

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Map skills (Focus: the world)</b>										
<b>CONTENT AND CONCEPTS</b>	Orientation of learners for Grade 7: Welcome learners to Grade 6 Geography/Social Sciences as a subject Explain the programme of assessment (formal and informal) Revise concepts from the Intermediate Phase – Grade 5: Eight points of the compass Grade 6: Latitude and longitude (degrees)	<b>Current events</b> Places in the news on a world map (ongoing throughout the year) Latitude and longitude of places in the news (review location in degrees) <b>Sketching maps and explaining routes</b> Determining and showing compass directions on a local sketch map	<b>Local maps and street maps</b> Using an index and grid to locate places in a street guide (use a local map showing places of interest in the local area, where possible) <b>Street maps or Google Maps</b>	<b>Sketching maps and explaining routes</b> Sketching maps to show the route from one place to another Explaining a route verbally (include estimating distances)	<b>Sketch a map of a local area (project)</b> Drawing a sketch of a map or maps of own area:***. <ul style="list-style-type: none"> <li>• Include symbols, key and scale</li> <li>• Record own observations of land use and kinds of vegetation</li> <li>• Show eight cardinal compass directions</li> </ul>	<b>Distance and scale</b>				<b>Revision and consolidation</b>	<b>Formal assessment</b>
						Line scales and word scales (review from Grade 6) Different scales for different maps: Small and large-scale maps (review from Grade 6)	Calculating distances on maps (direct routes): <ul style="list-style-type: none"> <li>• Use the scale to estimate distances on a given map</li> <li>• Check estimates with accurate measurement</li> </ul>	Calculating distances on maps (indirect routes): <ul style="list-style-type: none"> <li>• Use the scale to estimate distances on a given map</li> <li>• Check estimates with accurate measurement</li> </ul>	Measuring indirect distances on a street map (string and a line scale) Calculating distances on maps (direct and indirect routes): <ul style="list-style-type: none"> <li>• Use the scale to estimate distances on a given map</li> <li>• Check estimates with accurate measurement</li> </ul>		Project: local maps 50 marks
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• Read and use sources in order to assimilate information</li> <li>• Use information to describe, explain and answer questions about places</li> <li>• Identify and extract information from visual sources such as maps</li> <li>• Provide reasoned explanations</li> <li>• Cross-reference information using different sources</li> <li>• Use and draw maps (street maps)</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Globe, world map</li> <li>• Newspapers, magazines</li> <li>• Ruler, 360° protractor</li> <li>• YouTube videos</li> <li>• Internet (Google Earth)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Oral assessment: Simple questions and answers.</li> <li>• Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.</li> <li>• Homework, classwork, worksheet.</li> <li>• Informal assessment should be source-based</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	Project: Local maps Marks: 50										

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 7 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Volcanoes, earthquakes and floods</b>										
<b>CONTENT AND CONCEPTS</b>	<b>Structure of the earth</b>		<b>Volcanoes</b>	<b>Earthquakes</b>			<b>Floods</b>			<b>Revision and assessment</b>	<b>Formal assessment</b>
	Core, mantle, crust How the crust moves: Introduction to tectonic plates and plate movements	Core, mantle, crust How the crust moves: Introduction to tectonic plates and plate movements	Location of volcanoes around the world (map) Why volcanoes occur	Location of earthquakes around the world (map) Causes of earthquakes: Link back to plate movements	Effects of earthquakes, including injury and loss of life, disease, displacement of people, damage to infrastructure, fires and tsunamis	Reducing the impact: Preparing for and responding to earthquakes	Causes of floods: Unusually heavy rain, environmental factors (such as farming, settlement, fires and loss of vegetation) and earthquakes (tsunamis)	Effects of floods, including injury and loss of life; disease; displacement of people; soil erosion; damage to fields, buildings and infrastructure	Reducing the impact: Preparing for and responding to floods <b>Case study of a selected flood</b>		Controlled test: Term 1: 15 marks Term 2: 35 marks Map skills, source-based and paragraph writing Total: 50 marks
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Identify and extract information from visual sources such as photographs</li> <li>Draw maps, sketches and simple illustrations</li> <li>Write in a structured way: writing coherent sentences</li> <li>Provide reasoned explanations</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Atlas, globe, world map</li> <li>Relevant newspaper/magazine articles</li> <li>YouTube videos</li> <li>Internet (Google Earth)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Oral assessment: Simple questions and answers.</li> <li>Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.</li> <li>Homework, classwork, worksheet</li> <li>Informal assessment should be source-based</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: Term 1: 15 marks Term 2: 35 marks Map skills, source-based and paragraph writing Total: 50 marks										

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 7 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Population growth and change</b>										
<b>CONTENT AND CONCEPTS</b>	<b>Population concepts</b>		<b>World population growth</b>	<b>Developments that have affected population growth</b>					<b>Revision and consolidation</b>	<b>Formal assessment</b>	
	Birth rates, death rates and population growth rates	Infant mortality rates Life expectancy	Pattern of world population growth from 1 AD to present day (interpreting a line graph)	Widespread illnesses such as HIV and AIDS, tuberculosis, malaria and diarrhoea	Pandemics of the past: Spanish flu Compare the Spanish flu pandemic to the COVID-19 pandemic NOTE: COVID-19 is not examinable)	Economic status Conflict and wars	Scientific developments, such as increased understanding and control of disease and infection; improved sanitation; canned food and refrigeration	Improved healthcare		Test: Data-handling, case study and paragraph writing 50 marks	
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• Read and use sources to assimilate information</li> <li>• Use information to describe, explain and answer questions about places</li> <li>• Identify and extract information from visual sources such as photographs</li> <li>• Draw maps, sketches and simple illustrations</li> <li>• Write in a structured way: writing coherent sentences</li> <li>• Provide reasoned explanations</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• Atlas, globe, world map</li> <li>• Relevant newspaper/magazine articles</li> <li>• YouTube videos</li> <li>• Internet (Google Earth)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>• Oral assessment: Simple questions and answers</li> <li>• Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.</li> <li>• Homework, classwork, worksheet</li> <li>• Informal assessment should be source-based</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	Test: Data-handling, case study and paragraph writing 50 marks										

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Natural resources and conservation in South Africa</b>										
<b>CONTENT AND CONCEPTS</b>	<b>Natural resources</b>	<b>Management of resources</b>			<b>Water in South Africa</b>			<b>Revision and consolidation</b>	<b>Revision and consolidation</b>	<b>Formal assessment</b>	
	Natural resources on earth, including water, air and soil Use and abuse of selected examples	Concept of conservation, including reasons for conservation	Conservation areas (including marine reserves): <ul style="list-style-type: none"> <li>Purpose and location</li> <li>Case study of a selected area</li> </ul>	Community conservation projects – examples Eco-tourism – examples	Who uses South Africa's water (pie chart of water users)	Availability of water and requirement in South Africa	River health and the care of catchment areas			Examination Term 3 content: 15 marks Term 4 content: 35 marks Source-based and paragraph writing Total marks: 50	
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Read and use sources to assimilate information</li> <li>Use information to describe, explain and answer questions about places</li> <li>Identify and extract information from visual sources such as photographs</li> <li>Draw maps, sketches and simple illustrations.</li> <li>Write in a structured way: Writing coherent sentences</li> <li>Provide reasoned explanations</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Atlas, globe</li> <li>World map</li> <li>Newspapers/magazines</li> <li>Ruler/360° protractor</li> <li>YouTube videos</li> <li>Internet (Google Earth)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Oral assessment: Simple questions and answers.</li> <li>Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.</li> <li>Homework, classwork, worksheet</li> <li>Informal assessment should be source-based</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	End-of-year examination Term 3 content: 15 marks Term 4 content: 35 marks Total: 50 marks										

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11		
<b>CAPS TOPIC</b>	<b>The kingdom of Mali and the city of Timbuktu (14th Century)</b> <b>Focus: The development of a rich economy and a learning centre of the kingdom of Mali long ago</b>												
<b>CONTENT AND CONCEPTS</b>	Orientation of learners for Grade 7: Explain the programme of assessment (formal and informal) Discuss the language of assessment Introduce the topic <b>Trade across the Sahara Desert</b> : Camel caravans as the means of transport Review the Grade 4 topic <b>Transport through time</b> (transport on land: Animals, carts, wagons and coaches)	<b>Trade across the Sahara Desert</b> Goods, including salt, brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers Spread of Islam across North Africa and into West Africa via traders during the ninth century	<b>The kingdom of Mali</b> Mali at the height of its power under Mansa Musa during the early 14th century Mansa Musa's pilgrimage to Mecca		<b>The city of Timbuktu</b> Construction of the Great Mosque Leo Africanus' eyewitness stories of his travels Travel along caravan routes, into the Saharan desert and two visits to Timbuktu Descriptions of Timbuktu in his book <i>Description of Africa (1550)</i>		Timbuktu as a trade centre on the trans-Saharan caravan route Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold		Timbuktu as a centre of learning: Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government, laws and many more	Timbuktu manuscripts project and South African collaboration Why Timbuktu is a World Heritage Site	<b>Revision and consolidation</b>	<b>Revision and consolidation</b>	<b>Formal assessment</b> Test: Source-based and paragraph writing questions 50 marks
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li> <li>Using more than one kind of written information (books, magazines, newspapers and websites)</li> </ul>												
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Atlas</li> <li>Globe</li> <li>World map</li> <li>Oral history, interviews</li> <li>Newspapers, magazines</li> <li>YouTube videos</li> <li>Internet (Google)</li> </ul>												
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Oral assessment: Simple questions and answers</li> <li>Learners should be able to answer simple questions using words such as "who", "what", "where", "when", "why" and "how"</li> <li>Homework, classwork, worksheet</li> <li>Informal assessment should be source-based</li> </ul>												
<b>SBA (FORMAL ASSESSMENT)</b>	Test: Source-based questions and paragraph writing 50 marks												

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 7 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>The Transatlantic slave trade</b> <b>Focus: The nature and impact of the slave trade between West Africa and the American South</b>										
<b>CONTENT AND CONCEPTS</b>	Introduction to the topic <b>The Transatlantic slave trade</b> West Africa before the European slave trade The nature of slavery in West Africa before Europeans	<b>Slavery in the American South</b>		<b>The impact of the transatlantic slave trade on slaves</b>				<b>Revision and consolidation</b>	<b>Revision and consolidation</b>	<b>Formal assessment</b>	
		Plantations: Tobacco, rice, sugar cane and cotton Reasons for using slave labour How slaves were captured, sold and transported from West Africa	Slave markets Numbers of slaves that were taken to America What happened to the raw materials that slaves produced	What it was like to be a plantation slave in the American South Slave culture in songs and stories Resistance to slavery: Individual responses, e.g. sluggishness, passivity, indifference, shirking, alcoholism, flight, suicide, arson and murdering owners	Rebellion against slavery Nat Turner's revolt 1831 Joseph Cinque and the Amistad Mutiny of 1839	The Underground Railroad (an informal network of secret routes and safe-houses used by escaping slaves)	Harriet Tubman: Slave who escaped to freedom and helped other slaves to escape	The story of John Brown and his mission to abolish slavery			Controlled test: Source-based and paragraph writing Term 1: 15 marks Term 2: 35 marks NB: No essay writing in the June controlled test 50 marks
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li> <li>Using more than one kind of written information (books, magazines, newspapers and websites)</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Atlas</li> <li>Globe</li> <li>World map</li> <li>Oral history, interviews</li> <li>Newspapers, magazines</li> <li>YouTube videos</li> <li>Internet (Google)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Oral assessment: Simple questions and answers</li> <li>Learners should be able to answer simple questions using words such as "who", "what", "where", "when", "why" and "how"</li> <li>Homework, classwork, worksheet</li> <li>Informal assessment should be source-based</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test Term 1: 15 marks (source-based) Term 2: 35 marks (source-based and paragraph writing) NB: No essay writing in the June controlled test 50 marks										

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 7 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Colonisation of the Cape 17th–18th centuries</b> <b>Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape</b>										
<b>CONTENT AND CONCEPTS</b>	Introduction to the topic: <b>Colonisation of the Cape 17th–18th centuries</b> Assist learners with essay writing at the beginning of the term (teachers are to explain to learners what the structure of the essay is and how to compose an essay) Revise from Grade 5: Indigenous inhabitants of the Cape during the 17th century Where African farmers were settled: To the east of the Cape because of the climatic constraints of sorghum and millet. They settled in summer rainfall areas that received around 500 mm of rain over the summer growing season	<b>Dutch settlement</b>							<b>Revision and consolidation</b>	<b>Revision and consolidation</b>	<b>Formal assessment</b>
		Reasons for the permanent settlement of the VOC (DEIC) at the Cape in 1652	Results of the Dutch slave trade at the Cape: Why slaves were brought to the Cape Where the slaves came from How slaves were brought to the Cape	What it was like to be a slave at the Cape Slave legacy at the Cape, including the religion of Islam and the development of the Afrikaans language	Causes and effects of slave resistance in the Cape	Free burghers Dutch and French Huguenot immigration to the Cape Expanding European frontiers	The movement of trekboers with their slaves and servants inland Lifestyles and stories of trekboers	Land dispossession and consequences for the indigenous population Genadendal: The first mission station in southern Africa 1738 The work of William Bleek and Lucy Lloyd			Test: Source-based questions and paragraph and essay writing Marks: 50
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li> <li>Using more than one kind of written information (books, magazines, newspapers and websites)</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Atlas</li> <li>Globe</li> <li>World map</li> <li>Newspapers, magazines</li> <li>YouTube videos</li> <li>Internet (Google)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Homework, classwork, worksheet</li> <li>Informal assessment should be source-based and include paragraph writing</li> <li>Give learners an informal assessment task on essay writing structured as follows:               <ul style="list-style-type: none"> <li>Topic sentence and introduction</li> <li>Main points and body</li> <li>Conclusion</li> </ul> </li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	Test Source-based questions, paragraph writing and essay writing Marks: 50										

## 2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Co-operation and conflict on the frontiers of the Cape colony in the early 19th century</b> <b>Focus: Colonisation, the expanding frontiers of British settlement and immediate consequences at the Cape in the early 19th century</b>										
<b>CONTENT AND CONCEPTS</b>	Introduction to the topic <b>Co-operation and conflict on the frontiers of the Cape colony in the early 19th century</b> Arrival of the British and the expanding frontiers of European settlement	<b>The Eastern frontier of European settlement</b>  Frontier wars on the eastern frontier of European settlement Case study: Chief Maqoma (1798–1873) and Xhosa resistance to the British rule Soldiers and officials	British immigration Abolition of slavery in 1836	<b>The northern frontier of European settlement</b>  Expanding trade relationships on the northern frontier of European settlement The Kora and Griqua, groupings of mixed descent and runaway slaves who had escaped from the colony, traded manufactured goods, tobacco and pack oxen from the Cape	The southern borders of the Tswana world: They traded ivory, hides, skins and furs, iron and copper with the Kora and Griqua Missionaries and traders	Case study: Robert Moffat (1795–1883) at Kuruman	Revision and consolidation	Revision and consolidation	Revision and consolidation	<b>Formal assessment</b>	
<b>SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li> <li>Using more than one kind of written information (books, magazines, newspapers and websites)</li> </ul>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Atlas</li> <li>Globe</li> <li>World map</li> <li>Oral history, interviews</li> <li>Newspapers, magazines</li> <li>YouTube videos</li> <li>Internet (Google)</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	<ul style="list-style-type: none"> <li>Oral assessment: Simple questions and answers</li> <li>Learners should be able to answer simple questions using words such as “who”, “what”, “where”, “when”, “why” and “how”</li> <li>Homework, classwork, worksheet</li> <li>Informal assessment should be source-based</li> </ul>										
<b>SBA (FORMAL ASSESSMENT)</b>	End-of-year examination Term 3 content: 15 marks: Source-based questions and paragraph writing Term 4 content: 35 marks: Source based questions and essay writing Total: 50 marks										