

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 7**

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Map skills (Focus: World)									
Content and concepts Skills and Values	<p>Orientation of learners to Grade 7:</p> <p>Welcome learners to Grade 6 Geography/ Social Sciences subject. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks. Explain the programme of assessment (formal and informal). Discuss the class rules.</p> <p>Revise concepts from the Intermediate Phase i.e. Grade 5:</p> <ul style="list-style-type: none"> Eight points of the compass <p>Grade 6:</p> <ul style="list-style-type: none"> Latitude & Longitude (degrees) <p>Sketch maps & explaining routes</p> <p>Determining and showing compass directions on a local sketch map</p>	<p>Revise concepts from the Intermediate Phase i.e. Grade 5:</p> <ul style="list-style-type: none"> Eight points of the compass <p>Grade 6:</p> <ul style="list-style-type: none"> Latitude & Longitude (degrees) <p>Sketch maps & explaining routes</p> <p>Determining and showing compass directions on a local sketch map</p>	<p>Local maps & street maps</p> <p>Using an index & grid to locate places in a street guide (where possible use a local map showing places of interest of the local area)</p>	<p>Sketch maps & explaining routes</p> <p>Sketching maps to show the route from one place to another</p> <p>Explaining a route verbally (include estimating distances)</p> <p><i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i></p>	<p>Sketch map of a local area (Project)</p> <p>Drawing a sketch map(s) of own area ***.</p> <ul style="list-style-type: none"> Include symbols, key and scale. Record own observations of land use and kinds of vegetation. Show four cardinal compass directions. 	<p>Distance and Scale</p> <p>Line scales and word scales (Review from Grade 6)</p> <p>Different scales for different maps – small and large scale maps (Review from Grade 6)</p>	<p>Distance and Scale</p> <p>Measuring indirect distances on a street map (string and a line scale)</p> <p>-- Calculating distances on maps (direct and indirect routes)</p> <ul style="list-style-type: none"> Use the scale to estimate distances on a given map Check estimates with accurate measurement. 	<p>Distance and Scale</p> <p>Measuring indirect distances on a street map (string and a line scale)</p> <p>-- Calculating distances on maps (direct and indirect routes)</p> <ul style="list-style-type: none"> Use the scale to estimate distances on a given map Check estimates with accurate measurement. 	<p>Distance and Scale</p> <p>Measuring indirect distances on a street map (string and a line scale)</p> <p>-- Calculating distances on maps (direct and indirect routes)</p> <ul style="list-style-type: none"> Use the scale to estimate distances on a given map Check estimates with accurate measurement. <p><i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i></p>	<p>Current events</p> <p>Places in the news on a world map (on-going throughout the year)</p> <p>Latitude and longitude of places in the news (Review location in degrees)</p> <p><i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i></p>
Skills and values (CAPS P.14)		<p>Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places</p>	<p>Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places</p>	<p>Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources</p>	<p>Use and draw maps (street maps) Provide reasoned explanations</p>	<p>Use and draw maps. Provide reasoned explanations</p>	<p>Use and draw maps. Provide reasoned explanations Provide reasoned explanations</p>	<p>Use and draw maps. Provide reasoned explanations Provide reasoned explanations</p>	<p>Use and draw maps. Provide reasoned explanations Provide reasoned explanations</p>	<p>Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations</p>
Resources (other than textbook) to enhance learning	<p>Globe, World map Newspapers/ magazines Ruler, 360° protractor YouTube channel videos Internet (Google Earth)</p>									
Informal Assessment	<p>Oral assessment – simple question and answers. Learners should be able to follow simple instructions.</p>	<p>Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Project as per the CAPS policy document</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>	

2021 Annual Teaching Plan Template

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SBA (Formal Assessment)	Formal assessment: Project: Map reading, analysis and Interpretation Marks: 50									

2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (GEOGRAPHY): Grade 7**

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Volcanoes, earthquakes and floods									
Content and concepts Skills and Values	<p>Structure of the earth</p> <p>Core, mantle, crust</p> <p>How the crust moves: Introduction to tectonic plates and plate movements</p>	<p>Structure of the earth</p> <p>Core, mantle, crust</p> <p>How the crust moves: Introduction to tectonic plates and plate movements</p>	<p>Volcanoes</p> <p>Volcanoes - location around the world (map*)</p> <p>Why volcanoes occur</p> <p><i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i></p>	<p>Earthquakes</p> <p>Location of earthquakes around the world (map*)</p> <p>Causes of earthquakes – link back to plate movements</p>	<p>Earthquakes</p> <p>Effects of earthquakes – including injury and loss of life, disease, displacement of people, damage to infrastructure, fires and tsunamis</p>	<p>Earthquakes</p> <p>Reducing the impact – preparing for and responding to earthquakes</p> <p><i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i></p>	<p>Floods</p> <p>Causes of floods – unusually heavy rain, environmental factors (such as farming, settlement, fires and loss of vegetation) and earthquakes (tsunamis)</p>	<p>Floods</p> <p>Effects of floods – including injury and loss of life; disease; displacement of people; soil erosion; damage to fields, buildings and infrastructure</p> <p>Reducing the impact – preparing for and responding to floods</p>	<p>Floods</p> <p>Reducing the impact – preparing for and responding to floods</p> <p>Case study of a selected flood</p>	<p>Formal assessment</p> <p>Control Test</p> <p>50 Marks</p>
Skills and values (CAPS P.14)		Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as photographs. Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations
Resources (other than textbook) to enhance learning	Atlas, Globe, World map Relevant newspapers/ magazine articles YouTube channel videos Internet (Google Earth)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
SBA (Formal Assessment)	Controlled Test: Term 1: 15 marks Term 2: 35 marks Total: 50 marks									

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 7

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Population Growth and Change									
Content and concepts Skills and Values	Population concepts Birth rates, death rates and population growth rates Infant mortality rates Life expectancy	Population concepts Infant mortality rates Life expectancy	World population growth Pattern of world population growth from 1 AD to present day (interpreting a line graph) Developments that have affected population growth Widespread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea	Developments that have affected population growth Widespread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea Pandemics of the past – e.g. Black Death; Spanish Flu; Must Include COVID19 <i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i>	Developments that have affected population growth Pandemics of the past – e.g. Black Death; Spanish Flu; Must Include COVID19	Developments that have affected population growth Economic status Conflict and wars <i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i>	Developments that have affected population growth Conflict and wars Scientific developments – such as the increased understanding and control of disease and infection; improved sanitation; canned food and refrigeration	Developments that have affected population growth Scientific developments – such as the increased understanding and control of disease and infection; improved sanitation; canned food and refrigeration	Developments that have affected population growth Improved health care <i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i>	Formal assessment Test: Data handling, case study and paragraph writing 50 Marks
Skills and values (CAPS P.14)		Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations
Resources (other than textbook) to enhance learning	Atlas, Globe, World map Relevant Newspapers/ magazines articles YouTube channel videos Internet (Google Earth)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based
SBA (Formal Assessment)	Formal assessment Test: Data handling, case study and paragraph writing 50 Marks									

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (GEOGRAPHY): Grade 7**

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Natural resources and conservation in South Africa									
Content and concepts Skills and Values	Natural Resources Natural resources on earth – including water, air, forests, soil, animal and marine life Use and abuse of selected examples	Natural Resources Natural resources on earth – including water, air, forests, soil, animal and marine life Use and abuse of selected examples	Management of resources Concept of conservation – including reasons for conservation Conservation areas (including marine reserves) o Purpose and location o Case study of a selected area	Management of resources Concept of conservation – including reasons for conservation Conservation areas (including marine reserves) o Purpose and location o Case study of a selected area	Management of resources Community conservation projects – examples Eco-tourism – examples	Management of resources Community conservation projects – examples Eco-tourism – examples	Water in South Africa Who uses South Africa's water (pie graph of water users)	Water in South Africa Availability of water and requirement in South Africa River health and the care of catchment areas	Water in South Africa Availability of water and requirement in South Africa River health and the care of catchment areas	Formal assessment Controlled test 50 Marks
Skills and values (CAPS P.14)		Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations
Resources (other than textbook) to enhance learning	Atlas, Globe World map Newspapers/ magazines Ruler 360° protractor YouTube channel videos Internet (Google Earth)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based
SBA (Formal Assessment)	Formal Assessment: Controlled test Term 3 content: 25 marks Term 4 content: 25 marks Total marks: 50									

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (HISTORY):** Grade 7

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	<p>The kingdom of Mali and the city of Timbuktu 14th Century Focus: The development of a rich economy and a learning centre of the kingdom of Mali long ago.</p>									
Content and concepts Skills and Values	<p>Orientation of learners to Grade 7: Welcome learners to Grade 7 History/ Social Sciences subject in the Senior Phase. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks. Explain the programme of assessment (formal and informal). Discuss the language of Assessment Discuss the class rules. Background: Teachers should note that the word 'sources' was deliberately changed to 'how we find information about the past' for Grades 4 – 6. The word 'sources' should be introduced in Grade 7. Introduce the topic: Trade across the Sahara Desert: Camel caravans as the means of transport Review Grade 4 topic: Transport through time (Transport on land – animas, carts, wagons and coaches).</p>	<p>Trade across the Sahara Desert 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 9th century</p>	<p>The kingdom of Mali Mali at the height of its power under Mansa Musa early 14th century Mansa Musa's pilgrimage to Mecca</p>	<p>The kingdom of Mali Construction of the Great Mosque The city of Timbuktu Leo Africanus's eyewitness stories of his travels</p>	<p>The city of Timbuktu 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></p>	<p>The city of Timbuktu 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</p>	<p>The city of Timbuktu Timbuktu as a centre of learning Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more</p>	<p>The city of Timbuktu Timbuktu Manuscripts Project and South African collaboration Why Timbuktu is a World Heritage Site</p>	<p>Revision and consolidation</p>	<p>Formal assessment Test: Source-based and paragraph essay writing questions. 50 Marks</p>
Skills and values (CAPS P.11)		<p>Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).</p>	<p>Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).</p>	<p>Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p>	<p>Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.</p>	<p>Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).</p>	<p>Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.</p>	<p>Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p>	<p>Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available</p>	<p>Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.</p>

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
Resources (other than textbook) to enhance learning	Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to answer simple questions using words such as who, what, where, when, why and how.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
SBA (Formal Assessment)	Formal assessment: Test Source-based questions and paragraph writing. 50 Marks									

2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (HISTORY): Grade 7**

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	The Transatlantic slave trade Focus: The nature and impact of the slave trade between West Africa and the American South									
Content and concepts Skills and Values	Corrections of Term 1 assessment Introduce Essay writing at the beginning of the term. Introduction to the topic: The Transatlantic slave trade West Africa before the European slave trade.	The nature of slavery in West Africa before Europeans	Slavery in the American South Plantations: tobacco, rice, sugar cane and cotton Reasons for using slave labour How slaves were captured, sold and transported from West Africa	Slavery in the American South Slave markets Numbers of slaves that were taken to America What happened to the raw materials that slaves produced	The impact of the transatlantic slave trade on slaves 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, murdering owners	The impact of the transatlantic slave trade on slaves Rebellion against slavery Nat Turner's revolt 1831	The impact of the transatlantic slave trade on slaves Joseph Cinque and the Amistad Mutiny 1839 The Underground Railroad (an informal network of secret routes and safe houses used by escaping slaves)	The impact of the transatlantic slave trade on 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	Revision and consolidation	Formal assessment Test: Source-based, and paragraph writing. No need to include essay writing in the June Controlled Test 50 Marks
Skills and values (CAPS P.11)		Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
Resources (other than textbook) to enhance learning	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to answer simple questions using words such as who, what, where, when, why and how.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Give learners an informal assessment task on essay writing. Essay writing should be structured as follows: Topic sentence/ introduction Main points/ body Conclusion		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	

2021 Annual Teaching Plan Template

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
SBA (Formal Assessment)	Formal assessment: June Controlled Test Terms 1 and 2 Content Source-based questions and paragraph writing. 50 Marks									

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (HISTORY): Grade 7**

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Colonisation of the Cape 17th – 18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape									
Content and concepts Skills and Values	Corrections of Term 2 assessment Introduction to the topic: Colonisation of the Cape 17th-18th centuries Revise from Grade 5: Indigenous inhabitants of the Cape in 17 th century 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)	Dutch settlement Reasons for the VOC (DEIC) permanent settlement at the Cape 1652	Dutch settlement Results of the Dutch Slaves at the Cape Why slaves were brought to the Cape	Dutch settlement Where the slaves came from How slaves were brought to the Cape What it was like to be a slave at the Cape	Dutch settlement Causes and effects of slave resistance at the Cape Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language	Dutch settlement Free burghers; Dutch and French Huguenot immigration to the Cape Expanding European frontiers	Dutch settlement The movement of trekboers with their slaves and servants inland Lifestyles and stories of trekboers	Dutch settlement 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	Revision and consolidation	Formal assessment: test Source-based questions, paragraph writing and essay writing.
Skills and values (CAPS P.11)		Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
Resources (other than textbook) to enhance learning	Social Sciences textbook Atlas Globe World map Newspapers/ magazines YouTube channel videos Internet (Google)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to answer simple questions using words such as who, what, where, when, why and how.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based
SBA (Formal Assessment)	Formal assessment: test Source-based questions, paragraph writing and essay writing. Marks: 50									

2021 Annual Teaching Plan – Term 4: SOCIAL SCIENCES (HISTORY): Grade 7

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century Focus: Colonisation, the expanding frontiers of British settlement and immediate consequences at the Cape in the early 19th century									
Content and concepts Skills and Values	Corrections of Term 3 assessment Introduction to the topic: Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century. Arrival of British and the expanding frontiers of European settlement	Arrival of British and the expanding frontiers of European settlement	The Eastern frontier of European settlement 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	The Eastern frontier of European settlement Case study: Andries Stocckenström (1792 – 1873) and his involvement on the Eastern frontier of European settlement British immigration	The Eastern frontier of European settlement Abolition of slavery 1836 Boers migrate and move into the interior: Great trek Case study: The lives of inboekselings	The northern frontier of European settlement Expanding trade relationships on the northern frontier of European settlement 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 northern frontier of European settlement The southern borders of the Tswana world: traded ivory, hides, skins and furs, iron and copper with Kora and Griqua	The northern frontier of European settlement Missionaries and traders – Case study: Robert Moffat (1795 – 1883) at Kuruman	Revision and consolidation	Formal Assessment: Controlled Test Marks: 50
Skills and values (CAPS P.11)		Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
Resources (other than textbook) to enhance learning	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to answer simple questions using words such as who, what, where, when, why and how.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<p>SBA (Formal Assessment)</p>	<p>Formal assessment Controlled Test: Source-based questions, paragraph writing and essay writing. Term 3 content: 25 marks – Source-based questions and paragraph writing Term 4 content: 25 marks – Source based questions and essay writing TOTAL: 50 Marks</p>									