

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 8**

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Map skills (Focus: Global and local)</b>									
<b>Content and concepts Skills and Values</b>	<b>Orientation of learners to Grade 8:</b> Welcome learners to Grade 8 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. Revise concepts from Grade 7 Term 1 content, e.g., local maps and street maps, line scales and word scales, different scales for different maps – small and large scale maps, calculating distances on maps	<b>Maps and atlases</b> Latitude and longitude-degrees and minutes Using the atlas index to find places on a map	<b>Maps and atlases</b> Kinds of scale in an atlas (world, regional, local) Scale – review line and word scales Introduce ratio scales (number scales)	<b>Maps and atlas</b> Calculate distances between settlements using different scales (global and South Africa) Locate major current events or places in the news on a map (NB: this should be ongoing throughout the year)	<b>The Globe</b> Hemispheres: (review from Grade 6) The earth's rotation on its axis – day and night World time, time zones and the international date line South African Standard Time	<b>The Globe</b> The earth's revolution around the sun: The angle of axis, Equinox, solstice and the change in angle of the midday sun	<b>The Globe</b> Seasonal changes in lengths of day and night Seasonal temperature changes	<b>The Globe</b> What satellite images look like Information from satellite images – water, vegetation, land use and cloud patterns	<b>Satellite images</b> How satellite images are used  <b>Revision and consolidation preparation for formal assessment.</b>	<b>Summative assessment</b> Test: Map skills 50 Marks
<b>Skills and values (CAPS P.14)</b>		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 maps. Provide reasoned explanations. Cross-reference information using different sources	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	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	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	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	
<b>Resources (other than textbook) to enhance learning</b>	Atlas Ruler; 360° protractor YouTube channel videos Internet (Google Earth) Globe World map Newspapers/ magazines									
<b>Informal Assessment minimum of two activities per week.</b>	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	
<b>SBA (Formal Assessment)</b>	Formal assessment: <b>Test: Map skills</b>  <b>50 Marks</b>									

2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 8

Term 2 51 days	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>Climate Regions (Focus: South Africa and world)</b>										
<b>Content and concepts Skills and Values</b>	<b>Factors that influence temperature and rainfall</b>  Distance from the Equator (latitude) Distance from the sea	<b>Factors that influence temperature and rainfall</b>  Height above sea level (altitude) Ocean currents	<b>Factors that influence temperature and rainfall</b>  Mountains (relief)	<b>South Africa's climate</b>  Physical map of South Africa (review from Grade 5) How each of the FIVE factors influence temperature and rainfall in selected areas – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington <b>(REFER TO CAPS P. 26)</b>	<b>South Africa's climate</b>  How each of the FIVE factors influence temperature and rainfall in selected areas – such as Beaufort West, Cape Town, Durban, George, Johannesburg, Mbombela, Mmabatho, Mthatha, Port Nolloth, Upington <b>(REFER TO CAPS P. 26)</b>	<b>South Africa's climate</b>  Differences between weather and climate  Elements of weather (temperature, humidity, winds and precipitation)	<b>Climate around the world</b>  Kinds of climate: Tropical, subtropical, temperate Bar and line graphs <b>(REFER TO CAPS P. 26)</b>	<b>Climate around the world</b>  Kinds of climate: Desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain <b>(REFER TO CAPS P.26)</b>	<b>Climate regions of the world</b>  Map with climate regions Links between climate regions and factors that influence temperature and rainfall	<b>Revision, consolidation and preparation for formal assessment.</b>	<b>Controlled Test: 75 marks</b>
<b>Skills and values (CAPS P.14)</b>	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	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	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	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	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	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	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	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	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
<b>Resources (other than textbook) to enhance learning</b>	Atlas Ruler; 360° protractor YouTube channel videos Internet (Google Earth) Globe World map Newspapers/ magazines										
<b>Informal Assessment minimum of two activities per week.</b>	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	
<b>SBA (Formal Assessment)</b>	<b>Formal assessment: Controlled Test</b> Term 1 content: 25 marks Term 2 content: 50 marks Total: 50 marks										

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (GEOGRAPHY): Grade 8**

Term 3 52 days	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>Settlement (Africa with a focus on South Africa)</b>										
<b>Content and concepts Skills and Values</b>	<p><b>Urban settlements</b></p> <p>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</p> <p><b>Focus only on the characteristics of land use zones</b></p>	<p><b>Rural settlements</b></p> <p>Types of rural settlement – including farming, mining, forestry, fishing</p>	<p><b>Land use on aerial photographs and large-scale maps</b></p> <p>What aerial photographs look like (oblique and vertical) – Information from aerial photos – natural and constructed features</p>	<p><b>Land use on aerial photographs and large-scale maps</b></p> <p>Identifying land uses in urban settlements (aerial photographs and large-scale maps)</p>	<p><b>Investigation of a settlement (project) (refer to CAPS pages 14 and 32)</b></p>	<p><b>Urbanisation</b></p> <p>Concept of urbanisation – Why cities are growing – push and pull forces of migration (Africa with focus on South Africa)</p> <p><b>Review and extend from Grade 6, 'Why people live where they do'.</b></p>	<p><b>Urbanisation</b></p> <p>Overview of urbanisation in South Africa – including issues associated with apartheid population controls</p>	<p><b>Urbanisation</b></p> <p>Social issues related to the rapid growth of cities – such as housing and service provision (including health care and education)</p>	<p><b>Revision, consolidation and monitoring of project.</b></p>	<p><b>Revision, consolidation and monitoring of project.</b></p>	<p><b>Revision, consolidation and monitoring of project</b></p>
<b>Skills and values (CAPS P.14)</b>	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	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	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	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	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	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	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	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	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	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	
<b>Resources (other than textbook) to enhance learning</b>	YouTube channel videos Internet (Google Earth) Pictures showing urban areas and land use. Newspapers/ magazines The use photographs and simple, shaded land use maps										
<b>Informal Assessment minimum of two activities per week.</b>	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	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	Introduce project for submission late in the term.				Time for explaining and monitoring the project						Submission of Project

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (GEOGRAPHY): Grade 8**

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
<b>CAPS Topic</b>	<b>Transport and trade (Focus: South Africa and the world)</b>										
<b>Content and concepts Skills and Values</b>	<p><b>Trade and transport around the world</b></p> <p>Reasons for trade* Links between trade and transport – with examples to illustrate</p> <p><b>* (Review from Grade 6)</b></p>	<p><b>Trade and transport around the world</b></p> <p>Different modes of transport and their uses: sea, air, road, rail and pipeline</p>	<p><b>Trade and transport in South Africa *</b></p> <p>Major roads, railways, airports and harbours in South Africa (map) Case study of a selected South African harbour o Reasons for location o Main exports and imports o Specialised ships – such as container ships, tankers, passenger liners, bulk carriers for specialised cargo o Links with other transport systems – such as road, rail, pipeline</p> <p><b>* The focus here should be on national, as opposed to urban or regional, patterns of transport use.</b></p>	<p><b>Trade and transport in South Africa</b></p> <p>Advantages and disadvantages of road and rail transport Requirements for future transport networks</p>	<p><b>People and transport in urban areas</b></p> <p>Public transport systems in urban areas – such as buses and trains Private modes of transport – such as mini-bus taxis, cars and bicycles</p>	<p><b>People and transport in urban areas</b></p> <p>Transport issues – such as cost for commuters, traffic congestion and pollution -- Public transit strategies – such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones</p>	<p><b>Revision, consolidation and preparation for formal assessment.</b></p>	<p><b>Controlled test (75 Marks) 1h30mins</b></p> <p><b>Assess content in Terms 3 &amp; 4.</b></p>			
<b>Skills and values (CAPS P.14)</b>	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	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	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	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	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	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	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	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			
<b>Resources (other than textbook) to enhance learning</b>	YouTube channel videos Internet (Google Earth) Pictures showing different transport modes used in trade. Newspapers/ magazines Pictures showing different transport modes used in trade										
<b>Informal Assessment minimum of two activities per week.</b>	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			
<b>SBA (Formal Assessment)</b>	<p><b>Formal assessment: Controlled test</b>                      Term 3 content: 50                      Term 4 content: 25                      Total marks: 75</p>										

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (HISTORY):** Grade 8

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>The Industrial Revolution in Britain and Southern Africa from 1860</b>									
<b>Content and concepts Skills and Values</b>	<p><b>Orientation of learners to Grade 8:</b> Welcome learners to Grade 8 History/ 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 language of Assessment Discuss the class rules. Revise concepts from Grade 7 Term 2 content, e.g. The Transatlantic Slave Trade, British Colonies and their importance (India and Natal Term 4) Discuss the types of Revolutions</p>	<p><b>Changes during the industrial Revolution in Britain</b></p> <p>Wealth from slave trade The economy before the Industrial Revolution</p>	<p><b>Changes during the industrial Revolution in Britain</b></p> <p>What the Industrial Revolution was</p>	<p><b>Changes during the industrial Revolution in Britain</b></p> <p>Social changes during Industrial Revolution: -Urbanisation and changing living conditions, lives of the working class, including overcrowded housing, poverty and workhouses) The mines and factories Child labour in the mills and mines</p>	<p><b>Changes during the industrial Revolution in Britain</b></p> <p>Labour resistance: The Swing Riots and Luddites Trade Union movement and working class organisations Grand National Consolidated Trades Union (1833-134) Increased power and wealth of Britain and Western European economies</p>	<p><b>Southern Africa before 1860</b> Map and brief description of political settlement Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal –The independent Zulu Kingdom</p>	<p><b>Southern Africa before 1860</b> Conditions under which indentured labourers lived and worked Passenger Indians 1867 onwards</p>	<p><b>Diamond mining in Kimberley 1867 onwards</b></p> <p>Why diamonds are valuable British take –over of diamond –rich land in Griqualand West -The discovery of diamonds -The diamond fields dispute -The settlement of disputes</p>	<p><b>Diamond mining in Kimberley 1867 onwards</b></p> <p>Diamond mining and the development of monopoly -One person one claim -What happened to black claim –owners -Problems related to digging deeper- Formation of companies Cecil John Rhodes and Barnato -The formation of De Beers Consolidated Mines Limited Regulating supply and the price of diamonds</p>	<p><b>Formal assessment</b> Test: Source-based, paragraph and essay writing.  50 Marks</p>
<b>Skills and values (CAPS P.11)</b>		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.
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Informal Assessment</b>	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
<b>SBA (Formal Assessment)</b>	<b>Formal assessment</b> Test: Source-based, paragraph and essay writing.  50 Marks									



2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (HISTORY):** Grade 8

Term 2 51 days	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 Mineral Revolution in South Africa</b>										
<b>Content and concepts</b>	<p><b>Revise from Term 1:</b></p> <ul style="list-style-type: none"> <li>○ The definition of the concept, Industrial Revolution in Britain</li> <li>○ Changes during the Industrial Revolution in Britain</li> <li>○ People living in South Africa by 1860.</li> <li>○ The discovery of diamonds and the British take-over of diamond –rich land in Griqualand West</li> <li>○ Diamonds mining (focussing on the monopoly that developed and labour issues)</li> </ul>	<p><b>Britain, diamond mining, increasing labour control and expansion</b></p> <ul style="list-style-type: none"> <li>○ Increasing labour control over black workers: migrant labour and close compounds</li> <li>○ Further land dispossession and defeat of African kingdoms: Xhosa 1878</li> </ul>	<p><b>Britain, diamond mining, increasing labour control and expansion</b></p> <ul style="list-style-type: none"> <li>○ Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879</li> <li>○ Mining of gold</li> <li>○ the conditions underground</li> </ul>	<p><b>Deep level gold – mining on Witwatersrand 1886</b></p> <ul style="list-style-type: none"> <li>○ The Randlords and the formation of the Chamber of Mines</li> <li>○ Migrant workers</li> <li>○ Increasing burden on women in the reserves, erosion of families</li> </ul>	<p><b>Deep level gold – mining on Witwatersrand 1886</b></p> <ul style="list-style-type: none"> <li>○ Skilled and unskilled white workers</li> <li>○ Anti-Indian Legislation Forms of labour</li> <li>○ resistance</li> </ul>	<p><b>Deep level gold – mining on Witwatersrand 1886</b></p> <ul style="list-style-type: none"> <li>○ The city of Johannesburg</li> <li>-The mineral Revolution as a turning point in South African history</li> </ul>	<p><b>Mineral revolution as a turning point in South African History</b></p> <p>The shifting balance of power:</p> <ul style="list-style-type: none"> <li>- defeat of the Boer Republics 1902;</li> <li>- African Political Organisation (APO) 1902;</li> <li>- Transvaal Indian Congress (TIC) 1903;</li> <li>- Bambatha Rebellion 1906; Union 1910</li> </ul>	<p><b>Mineral revolution as a turning point in South African History</b></p> <ul style="list-style-type: none"> <li>- Formation of South African Native National Congress (SANNC) 1912 (later renamed ANC);</li> <li>- Satyagraha Campaign of 1913 – 1914;</li> <li>- Land Act 1913</li> <li>• <b>Map of Southern Africa in 1913 compared with 1860</b></li> </ul>	Consolidation and Revision	Consolidation and Revision	<p><b>Formal test Controlled test</b></p> <p>Term 1 Source –based – 27 Paragraph - 8</p> <p>Term 2 Source based - 20 Essay writing - 20</p> <p><b>Total Mark = 75 marks</b></p>
<b>Skills and values (CAPS P.10)</b>	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 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 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 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 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.

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	Week 11
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)										
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Homework/ Classwork/ Worksheet This should be source-based Activity could be on migrant labour and its impact on families	Homework/Worksheet. This should be source-based Learners could research about the cattle killings, the fall of Pedi Kingdom or the Anglo –Zulu War and present the findings in a Timeline ,poster or paragraph	Homework/ Classwork/ Worksheet. This should be source-based	Informal assessment Learners could participate in a group discussion on Trade unionism	Homework/ Classwork/ Worksheet. This should be source-based Learners could conduct research on the development of the city of Johannesburg	Homework/ Classwork/ Worksheet. This should be source-based	Homework/Classwork/ Worksheet. This should be source-based	Homework/ Classwork/ Worksheet. This should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	<b>Formal assessment: Controlled Test</b> Term 1 Source –based – 27 Paragraph - 8 Term 2 Source based - 20 Essay writing - 20  <b>Total Mark = 75 marks</b>										





2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (HISTORY): Grade 8**

Term 3 52 days	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 Scramble for Africa</b>										
<b>Content and concepts</b>	<p>The teacher and learners discuss these topics from Grade 7 content to assess the learners' prior knowledge</p> <ul style="list-style-type: none"> <li>○ The kind of society existed in the Kingdom of Mali</li> <li>○ Trade that took place in Kingdom of Mali</li> <li>○ How was trade in the Kingdom of Mali different to the Transatlantic slave trade</li> <li>○ The impact of Transatlantic slave on Africa</li> <li>○ How the growth of industrialisation in Europe paved the way for the Scramble for Africa.</li> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>○ European colonization of Africa in the late 19<sup>th</sup> century:</li> <li>○ Berlin conference 1884</li> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>○ Map of Africa (showing different colonising countries)</li> <li>○ Causes of colonisation</li> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> 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> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>○ Results of colonisation</li> </ul>	<p><b>Case study: The Ashanti Kingdom</b></p> <ul style="list-style-type: none"> <li>○ <b>The rise of the Ashanti and their early contact with European traders and explorers</b></li> </ul>	<p><b>Case study: The Ashanti Kingdom</b></p> <ul style="list-style-type: none"> <li>○ The British and the colonisation of the Gold Coast</li> </ul>	<p><b>• Case study: The Ashanti Kingdom</b></p> <ul style="list-style-type: none"> <li>○ <b>Results of colonisation for Ashanti Kingdom and Britain</b></li> </ul>	Revision and consolidation	Revision and consolidation	<p><b>Formal assessment</b> Test: Source-based, paragraph and essay writing.</p> <p><b>50 Marks</b></p>
<b>Skills and values (CAPS P.10)</b>	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 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 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 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 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
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)										

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Classwork/Homework Learners could be required to study and interpret sources on the Berlin Conference	Classwork/Home work This should be source-based Learners could compare the map of Africa before colonisation and Map of Africa after colonisation	Homework/ Classwork/ This should be source-based Learners could argue and debate about colonies they thought offered the most advantages	Homework/ Classwork/ This should be source-based Learners could write a newspaper and provide their opinion about whether colonisation was good or bad.	Homework/Classwork/ Worksheet. This 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		
<b>SBA (Formal Assessment)</b>	<b>Formal assessment</b> Test: Source-based, paragraph and essay writing. 50 Marks										



2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (HISTORY):** Grade 8

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>World War I (1914 – 1918)</b>									
<b>Content and concepts</b>	<p>Learners' prior knowledge is assessed by discussing the following topics from <b>Grade 7 and 8 content:</b></p> <ul style="list-style-type: none"> <li>• The impact of industrialisation on the production of goods</li> <li>• How mass production of goods, new inventions and technologies in Europe was also extended to warfare</li> <li>• The conflicts on the Eastern Cape frontier</li> <li>• Causes of colonisation</li> </ul>	<p><b>Reasons why World War I broke out:</b></p> <ul style="list-style-type: none"> <li>○ Nationalism,</li> <li>○ Industrial economies, Control of seas</li> <li>○ Colonisation and empires</li> </ul>	<p><b>Reasons why World War I broke out:</b></p> <p>Immediate cause:</p> <ul style="list-style-type: none"> <li>○ Assassination of Archduke of Austria at Sarajevo</li> <li>○ Countries in Europe which fought :Allied Powers vs Central Powers</li> </ul>	<p><b>Aspects of experiences in World War I</b></p> <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> </ul>	<p><b>Aspects of experiences in World War I</b></p> <p>World War I and South Africa:</p> <ul style="list-style-type: none"> <li>○ Battle of Delville Wood -1919</li> <li>○ Sinking of Mendi- 1917</li> </ul>	<p><b>Women in Britain during world war I</b></p> <ul style="list-style-type: none"> <li>○ Changing roles of women in the workplace in Britain in world War I</li> </ul>	<p><b>Women in Britain during world war I</b></p> <ul style="list-style-type: none"> <li>○ Emily Pankhurst and the Campaign for the vote for women in Britain</li> <li>- The defeat of Germany and the Treaty of Versailles</li> </ul>	<p><b>Revision and Consolidation</b></p>	<p><b>Revision and consolidation</b></p>	<p><b>Formal Assessment Controlled test 75 marks</b></p> <p>Term 3: Source –based – 27 Paragraph - 8</p> <p>Term 4: Source based - 20 Essay writing - 20</p> <p><b>Total Mark = 75 marks</b></p>
<b>Skills and values (CAPS P.10)</b>	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 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 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 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 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 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.
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions. Debate and develop points of views about aspects of history	Classwork/ homework Learners: ○ Answer source-based questions (Written)	Classwork/ homework Learners: ○ Learners respond to source-based questions (Written) ○ Answer paragraphs and essay questions (written)	Classwork/Homework ○ Learners respond to Source based questions ○ Discuss and debate	Classwork/ homework Learners: ○ Answer source-based questions (Written) ○ Answer paragraphs and essay questions (written)	Classwork/ homework Learners: ○ Answer source-based questions (Written) ○ Answer paragraphs and essay questions (written)	Classwork/ homework Learners: ○ Answer source-based questions (Written)	Classwork/ homework Learners: ○ Answer source-based questions (Written)	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
		<ul style="list-style-type: none"> <li>○ Answer paragraphs and essay questions (written)</li> </ul>	<ul style="list-style-type: none"> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>		<ul style="list-style-type: none"> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer paragraphs and essay questions (written)</li> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer paragraphs and essay questions (written)</li> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>		
<p><b>SBA (Formal Assessment)</b></p>	<p><b>Formal Assessment</b> <b>Controlled Test</b> <b>75 marks</b></p> <p>Term 3: Source –based – 27 Paragraph - 8</p> <p>Term 4: Source based - 20 Essay writing - 20</p> <p><b>Total Mark = 75 marks</b></p>									



2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (HISTORY):** Grade 8

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>The Industrial Revolution in Britain and Southern Africa from 1860</b>									
<b>Content and concepts Skills and Values</b>	<p><b>Orientation of learners to Grade 8:</b> Welcome learners to Grade 8 History/ 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 language of Assessment Discuss the class rules. Revise concepts from Grade 7 Term 2 content, e.g. The Transatlantic Slave Trade, British Colonies and their importance (India and Natal Term 4) Discuss the types of Revolutions</p>	<p><b>Changes during the industrial Revolution in Britain</b>  Wealth from slave trade The economy before the Industrial Revolution</p>	<p><b>Changes during the industrial Revolution in Britain</b>  What the Industrial Revolution was</p>	<p><b>Changes during the industrial Revolution in Britain</b>  Social changes during Industrial Revolution: -Urbanisation and changing living conditions, lives of the working class, including overcrowded housing, poverty and workhouses) The mines and factories Child labour in the mills and mines</p>	<p><b>Changes during the industrial Revolution in Britain</b>  Labour resistance: The Swing Riots and Luddites Trade Union movement and working class organisations Grand National Consolidated Trades Union (1833-134) Increased power and wealth of Britain and Western European economies</p>	<p><b>Southern Africa before 1860</b> Map and brief description of political settlement Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal –The independent Zulu Kingdom</p>	<p><b>Southern Africa before 1860</b> Conditions under which indentured labourers lived and worked Passenger Indians 1867 onwards</p>	<p><b>Diamond mining in Kimberley 1867 onwards</b>  Why diamonds are valuable British take –over of diamond –rich land in Griqualand West -The discovery of diamonds -The diamond fields dispute -The settlement of disputes</p>	<p><b>Diamond mining in Kimberley 1867 onwards</b>  Diamond mining and the development of monopoly -One person one claim -What happened to black claim –owners -Problems related to digging deeper- Formation of companies Cecil John Rhodes and Barnato -The formation of De Beers Consolidated Mines Limited Regulating supply and the price of diamonds</p>	<p><b>Formal assessment</b> Test: Source-based, paragraph and essay writing.  50 Marks</p>
<b>Skills and values (CAPS P.11)</b>		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.
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Informal Assessment</b>	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
<b>SBA (Formal Assessment)</b>	<b>Formal assessment</b> Test: Source-based, paragraph and essay writing.  50 Marks									



2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (HISTORY): Grade 8**

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
51 days	4 days	5 days	3 days	5 days	5 days	5 days	5 days	5 days	5 days	4 days	5 days
CAPS Topic	<b>The Mineral Revolution in South Africa</b>										
<b>Content and concepts</b>	<p><b>Revise from Term 1:</b></p> <ul style="list-style-type: none"> <li>○ The definition of the concept, Industrial Revolution in Britain</li> <li>○ Changes during the Industrial Revolution in Britain</li> <li>○ People living in South Africa by 1860.</li> <li>○ The discovery of diamonds and the British take-over of diamond –rich land in Griqualand West</li> <li>○ Diamonds mining (focussing on the monopoly that developed and labour issues)</li> </ul>	<p><b>Britain, diamond mining, increasing labour control and expansion</b></p> <ul style="list-style-type: none"> <li>○ Increasing labour control over black workers: migrant labour and close compounds</li> <li>○ Further land dispossession and defeat of African kingdoms: Xhosa 1878</li> </ul>	<p><b>Britain, diamond mining, increasing labour control and expansion</b></p> <ul style="list-style-type: none"> <li>○ Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879</li> <li>○ Mining of gold</li> <li>○ the conditions underground</li> </ul>	<p><b>Deep level gold – mining on Witwatersrand 1886</b></p> <ul style="list-style-type: none"> <li>○ The Randlords and the formation of the Chamber of Mines</li> <li>○ Migrant workers</li> <li>○ Increasing burden on women in the reserves, erosion of families</li> </ul>	<p><b>Deep level gold – mining on Witwatersrand 1886</b></p> <ul style="list-style-type: none"> <li>○ Skilled and unskilled white workers</li> <li>○ Anti-Indian Legislation Forms of labour</li> <li>○ resistance</li> </ul>	<p><b>Deep level gold – mining on Witwatersrand 1886</b></p> <ul style="list-style-type: none"> <li>○ The city of Johannesburg</li> <li>-The mineral Revolution as a turning point in South African history</li> </ul>	<p><b>Mineral revolution as a turning point in South African History</b></p> <p>The shifting balance of power:</p> <ul style="list-style-type: none"> <li>- defeat of the Boer Republics 1902;</li> <li>- African Political Organisation (APO) 1902;</li> <li>- Transvaal Indian Congress (TIC) 1903;</li> <li>- Bambatha Rebellion 1906; Union 1910</li> </ul>	<p><b>Mineral revolution as a turning point in South African History</b></p> <ul style="list-style-type: none"> <li>- Formation of South African Native National Congress (SANNC) 1912 (later renamed ANC);</li> <li>- Satyagraha Campaign of 1913 – 1914;</li> <li>- Land Act 1913</li> <li>• <b>Map of Southern Africa in 1913 compared with 1860</b></li> </ul>	Consolidation and Revision	Consolidation and Revision	<p><b>Formal test Controlled test</b></p> <p>Term 1 Source –based – 27 Paragraph - 8</p> <p>Term 2 Source based - 20 Essay writing - 20</p> <p><b>Total Mark = 75 marks</b></p>
<b>Skills and values (CAPS P.10)</b>	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 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 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 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 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.

2021 Annual Teaching Plan Template

Term 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
51 days	4 days	5 days	3 days	5 days	5 days	5 days	5 days	5 days	5 days	4 days	5 days
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)										
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Homework/ Classwork/ Worksheet This should be source-based Activity could be on migrant labour and its impact on families	Homework/Worksheet. This should be source-based Learners could research about the cattle killings, the fall of Pedi Kingdom or the Anglo –Zulu War and present the findings in a Timeline ,poster or paragraph	Homework/ Classwork/ Worksheet. This should be source-based	Informal assessment Learners could participate in a group discussion on Trade unionism	Homework/ Classwork/ Worksheet. This should be source-based Learners could conduct research on the development of the city of Johannesburg	Homework/ Classwork/ Worksheet. This should be source-based	Homework/Classwork/ Worksheet. This should be source-based	Homework/ Classwork/ Worksheet. This should be source-based	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	<b>Formal assessment: Controlled Test</b> Term 1 Source –based – 27 Paragraph - 8 Term 2 Source based - 20 Essay writing - 20  <b>Total Mark = 75 marks</b>										





2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (HISTORY): Grade 8**

Term 1 52 days	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days	Week 5 4 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 5 days	Week 11 4 days
<b>CAPS Topic</b>	<b>The Scramble for Africa</b>										
<b>Content and concepts</b>	<p>The teacher and learners discuss these topics from Grade 7 content to assess the learners' prior knowledge</p> <ul style="list-style-type: none"> <li>○ The kind of society existed in the Kingdom of Mali</li> <li>○ Trade that took place in Kingdom of Mali</li> <li>○ How was trade in the Kingdom of Mali different to the Transatlantic slave trade</li> <li>○ The impact of Transatlantic slave on Africa</li> <li>○ How the growth of industrialisation in Europe paved the way for the Scramble for Africa.</li> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>○ European colonization of Africa in the late 19<sup>th</sup> century:</li> <li>○ Berlin conference 1884</li> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>○ Map of Africa (showing different colonising countries)</li> <li>○ Causes of colonisation</li> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> 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> </ul>	<p><b>European colonisation of Africa in the late 19<sup>th</sup> century</b></p> <ul style="list-style-type: none"> <li>○ Results of colonisation</li> </ul>	<p><b>Case study: The Ashanti Kingdom</b></p> <ul style="list-style-type: none"> <li>○ The rise of the Ashanti and their early contact with European traders and explorers</li> </ul>	<p><b>Case study: The Ashanti Kingdom</b></p> <ul style="list-style-type: none"> <li>○ The British and the colonisation of the Gold Coast</li> </ul>	<p><b>Case study: The Ashanti Kingdom</b></p> <ul style="list-style-type: none"> <li>○ Results of colonisation for Ashanti Kingdom and Britain</li> </ul>	Revision and consolidation	Revision and consolidation	<p><b>Formal assessment</b> Test: Source-based, paragraph and essay writing.</p> <p><b>50 Marks</b></p>
<b>Skills and values (CAPS P.10)</b>	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 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 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 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 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
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)										

Term 1 52 days	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days	Week 5 4 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 5 days	Week 11 4 days
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Classwork/Homework Learners could be required to study and interpret sources on the Berlin Conference	Classwork/Home work This should be source-based Learners could compare the map of Africa before colonisation and Map of Africa after colonisation	Homework/ Classwork/ This should be source-based Learners could argue and debate about colonies they thought offered the most advantages	Homework/ Classwork/ This should be source-based Learners could write a newspaper and provide their opinion about whether colonisation was good or bad.	Homework/Classwork/ Worksheet. This 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		
<b>SBA (Formal Assessment)</b>	<b>Formal assessment</b> Test: Source-based, paragraph and essay writing. 50 Marks										



2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (HISTORY):** Grade 8

Term 1 52 days	Week 1 4 days	Week 2 5 days	Week 3 5 days	Week 4 5 days	Week 5 5 days	Week 6 5 days	Week 7 5 days	Week 8 5 days	Week 9 5 days	Week 10 3 days
<b>CAPS Topic</b>	<b>World War I (1914 – 1918)</b>									
<b>Content and concepts</b>	<p>Learners' prior knowledge is assessed by discussing the following topics from <b>Grade 7 and 8 content:</b></p> <ul style="list-style-type: none"> <li>The impact of industrialisation on the production of goods</li> <li>How mass production of goods, new inventions and technologies in Europe was also extended to warfare</li> <li>The conflicts on the Eastern Cape frontier</li> <li>Causes of colonisation</li> </ul>	<p><b>Reasons why World War I broke out:</b></p> <ul style="list-style-type: none"> <li>Nationalism,</li> <li>Industrial economies, Control of seas</li> <li>Colonisation and empires</li> </ul>	<p><b>Reasons why World War I broke out:</b></p> <p>Immediate cause:</p> <ul style="list-style-type: none"> <li>Assassination of Archduke of Austria at Sarajevo</li> <li>Countries in Europe which fought :Allied Powers vs Central Powers</li> </ul>	<p><b>Aspects of experiences in World War I</b></p> <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> </ul>	<p><b>Aspects of experiences in World War I</b></p> <p>World War I and South Africa:</p> <ul style="list-style-type: none"> <li>Battle of Delville Wood -1919</li> <li>Sinking of Mendi- 1917</li> </ul>	<p><b>Women in Britain during world war I</b></p> <ul style="list-style-type: none"> <li>Changing roles of women in the workplace in Britain in world War I</li> </ul>	<p><b>Women in Britain during world war I</b></p> <ul style="list-style-type: none"> <li>Emily Pankhurst and the Campaign for the vote for women in Britain</li> <li>The defeat of Germany and the Treaty of Versailles</li> </ul>	Revision and Consolidation	Revision and consolidation	<p><b>Formal Assessment Controlled test 75 marks</b></p> <p>Term 3: Source –based – 27 Paragraph – 8</p> <p>Term 4: Source based - 20 Essay writing - 20</p> <p><b>Total Mark = 75 marks</b></p>
<b>Skills and values (CAPS P.10)</b>	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 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 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 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 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 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.
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Globe World map Oral history/interviews Newspapers/ magazines YouTube channel videos Internet (Google)									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions. Debate and develop points of views about aspects of history	Classwork/ homework Learners: <ul style="list-style-type: none"> <li>Answer source-based questions (Written)</li> </ul>	Classwork/ homework Learners: <ul style="list-style-type: none"> <li>Learners respond to source-based questions (Written)</li> <li>Answer paragraphs and essay questions (written)</li> </ul>	Classwork/Homework <ul style="list-style-type: none"> <li>Learners respond to Source based questions</li> <li>Discuss and debate</li> </ul>	Classwork/ homework Learners: <ul style="list-style-type: none"> <li>Answer source-based questions (Written)</li> <li>Answer paragraphs and essay questions (written)</li> </ul>	Classwork/ homework Learners: <ul style="list-style-type: none"> <li>Answer source-based questions (Written)</li> <li>Answer paragraphs and essay questions (written)</li> </ul>	Classwork/ homework Learners: <ul style="list-style-type: none"> <li>Answer source-based questions (Written)</li> </ul>	Classwork/ homework Learners: <ul style="list-style-type: none"> <li>Answer source-based questions (Written)</li> </ul>	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	

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		<ul style="list-style-type: none"> <li>○ Answer paragraphs and essay questions (written)</li> </ul>	<ul style="list-style-type: none"> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>		<ul style="list-style-type: none"> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer paragraphs and essay questions (written)</li> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>	<ul style="list-style-type: none"> <li>○ Answer paragraphs and essay questions (written)</li> <li>○ Respond to oral questions</li> <li>○ Discuss and debate</li> </ul>		
<p><b>SBA (Formal Assessment)</b></p>	<p><b>Formal Assessment</b> <b>Controlled Test</b> <b>75 marks</b></p> <p>Term 3: Source –based – 27 Paragraph - 8</p> <p>Term 4: Source based - 20 Essay writing - 20</p> <p><b>Total Mark = 75 marks</b></p>									

