

## 2023/4 ANNUAL TEACHING PLAN FOR MULTI-GRADE SCHOOLS: GEOGRAPHY SENIOR PHASE

### Term 1 (51 days)

Week	Grade 7	Grade 8	Grade 9	Teacher Role
Topic	Map skills	Map skills	Map skills	
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>- Sketch maps &amp; routes</li> <li>- Scale (concept &amp; calculations)</li> <li>- Latitude &amp; Longitude (degrees)</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>- Scale (concept &amp; calculations)</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>- Scale (concept &amp; calculations)</li> <li>- Latitude &amp; Longitude (degrees and minutes)</li> </ul>	<ul style="list-style-type: none"> <li>• There are concepts which have been taught in the IP phase that are repeated in the SP. The teacher should revise &amp; consolidate these skills &amp; concepts in order for learners to have a solid foundation and understanding of map skills.</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>Current events</b></p> <ul style="list-style-type: none"> <li>• Places in the news on a</li> </ul>	<p><b>Maps and atlases</b></p> <ul style="list-style-type: none"> <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</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</li> </ul>	<p><b>Grade 7:</b> Introduce learners to street maps. Explain routes and direction between different places. Learners will be consolidating their map skills knowledge by locating current events (local, national and international) on maps.</p> <p><b>Grade 8:</b> Teach learners how to work out the grid reference using degrees &amp; minutes. Learners can also use an Atlas index for grid references.</p> <p><b>Grade 9:</b> Introduce learners to the topographical maps. Explain to the learners the meaning of</p>

	<p>world map (on-going throughout the year)</p> <ul style="list-style-type: none"> <li>• Latitude and longitude of places in the news (Review location in degrees)</li> </ul>	<p>Africa using different scales</p> <ul style="list-style-type: none"> <li>• Latitude and longitude-degrees and minutes</li> <li>• Places in the news (on-going throughout the year)</li> </ul>	<p>ratio scales</p> <ul style="list-style-type: none"> <li>• Co-ordinates to locate features</li> </ul> <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>colours and symbols on topographical maps.</p>
4 -5	<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> </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> </ul>	<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> </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>Grade 7:</b> Learners are going to revise IP work by showing the route from their home to school using a sketch map.</p> <p><b>Grade 8:</b> Teach learners how to work out the grid reference using degrees &amp; minutes. The teacher introduces the concept of time (day and night) time zones as well International date line including South African Standard Time, (SAST).</p> <p><b>Grade 9:</b> Discuss the meaning of colours and symbols on topographical maps. Learners should describe the landscape and identify settlement patterns.</p>

	<ul style="list-style-type: none"> <li>Show eight cardinal compass directions</li> </ul>			
6 -7	<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>Calculating distances on maps (direct routes)</li> </ul>	<p><b>The globe</b></p> <ul style="list-style-type: none"> <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>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>Grade 7:</b> Learners must use their knowledge on scale to calculate distances using a scale.</p> <p><b>Grade 8:</b> Teach learners the concept of satellite images. What are satellite images and how satellite images look like. What kind of details is shown on satellite images.</p> <p><b>Grade 9:</b> Introduce learners to Orthophoto maps. Teach learners the concept of contour lines as well the description of gradient. Learners must be able to identify the colours between Orthophoto map and Topographic maps.</p>

8-9	<ul style="list-style-type: none"> <li>Measuring indirect distances on a street map (string and a line scale)</li> </ul>	<b>Satellite image</b> <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> <li>How satellite images work</li> </ul>	<b>Information from maps and photographs</b> <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>	<b>Grade 7:</b> The teacher will use a string and a ruler to show learners how to measure the distance on a street map. <b>Grade 8:</b> Learners will continue with satellite images. The teacher must emphasize the details shown on satellite images like water, vegetation, land use and clouds forms. <b>Grade 9:</b> The teacher must provide learners with different types of maps which is Orthophoto and Topographic map.
10-11	<b>Revision and Assessment</b>			Informal assessment occurs on an on-going basis with a minimum of 2 written activities per week. Formal assessment would be according to the assessment programme provided
<b>Project: Map reading, analysis and Interpretation</b>  <b>Total – 50 marks</b>	<b>Test:</b> <b>Assessment of map skills:</b> <b>Assess and give feedback to learners.</b> -Mark allocation: 50 marks -Set map skills questions on topographic and orthophoto maps – <b>Discuss map skills task early in the term and give feedback after assessment</b> <b>Total - 50 marks</b>	<b>Test:</b> <b>Assessment of map skills:</b> <b>Assess and give feedback to learners.</b> -Mark allocation: 50 marks -Set map skills questions on topographic and orthophoto maps – <b>Discuss map skills task early in the term and give feedback after assessment</b>  <b>Total - 50 marks</b>		

Term 2 (53 days)

Week	Grade 7	Grade 8	Grade 9	Teacher Role
Topic	Volcanoes, earthquakes and floods	Climate and Regions (South Africa and the world)	Surface forces that shape the earth (physical geography)	
1-3	<p><b>Structure of the earth</b></p> <ul style="list-style-type: none"> <li>Core, mantle, crust</li> </ul> <p>How the crust moves: Introduction to tectonic plates and plate movements</p> <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>Factors that influence temperature and rainfall</b></p> <p><b>Include South Africa's climate</b></p> <p>Physical map of South Africa (review from Grade 5)</p> <p>How each of the factors influence temperature and rainfall in selected places – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington</p> <p><b>Distance from the equator (latitude)</b></p> <p>Compare Mbombela and George</p> <p><b>Distance from the sea</b></p> <p>Compare Johannesburg and</p>	<p><b>Weathering</b></p> <p>Types of weathering</p> <p>Physical weathering</p> <p>Chemical weathering</p> <p>Impact of human activities on weathering</p>	<p><b>Grade 7:</b> The structure of the earth is a new topic that is being introduced (no related content from the IP).</p> <p><b>Grade 8:</b> Learners must be taught new concepts such as latitude, altitude and relief.</p> <p><b>Grade 9:</b> Learners will complete a worksheet on surface forces that shape the earth.</p>

		<p>Cape Town.</p> <p><b>Height above sea level (altitude)</b> Compare Johannesburg and Cape Town.</p> <p><b>Ocean currents</b> Compare Durban and Port Nolloth.</p> <p><b>Mountain (relief)</b> Compare Umtata and Durban.</p>		
4-5	<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> </ul>	<p><b>Factors that influence temperature and rainfall</b></p> <p><b>Include South Africa's climate</b> Physical map of South Africa(review from Grade 5) How each of the factors influence temperature and rainfall in selected places – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington</p>	<p><b>Erosion and deposition</b></p> <ul style="list-style-type: none"> <li>• Difference between weathering, erosion and deposition</li> <li>• <b>Rivers</b> – features of erosion and deposition along a river course</li> </ul>	<p><b>Grade 7:</b> The location of volcanoes and earthquakes can be linked with the map skills taught in the IP and SP phase. It should be a consolidation of these skills that were taught in the IP and SP phases.</p> <p><b>Grade 8:</b> Learners are taught data handling skills using South African climate as the content and context.</p> <p><b>Grade 9:</b> Continue with concepts taught in weeks 2 - 3. Ensure that learners understand the concepts of erosion and deposition.</p>

		<p><b>Distance from the equator (latitude)</b> Compare Mbombela and George</p> <p><b>Distance from the sea</b> Compare Johannesburg and Cape Town.</p> <p><b>Height above sea level (altitude)</b> Compare Johannesburg and Cape Town.</p> <p><b>Ocean currents</b> Compare Durban and Port Nolloth.</p> <p><b>Mountain (relief)</b> Compare Umtata and Durban.</p>		
6-7	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>• Effects of earthquakes – including injury and loss of life, disease, displacement of people, damage to infrastructure, fires and tsunamis</li> <li>• Why some communities are at higher risk than others</li> <li>• Reducing the impact – preparing for preparing</li> </ul>	<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, temperature, desert, semi – desert, continental, polar, Mediterranean, tundra</li> </ul>	<p><b>The impact of people on soil erosion</b> Human contributions to erosion through agriculture, construction and mining</p>	<p><b>Grade 7:</b> the teacher will provide a map that will be used to identify the location of earthquakes around the world. They can discuss the causes and the effects of earthquakes. Learners do a case-study of a recent earthquake.</p> <p><b>Grade 8:</b> The teacher explains the elements of weather such as listed in Social Sciences CAPS.</p>

	for and responding to earthquakes <ul style="list-style-type: none"> <li>• Case study of a selected earthquake.</li> </ul>	and high mountain.		<b>Grade 9:</b> Teach learners about the impact of people on soil erosion.
<b>8-9</b>	<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>• Effects of floods – including injury and loss of life, disease, displacement of people, soil erosion, damage to fields, buildings and infrastructure.</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> <li>• Links between climate regions and factors that influence temperature and rainfall</li> </ul>	<b>The impact of people on soil erosion</b> Case study – agriculture as a contributor to erosion	<b>Grade 7:</b> Learners discuss the causes and the effects of floods. Learners need to do a case study. <b>Grade 8:</b> Case study based on the links between climate regions and factors that influence temperature and rainfall. <b>Grade 9:</b> Case study on how agriculture contributes to soil erosion.
<b>10-11</b>	<b>Revision and Assessment</b>			Informal assessment occurs on an on-going basis with a minimum of 2 written activities per week. Formal assessment would be according to the assessment programme provided.
	<b>Controlled Test:</b> <b>Term 1: 15 marks</b> <b>Term 2: 35 marks</b> <b>Total: 50 marks</b>	<b>Controlled Test:</b> <b>Term 1 Content - 35 marks</b> <b>Term 2 Content – 40 marks</b> <b>Total: 75 marks</b>	<b>Controlled Test:</b> <b>Term 1 Content - 35 marks</b> <b>Term 2 Content – 40 marks</b> <b>Total: 75 marks</b>	



### Term 3

Week	Grade 7	Grade 8	Grade 9	Teachers Role
Topic	Population growth and change	Settlement Africa with a focus on South Africa)	Developmental Issues (South Africa-World)	
1	<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>Settlement &amp; land use</b></p> <p><b>Rural settlements</b> Types of rural settlements: <b>(isolated farmsteads; hamlet; village)</b> Including economic activities like farming, mining, forestry, fishing.</p>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Meaning of development – including economic, social and environmental aspects</li> </ul>	<p>There are concepts which have been taught in the IP phase that are repeated in the SP.</p> <p><b>Grade 7:</b> Learners are introduced to new concepts such as birth rate, death rate and growth rate.</p> <p><b>Grade 8:</b> Revision on the difference between rural and urban settlements. Identify different types of rural settlements.</p> <p><b>Grade 9:</b> Explain the concept relating to Development.</p>

2-3	<p><b>Developments that have affected population growth</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 Spanish Flu</li> <li>• Compare the Spanish Flu pandemic to the COVID19 Pandemic. (<b>NOTE: Covid19 is not to be examined</b>)</li> </ul>	<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> </ul>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>• Ways of measuring development</li> <li>• The Human Development Index (HDI) – life expectancy, education, per capita GDP</li> </ul>	<p><b>Grade 7:</b> Discuss with the learners the factors affecting birth rates and death rates. Use examples of widespread diseases such as HIV/ AIDS as well as pandemics of the past.  <b>Grade 8:</b> Revision on the difference between rural and urban settlements. Identify different types of rural settlements.  <b>Grade 9:</b> Explain the concept of HDI to the learners.</p>
4-5	<p><b>Developments that have affected population growth</b></p> <ul style="list-style-type: none"> <li>• Economic status, family needs, attitudes and beliefs</li> <li>• Conflict and wars</li> <li>• Scientific Developments</li> <li>• Improved health care</li> </ul>	<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>Factors affecting development</b></p> <ul style="list-style-type: none"> <li>• Reasons for differences in development</li> <li>• Technology and industrialisation</li> <li>• Health and welfare</li> <li>• Education</li> <li>• Political stability</li> </ul>	<p><b>Grade 7:</b> Discuss with the learners the factors affecting birth rates and death rates. Use examples of widespread diseases such as HIV/ AIDS as well as pandemics of the past.  <b>Grade 8:</b> Learners compare oblique and vertical aerial photographs. Learners identify different land uses on the aerial photographs.  <b>Grade 9:</b> Discuss factors affecting <b>development</b> and reasons in development.</p>

6 -7	<p><b>Developments that have affected population growth</b></p> <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>	<ul style="list-style-type: none"> <li>• <b>Urbanisation</b> <ul style="list-style-type: none"> <li>- Concept of urbanisation</li> <li>- Why cities are growing- push and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Opportunities for development</b> <ul style="list-style-type: none"> <li>- Alternative development- particularly alternatives to industrialisation</li> <li>- Sustainable development- including economic, social and environmental factors</li> </ul> </li> </ul>	<p><b>Grade 7:</b> Learners study a graph (from the Atlas or textbook) that shows patterns of world population growth from the past to the present. Learners should identify and explain factors that have led to population growth.</p> <p><b>Grade 8:</b> Learners do a class activity on urbanization</p> <p><b>Grade 9:</b> Learners study opportunities for development.</p>
8-11	<b>Revision and Assessment</b>			Informal assessment occurs on an ongoing basis. Formal assessment would be according to the assessment programme provided
	<p><b>Test:</b>  <b>Term 3 Content</b>  <b>Total: 50 Marks</b></p>	<p><b>Settlement Project:</b>  <b>Total: 50 Marks</b></p>	<p><b>Test:</b>  <b>Term 3 Content</b>  <b>Total: 50 Marks</b></p>	

Term 4 (47 days)

Week	Grade 7	Grade 8	Grade 9	Teacher Role
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>Natural resources</b></p> <ul style="list-style-type: none"> <li>- Natural resource on earth – including water, air, soil</li> <li>- Use and abuse of selected examples</li> </ul>	<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> </ul>	<p><b>Resource use</b></p> <ul style="list-style-type: none"> <li>- Uses of natural resources – renewable and non-renewable</li> </ul>	<p>There are concepts which have been taught in the IP phase that are repeated in the SP.</p> <p><b>Grade 7:</b> The teacher focus is on the use of natural resources as well as the effect of misusing them.</p> <p><b>Grade 8:</b> Link the concept of trade with SA’s natural resources as covered in Grade 7.</p> <p><b>Grade 9:</b> The Grade 9 concept of unwise use of resources can be linked to the grade 7 concept of “Use and abuse of selected examples” of resources.</p>

2-3	<b>Management of resources</b> <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> </ul>	<b>Trade and transport in South Africa</b> <p>Different modes of transport and their uses: sea, air, road, rail and pipelines</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> </ul>	<b>Resource use</b> <ul style="list-style-type: none"> <li>• Effect of unwise use of resources</li> <li>• Over-fishing the oceans</li> </ul>	<p><b>Grade 7:</b> The teacher focus is on the use of natural resources as well as the effect of misusing them.</p> <p><b>Grade 8:</b> Link the concept of trade with SA’s natural resources as covered in Grade 7.</p> <p><b>Grade 9:</b> The Grade 9 concept of unwise use of resources can be linked to The grade 7 concept of “Use and abuse of selected examples” of resources.</p>
4-5	<b>Management of resources</b> <ul style="list-style-type: none"> <li>• Community conservation projects – examples</li> <li>• Eco-tourism – examples</li> </ul>	<b>Trade and transport in South Africa</b> <ul style="list-style-type: none"> <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> <li>• Requirements for future transport networks.</li> </ul>	<b>Sustainable use of resources</b> <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>• Role of individuals in choosing more sustainable resource use – such as reducing pressure on resources, lowering carbon footprint.</li> </ul>	<p><b>Grade 7:</b> Teach the concept of conservation and identify an example of a conservation area. Name examples of community conservation projects and encourage learners to start a conservation project at school. Learners do a class activity on eco-tourism.</p> <p><b>Grade 8:</b> Learners use a map to identify major roads, railways, airports and harbours in South Africa. Learners do a class activity on a case study of a selected harbour.</p> <p><b>Grade 9:</b> Link the concepts of sustainable &amp; unsustainable resources with natural resources</p>

				as mentioned in grade 7.
<b>6-7</b>	<b>Water in South Africa</b> <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> </ul>	<b>People and transport in urban areas</b> <ul style="list-style-type: none"> <li>Public transport systems in urban areas – such as buses, trains, mini-bus, taxis</li> <li>Private modes of transport – such as, 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,</li> </ul>	<b>Food resources</b> <ul style="list-style-type: none"> <li>Concept of food security –</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>	<b>Grade 7:</b> Learners use information from pie graphs to investigate who the main users of water are in the country. <b>Grade 8:</b> The teacher leads a discussion on public and private transport modes. The teacher explains transport issues such as pollution, costs and the different public transport strategies. <b>Grade 9:</b> Explain what food security is and explain to the learners HOW science and technology (including genetic modification of crops) have contributed to increased food production. Discuss sustainable and appropriate farming techniques with the learners.
<b>8 -10</b>	<b>Revision and Assessment</b>			Informal assessment occurs on an ongoing basis. Formal assessment would be according to the assessment programme provided
	<b>Controlled Test:</b> <b>Term 3 content: 15</b> <b>Term 4 content:35</b> <b>Total marks: 50</b>	<b>End year Examination:</b> <b>Term 3 content: 35</b> <b>Term 4 content: 40</b> <b>Total marks: 75</b>	<b>End year Examination:</b> <b>Term 3 content: 35</b> <b>Term 4 content:40</b> <b>Total marks: 75</b>	

### Annual Teaching Plan for multi-grade schools: History Senior Phase Term 1

Week	Grade 7	Grade 8	Grade 9	Teacher Notes
<b>Concept</b>	<ul style="list-style-type: none"> <li>• Cause and effects (The reasons for events and the results of these events.)</li> </ul>			
	<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: Evidence is created when sources are used to answer questions about the past. “Sources” should be introduced in Grade 7.</p>
<b>Weeks 1 – 3</b>	<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> <li><b>The kingdom of Mali</b> <ul style="list-style-type: none"> <li>▪ Mali at the height of its power under Mansa Musa early 14th century</li> </ul> </li> </ul>	<p><b>Changes during the Industrial Revolution in Britain</b></p> <ul style="list-style-type: none"> <li>▪ Economy before the Industrial Revolution: farming economy,</li> <li>▪ What the Industrial Revolution was</li> <li>▪ Social changes during the Industrial Revolution                             <ul style="list-style-type: none"> <li>– Urbanisation and changing living conditions</li> </ul> </li> </ul>	<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>The teacher must explain the causes and effect of these events</p> <p><b>Grade 7</b> learners discuss the goods that were traded between Europe and North Africa and Mali and the spread of Islam in West Africa.</p> <p><b>Grade 8</b> 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><b>Grade 9</b> revision of work done on Germany in Grade 8 (World War 1). Learners work with a written source on the end of WW1 and</p>

	<ul style="list-style-type: none"> <li>▪ Mansa Musa's pilgrimage to Mecca</li> <li>▪ Construction of the Great Mosque.</li> </ul>			answer questions on the source.
<b>Weeks 4 - 5</b>	<p><b>The city of Timbuktu</b> Leo Africanus' eyewitness stories of his travels <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> <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> <li>• Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold</li> </ul>	<ul style="list-style-type: none"> <li>▪ <b>Changes during the Industrial Revolution in Britain</b></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</li> <li>▪ Increased power and wealth of Britain and Western European economies</li> </ul>	<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>Consolidation of cause and effect. Learners need to grasp the consequences of these events which help to explain human behaviour.</p> <p><b>Grade 7:</b> 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><b>Grade 8</b> learners read silently about Industrial Revolution from their textbooks and answer questions in their exercise books.</p> <p><b>Grade 9</b> the teacher discusses the effects of the Treaty of Versailles with the learners and thereafter, learners write an essay.</p>



<p><b>Weeks 6 – 7</b></p>	<p><b>The city of Timbuktu</b></p> <ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• <b>Southern Africa by 1860</b></li> <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>– Reasons why Indian labour was imported: Zulu kingdom was still independent</li> <li>– Conditions under which indentured labourers lived and worked</li> </ul> </li> <li>• Passenger Indians 1869 onwards.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>World War II: Europe</b></li> <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>• Warsaw Ghetto Uprising</li> </ul> </li> <li>▪ End of World War II in Europe.</li> </ul>	<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>
<p><b>Weeks 8-9</b></p>	<ul style="list-style-type: none"> <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></li> <li>▪ British take-over of diamond-rich land in Griqualand West</li> <li>▪ Diamond-mining and the</li> </ul>	<ul style="list-style-type: none"> <li>• <b>World War II in the Pacific 2 hours</b></li> <li>▪ America in the War vs. Japan: Pearl Harbour</li> <li>Japanese prisoner-of-war camps for Allied soldiers</li> </ul>	<ul style="list-style-type: none"> <li>• Formal Assessment Task on paragraph writing and source-based activity must be submitted by Grade 7 learners.</li> </ul>

		development of a monopoly: one person one claim; what happened to black claimholders; the formation of companies; Cecil John Rhodes and Barney Barnato; regulating supply and the price of diamonds one man one claim.		<ul style="list-style-type: none"> <li>Teach and consolidate the concept of cause and effect with the content per grade.</li> </ul>
<b>Week 10-11</b>	<b>Revision &amp; Assessment</b>			
	<b>Test:</b> <b>Source-based questions: 45 marks</b> <b>Paragraph writing: 5 marks</b> <b>Paragraph 50 Marks</b>	<b>Test:</b> <b>Source-based questions: 42 marks</b> <b>Paragraph writing: 8 marks</b> <b>Paragraph 50 Marks</b>	<b>Test:</b> <b>Source-based questions: 42 marks</b> <b>Paragraph writing: 8 marks</b> <b>Paragraph 50 Marks</b>	Issue Formal Assessment Task for Grade 7-9: Source-based and paragraph writing on relevant content for the first term. Discuss monitoring and final submission dates.

Term 2 (53 days)

Week	Grade 7	Grade 8	Grade 9	Teacher Notes
<b>Concept</b>	<ul style="list-style-type: none"> <li>• <b>Cause and effect (The reasons for events and the results of these events.)</b></li> <li>• <b>Change and continuity (Over a period of time it is possible to contrast what has changed and what has remained the same.)</b></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>	
Weeks 1 – 2	<ul style="list-style-type: none"> <li>• <b>West Africa before the European slave trade</b></li> <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> </ul> </li> </ul>	<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>	<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> <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> </ul> </li> </ul>	<p><b>Grade 7</b>, the teacher revises the concepts on slavery and trade dealt with in Term 1 under trade across the Sahara Desert.</p> <p><b>Grade 8</b> the learners read from the textbook and answer the questions.</p> <p><b>Grade 9</b>, 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>Slavery in the American South</b> <ul style="list-style-type: none"> <li>▪ Slave markets</li> <li>▪ Numbers of slaves that were taken to America</li> <li>▪ What happened to the raw materials that slaves</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>• The Randlords and the formation of the Chamber of Mines</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>▪ Why did the USA drop the bombs?</li> <li>▪ Was it justified?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The teacher introduces learners to the concept of change and continuity. Focus on the following: <ul style="list-style-type: none"> <li>• <b>Grade 7:</b> Slaves taken to America</li> <li>• <b>Grade 8:</b> Migrant labour</li> </ul> </li> </ul>

	<p>produced</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>	<ul style="list-style-type: none"> <li>• Migrant workers (more systematic control and borrowing of compound system from Kimberley)</li> <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>	<ul style="list-style-type: none"> <li>• <b>Definition of the superpowers and the meaning of 'Cold War'.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade 9:</b> Atomic bombs.</li> </ul>
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Weeks 5 – 8	<ul style="list-style-type: none"> <li>• <b>The impact of the Transatlantic slave trade on slaves 6 hours</b></li> <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> <li>The story of John Brown and his mission to abolish slavery.</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> </ul> </li> <li>Map of Southern Africa in 1913 compared with 1860</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Areas of conflict and competition between the Superpowers in the Cold War 6 hours</b></li> <li>▪ Arms race</li> <li>▪ Space race</li> <li>▪ Division of Germany 1946 and the building of the Berlin Wall 1961</li> <li>▪ The end of the Cold war 1989</li> <li>▪ The fall of the Berlin Wall 1989</li> <li>▪ Fall of the Soviet Union 1991 (Very briefly)</li> </ul>	<p><b>Grade 7</b> learners look at the triangular 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.</p> <p><b>Grade 7 and 8</b> learners discuss the impact of slavery and mining on family life.</p> <p>Formal teaching in <b>Grade 9</b>.</p>
9-11	<b>REVISION AND ASSESSMENT</b>			Assessment paper have to cover the work that was dealt with in term 1 and 2
	<p><b>Controlled Test</b></p> <p><b>Term 1 Source –based: 15 marks</b></p> <p><b>Paragraph - 5 marks</b></p> <p><b>Term 2 Source-based - 25</b></p> <p><b>Paragraph writing - 5</b></p> <p><b>Total Mark: 50 marks</b></p>	<p><b>Controlled Test</b></p> <p><b>Term 1 Source –based: 27 Marks</b></p> <p><b>Paragraph - 8 marks</b></p> <p><b>Term 2 Source-based - 25</b></p> <p><b>Essay writing - 15</b></p> <p><b>Total Mark:75 marks</b></p>	<p><b>Controlled Test</b></p> <p><b>Term 1 Source –based: 27 Marks</b></p> <p><b>Paragraph - 8 marks</b></p> <p><b>Term 2 Source-based - 20</b></p> <p><b>Essay writing - 20</b></p> <p><b>Total Mark: 75 marks</b></p>	

### Term 3

Week	Grade 7	Grade 8	Grade 9	Teacher Notes
	<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>			
	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	<ul style="list-style-type: none"> <li>• Assist learners with essay writing at the beginning of the term (Teachers to explain the structure of an essay and how to compile the essay.)</li> </ul>
	<p><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></p> <p><b>Grade 9: Issue Formal Assessment Task: Oral History Project and discuss guidelines, monitoring and final submission date.</b></p>			Task must be submitted by the start of week 9
Weeks 1 – 2	<p><b>Revise from Grade 5:</b></p> <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>– Map of Africa 1800</li> <li>– Berlin Conference 1884</li> <li>– Map of Africa (showing different colonising countries)</li> <li>– Causes of</li> </ul> </li> </ul>	<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>– A brief definition and explanation of Racism</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</p>	<ul style="list-style-type: none"> <li>• Introduce the concept of Time and chronology and reinforce the other concepts of term 1 and 2</li> <li>• <b>Grade 7</b> learners complete a worksheet of grade 5 to see what knowledge they still remember from grade 5 (baseline assessment).</li> <li>• <b>Grade 8</b> do map orientation of countries according to the 1800 Map of Africa and explain why European powers wanted to colonise Africa.</li> </ul>

	<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> </ul>	colonisation	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> .	<ul style="list-style-type: none"> <li>• <b>Grade 9:</b> Learners discuss and write down what they think their rights are and then compare it with the declaration of Human Rights. (Textbook)</li> <li>• The teacher provides learners with activities per grade or they can do activities from the textbook.</li> </ul>
Weeks 3 – 4	<p><b>Dutch settlement</b></p> <p>Results of the Dutch Slaves at the Cape:</p> <ul style="list-style-type: none"> <li>– Why slaves were brought to the Cape</li> <li>– Where the slaves came from</li> <li>– How slaves were brought to the Cape</li> <li>– What it was like to be a slave at 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</li> </ul>	<p><b>European colonisation of Africa in the late 19th century</b></p> <ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>• <b>1948 National Party and Apartheid</b></li> <li>▪ Main apartheid laws in broad outline <ul style="list-style-type: none"> <li>– Case study: Group Areas Act: Sophiatown forced removal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learners need to show how events follow on each other in the order in which they happen (chronologically)</li> <li>• <b>Grade 7</b> learners revise transatlantic slave trade and compare it with the South Africa slaves</li> <li>• <b>Grade 8</b> learners continues with the causes of colonisation</li> <li>• <b>Grade 9</b> learners work on the case study in the textbook and answer questions on the content.</li> </ul>

<p>Weeks 5 – 6</p>	<p>language <b>Dutch settlement</b></p> <ul style="list-style-type: none"> <li>▪ Free burghers; Dutch and French Huguenot immigration to the Cape</li> <li>▪ Expanding European frontiers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study: The Ashanti kingdom</b> <ul style="list-style-type: none"> <li>▪ The Ashanti and their early contact with European traders and explorers</li> <li>▪ The British and the colonisation of the Gold Coast</li> <li>▪ Results of colonisation for Ashanti kingdom and Britain</li> </ul> </li> </ul>	<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> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade 7</b> learners focus on the causes and effects of slave resistance at the Cape by completing a worksheet.</li> <li>• <b>Grade 8</b> learners read the case study on the Ashanti kingdom and answer questions as provided in the textbook. They also do an extended writing piece on the case study they completed.</li> <li>• <b>Grade 9</b> Learners focus on content and the OHP must be monitored.</li> </ul>
<p>Weeks 7 – 9</p>	<p><b>Dutch settlement</b> The movement of trekboers with their slaves and servants inland Lifestyles and stories of trekboers</p> <ul style="list-style-type: none"> <li>▪ Land dispossession and consequences for the indigenous population <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> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Case Study: The Ashanti kingdom</b> <ul style="list-style-type: none"> <li>▪ The British and the colonisation of the Gold Coast</li> <li>▪ Results of colonisation for Ashanti kingdom and Britain</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Freedom Charter and Treason Trial</li> <li>▪ Women’s March <ul style="list-style-type: none"> <li>– Brief biographies: Helen Joseph OR Lillian Ngoyi and their roles in resistance to apartheid.</li> <li>– Formation of the PAC 1959</li> <li>– Sharpeville Massacre</li> <li>– Langa March</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Task must be submitted by the start of week 8</b></li> <li>• <b>Grade 8</b> learners read the case study on the Ashanti kingdom and answer questions as provided in the textbook. They also do an extended writing piece on the case study they completed.</li> <li>• <b>Grade 9</b> learners studies the biographies of Helen Joseph and Lillian Ngoyi and write an essay on one of them.</li> </ul>



**Oral history and research project:** Suggested topic: **How apartheid affected 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.

**Step 1 of the OHP:**

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.

Hand out the following:

- Interview letters
- Rubric to assess the OHP
- Submission date for the project.

**Step 2 of the OHP:**

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.

**Steps 3- 4 of the OHP:**

- 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).

**Step 5 of the OHP:**

- The interview questions and answers, the story and their reflections on the experience of doing the project should be submitted for evaluation.

Weeks 10 – 11	<b>REVISION AND ASSESSMENT</b>			Assess only Term 3 content. Use information provided for OHP.
	<b>Test:</b> <b>Source-based questions: 45 marks</b> <b>Paragraph writing: 5 marks</b> <b>Paragraph</b>  <b>Total: 50 Marks</b>	<b>Test:</b> <b>Source-based questions: 42 marks</b> <b>Paragraph writing: 8 marks</b> <b>Paragraph</b>  <b>Total: 50 Marks</b>	<b>Project:</b>  <b>Total: 50 Marks</b>	

**Term 4 (47 days)**

Week	Grade 7	Grade 8	Grade 9	Teacher Notes
Topic	<ul style="list-style-type: none"> <li>• <b>Cause and effects (The reasons for events and the results of these events.)</b></li> <li>• <b>Change and continuity (Over a period of time it is possible to contrast what has changed and what has remained the same.)</b></li> <li>• <b>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.)</b></li> <li>• <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></li> </ul>			
	<p><b>Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century</b></p>	<p><b>World War I (1914 – 1918)</b></p>	<p><b>Turning points in South African history 1960, 1976 and 1994</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>

Weeks 1 – 2	<ul style="list-style-type: none"> <li>• <b>Arrival of British and the expanding frontiers of European settlement</b></li> <li>• <b>The Eastern frontier of European settlement</b> <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</li> </ul> </li> </ul>	<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 the 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>	<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>	<ul style="list-style-type: none"> <li>• <b>Grade 7</b> learners read the piece on the effect of the arrival of the British in the Cape and discuss it in their group. Learners are given case studies on Chief Maqoma. Learners also write an essay on one of these content areas.</li> <li>• <b>Grade 8</b> learners' look at the immediate causes that led to World War 1 and complete the activity in the textbook.</li> <li>• <b>Grade 9:</b> 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).</li> </ul>
Weeks 3 – 4	<ul style="list-style-type: none"> <li>• <b>The Eastern frontier of European settlement</b> <ul style="list-style-type: none"> <li>▪ British immigration</li> <li>▪ Abolition of slavery 1836</li> </ul> </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</li> </ul> </li> </ul>	<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>	<ul style="list-style-type: none"> <li>• <b>Grade 7</b> learners focus on the given topics.</li> <li>• <b>Grade 8</b> learners look at the immediate causes that led to World War 1 and complete the activity in the textbook.</li> <li>• <b>Grade 9:</b> The learners work with the sources on the Soweto uprising in which they need to identify cause</li> </ul>

		<ul style="list-style-type: none"> <li>– Battle of Delville Wood 1916</li> <li>– Sinking of the Mendi 1917</li> </ul>		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).
Weeks 5 – 6	<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> <li>▪ Missionaries and traders</li> <li>▪ Case study: Robert</li> </ul> </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> <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 apartheid regime 1980s</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> </ul> </li> </ul> </li> <li>Democratic election 1994.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Grade 7:</b> Learners are given a case study on Robert Moffat and answer the questions on the case study. They write an essay on the content of the case study.</li> <li>• <b>Grade 8:</b> Teacher discusses the different aspects of World War 1 with the learners before they analyse the different sources on propaganda and complete the activities in the textbook.</li> <li>• <b>Grade 9:</b> 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).</li> </ul>

	Moffat (1795 – 1883) at Kuruman			
Week 7-10	<b>CONSOLIDATION, REVISION &amp; END of YEAR EXAMINATION</b>			The examination paper must cover all content topics from terms 3 to 4.
	<b>Controlled Test</b> <b>Term 3: Source based: 15 marks</b> <b>Paragraph - 5 marks</b> <b>Term 4: Source-based - 25</b> <b>Paragraph writing - 5</b> <b>Total Mark = 50 marks</b>	<b>End year Examination</b> <b>Term 3: Source based: 27 Marks</b> <b>Paragraph - 8 marks</b> <b>Term 4: Source-based - 25</b> <b>Essay writing - 15</b> <b>Total Mark = 75 marks</b>	<b>End year Examination</b> <b>Term 3: Source based: 27 Marks</b> <b>Paragraph - 8 marks</b> <b>Term 2: Source-based - 20</b> <b>Essay writing - 20</b>  <b>Total Mark = 75 marks</b>	

## Programme of Assessment Grade 7

### Geography

	Term 1	Term 2	Term 3	Term 4
	Project: 50 marks	Controlled Test: 50 marks Term 1 content: 15 marks Term 2 content: 35 Marks <b>Types of questions:</b> Source-based and paragraph writing	Test: 50 marks <b>Types of questions:</b> Source-based and paragraph writing	End Year Examination: 50 marks Term 3 content: 15 marks Term 4 content: 35 marks <b>Types of questions:</b> Source-based and paragraph
Final SBA Weight	15%	20%	15%	Promotion weight 50%
Term Weight	50%	50%	50%	
	SBA 70%			EXAMS 30%

### History

	Term 1	Term 2	Term 3	Term 4
	Test: 50 marks <b>Types of questions:</b> Source-based and paragraph writing	Controlled Test: 50 marks Term 1 content: 15 marks Term 2 content: 35 Marks <b>Types of questions:</b> Source-based and paragraph writing <b>NB: No essay writing in the June Controlled Test</b>	Test: 50 marks <b>Types of questions:</b> Source-based, paragraph and essay writing	End Year Examination: 50 marks Term 3 content: 15 marks Term 4 content: 35 marks <b>Types of questions:</b> Source-based, paragraph and essay writing.
Final SBA Weight	15%	20%	15%	Promotion weight 50%
Term Weight	50%	50%	50%	
	SBA 70%			EXAMS 30%

## Programme of Assessment Grade 8

### Geography

	Term 1	Term 2	Term 3	Term 4
	Test: 50 marks Map Skills	Controlled Test: 75 marks Term 1 content: 35 marks Term 2 content: 40 marks <b>Types of questions:</b> Source-based and paragraph writing	Project: 50 marks	End Year Examination: 75 marks Term 3 content: 35 marks Term 4 content: 40 marks <b>Types of questions:</b> Source-based and paragraph writing
<b>Final SBA Weight</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>Promotion weight 50%</b>
<b>Term Weight</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	
	<b>SBA 70%</b>			<b>EXAMS 30%</b>

### History

	Term 1	Term 2	Term 3	Term 4
	Test: 50 marks <b>Types of questions:</b> Source-based and paragraph writing	Controlled Test: 75 marks Term 1 content: 35 marks Term 2 content: 40 Marks <b>Types of questions:</b> Source-based, paragraph and essay writing	Test: 50 marks <b>Types of questions:</b> Source-based, paragraph and essay writing	End Year Examination: 75 marks Term 3 content: 35 marks Term 4 content: 40 marks <b>Types of questions:</b> Source-based, paragraph and essay writing
<b>Final SBA Weight</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>Promotion weight 50%</b>
<b>Term Weight</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	
	<b>SBA 70%</b>			<b>EXAMS 30%</b>

## Programme of Assessment Grade 9

### Geography

	Term 1	Term 2	Term 3	Term 4
	Test: 50 marks Map Skills	Controlled Test: 75 marks Term 1 content: 35 marks Term 2 content: 40 Marks <b>Types of questions:</b> Source-based and paragraph writing	Test: 50 marks <b>Types of questions:</b> Source-based and paragraph writing	End Year Examination: 75 marks Term 3 content: 35 marks Term 4 content: 40 marks <b>Types of questions:</b> Source-based and paragraph
<b>Final SBA Weight</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>Promotion weight 50%</b>
<b>Term Weight</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	
	<b>SBA 70%</b>			<b>EXAMS 30%</b>

### History

	Term 1	Term 2	Term 3	Term 4
	Test: 50 marks <b>Types of questions:</b> Source-based and paragraph writing	Controlled Test: 75 marks Term 1 content: 35 marks Term 2 content: 40 Marks <b>Types of questions:</b> Source-based, paragraph and essay writing	Project: 50 marks	End Year Examination: 75 marks Term 3 content: 35 marks Term 4 content: 40 marks <b>Types of questions:</b> Source-based, paragraph and essay writing
<b>Final SBA Weight</b>	<b>15%</b>	<b>20%</b>	<b>15%</b>	<b>Promotion weight 50%</b>
<b>Term Weight</b>	<b>50%</b>	<b>50%</b>	<b>50%</b>	
	<b>SBA 70%</b>			<b>EXAMS 30%</b>



