<p><b>Controlled Test: Terms 3 and 4 content</b>  <b>The marks: 50 (minimum) 75 (maximum) in Grades 7-9</b></p>				