

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 9**

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: Topographic and orthophoto maps)					
Content and concepts Skills and Values	<p>Orientation of learners to Grade 9: Welcome learners to Grade 9 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. Introduce the topic: Map skills (Focus: Topographic and orthophoto maps) Explain what will be learned in this topic – a brief outline of the topic.</p>	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • Contour lines <ul style="list-style-type: none"> -- Concept of contour lines -- Steep and gentle slopes (description of gradient) -- River valleys and spurs 	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • 1: 10 000 Orthophoto maps <ul style="list-style-type: none"> -- Vertical aerial photographs (Review Grade 8) -- Orthophoto images made from aerial photographs 	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • 1: 10 000 Orthophoto maps <ul style="list-style-type: none"> -- How height is shown on orthophoto maps -- Contour lines on orthophoto maps – identifying features 	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • 1: 50 000 Topographic maps <ul style="list-style-type: none"> -- Read map symbols to identify: <ul style="list-style-type: none"> o natural features on topographic maps o constructed features on topographic maps 	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • 1: 50 000 Topographic maps <ul style="list-style-type: none"> -- Height clues on topographic maps -- Contour patterns showing river valleys, hills, mountains, ridges and spurs 	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • 1: 50 000 Topographic maps <ul style="list-style-type: none"> -- Contour patterns showing river valleys, hills, mountains, ridges and spurs 	<p>Map skills (Focus: Topographic and orthophoto maps)</p> <ul style="list-style-type: none"> • 1: 50 000 Topographic maps <ul style="list-style-type: none"> -- Scale and measuring distance on topographic maps - using line and ratio scales -- Co-ordinates to locate features 	<p>Revision and consolidation</p>	<p>Formal Assessment Task: Assessment of map skills: Test. Assess and give feedback to learners. -Mark allocation: 50 marks -Set map skills questions on topographic and orthophoto maps -Discuss map skills task early in the term and give feedback after assessment.</p>
Skills and values (CAPS P.14)		<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 	<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 	<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 	<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 	<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 	<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 	<p>Information from maps and photographs</p> <ul style="list-style-type: none"> -- Interpret information from topographic and orthophoto maps and aerial photographs: ** <ul style="list-style-type: none"> o describe landscape o identifies land use o settlement patterns – identify shape, size, location 		
Resources (other than textbook) to enhance learning		<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) • Atlases 	<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) • Atlases 	<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) 	<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) 	<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) 	<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) 	<p>Local and other topographic and orthophoto maps and aerial photos*</p> <ul style="list-style-type: none"> • Satellite images (such as Google Earth) 		
Informal Assessment		<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>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</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
SBA (Formal Assessment)							Formal Assessment Task: Assessment of map skills on Topo and orthophoto: Test. Assess and give feedback to learners. -Mark allocation: 50 marks			



2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (GEOGRAPHY): Grade 9**

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	DEVELOPMENT ISSUES (Focus: SA and the World)									
Content and concepts Skills and Values	Development Meaning of development – including economic, social and environmental aspects	Development Ways of measuring development	Development The Human Development Index (HDI) – life expectancy, education, per capita GDP	Factors affecting development Reasons for differences in development Historical factors such as colonialism Trade – imbalances – unfair trade Technology and industrialization	Factors affecting development Reasons for differences in development Health and welfare Education Political stability	Opportunities for development More equitable trading relationships Alternative development – particularly alternatives to industrialization	Opportunities for development Sustainable development – including economic, social and environmental factors	Opportunities for development Sustainable development – including economic, social and environmental factors	Atlases, global statistics and current events Revision and consolidation Summative assessment Test: Content and data 50 Marks	School closed
Skills and values (CAPS P.14)	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions	
Resources to enhance learning	Social Sciences textbooks/ Atlas / Globe/ World map/ Newspapers/ magazines YouTube channel videos/ Internet (Google Earth)/ Statistics South Africa – Census in brief									
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			
SBA (Formal Assessment)	Formative assessment Controlled Test: Term 1 content 35 marks Term 2 Content 40 75 marks									

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (GEOGRAPHY): Grade 9**

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	SURFACE FORCES THAT SHAPE THE EARTH (PHYSICAL GEOGRAPHY)										
Content and concepts Skills and Values	Weathering Concept of weathering Physical weathering Chemical weathering Biological weathering	Weathering Impact of human activities on weathering	Weathering Difference between weathering, erosion and deposition	Erosion and deposition Rivers – features of erosion and deposition along a river course	Erosion and deposition Rivers – features of erosion and deposition along a river course	Erosion and deposition Rivers – features of erosion and deposition along a river course	The impact of people on soil erosion Human contributions to erosion through agriculture, construction and mining.	The impact of people on soil erosion Case study: agriculture as a contributor to erosion	Revision and consolidation Summative assessment Test: Content and data 50 Marks	Schools closed	
Skills and values (CAPS P.14)	<ul style="list-style-type: none"> - collect and refer to information (including newspapers books and, where possible, websites - devise and frame questions 	<ul style="list-style-type: none"> - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions - ask questions and identify issues 	<ul style="list-style-type: none"> - collect and refer to information (including newspapers books and, where possible, websites - devise and frame questions 	<ul style="list-style-type: none"> - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions 	<ul style="list-style-type: none"> - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions 	<ul style="list-style-type: none"> - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions 	<ul style="list-style-type: none"> - ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions 	<ul style="list-style-type: none"> - ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems - devise and frame questions 			
Resources to enhance learning	Social Sciences textbooks/ Atlas / Globe/ World map/ Newspapers/ magazines YouTube channel videos/ Internet (Google Earth)/ Photographs of a range of landforms/ Topographic maps										
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				
SBA (Formal Assessment)	Formal assessment Test: Term 3 Content 50 Marks										

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 9

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	RESOURCE USE AND SUSTAINABILITY (Focus: World)									
Content and concepts Skills and Values	Resources use -- Uses of natural resources – renewable and non-renewable	Resources use -- Effects of unwise use of resources o Over-fishing the oceans	Sustainable use of resources -- Ways resources may be used sustainably o Sustainable fishing	Sustainable use of resources -- Role of consumers, individuals, businesses and governments – in choosing more sustainable resource use – such as reducing pressure on resources, lowering carbon footprint	Food resources -- Concept of food security – local, regional and global examples -- Role of science and technology in food production	Food resources o Factory farming – raising livestock at high density o Genetic modification of crops -- appropriate technologies and farming techniques	Revision and consolidation Summative assessment	Revision and consolidation Summative assessment	Revision and consolidation Summative assessment Test: Content and data 50 Marks	Schools closed
Skills and values (CAPS P.14)	- collect and refer to information (including newspapers books and, where possible, websites - devise and frame questions	- collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions - ask questions and identify issues	- collect and refer to information (including newspapers books and, where possible, websites - devise and frame questions	- collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions	- collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions	- collect and refer to information (including newspapers books and, where possible, websites - use geographical knowledge to solve problems - devise and frame questions				
Resources to enhance learning	Social Sciences textbooks/ Atlas / Globe/ World map/ Newspapers/ magazines YouTube channel videos/ Internet (Google Earth)/ Photographs of a range of landforms/ Topographic maps									
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					
SBA (Formal Assessment)	Formal assessment Controlled Test: Term 3 content: 50 Term 4 content:25 Total marks: 75									

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (HISTORY):** Grade 9

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	Orientation of learners to Grade 9: Explain the programme of assessment (formal and informal). Discuss the class rules Briefly begin with Grade 8: Term 4 work World War I (1914 – 1918) Reasons why WWI broke out: Nationalism, industrial economies, control of seas, colonisation and empires	World War I and South Africa: o Battle of Delville Wood 1919 o Sinking of Mendi 1917 Grade 8 Term 4 work serves as a link and introduction to World War II (1919 – 1945)	End of World War I; Weimar Republic; Treaty of Versailles 1919 and brief summary of German punishments Hitler and the Nazis 1920s	The Great Depression of 1929 and effects on Germany Reasons for public support for Nazi Party and the 1932 and 1933 elections Enabling Act 1933 and dictatorship (including concentration camps for opponents)	Nuremberg Laws and loss of basic rights of Jewish people 1935 Persecution of political opponents; Jehovah's Witnesses; Roma (gypsies); homosexuals; Slavs; black people; disabled People Nazi Germany as an example of a fascist state (compared with democracy)	World War II: Europe Nazi's aggressive, expansionist foreign policy for lebensraum (very briefly) Outbreak of World War II: Axis vs. Allies	Extermination camps and genocide, the Holocaust, and the 'Final Solution' Examples of resistance to Nazism in Germany: Warsaw Ghetto Uprising	Extermination camps and genocide, the Holocaust, and the 'Final Solution' Examples of resistance to Nazism in Germany: Warsaw Ghetto Uprising End of World War II in Europe	Revision and Consolidation	Formal Assessment Test: 50 Marks: World War II: The Causes and outbreak (1919 – 1945) • Source-based questions • Paragraph writing • Essay writing worth 10 Marks. Assess ALL Skills taught thus far.
Core Concepts, Skills and Values	History concepts: o Time and chronology o Cause and effect Skills: o Bring together information from sources o Decide about what is important information to use from sources	Historical concepts o Cause and effect o Time and chronology o Change and continuity Skills: o Bring together information from sources o Decide about what is important information to use from sources (important or useful and trusted or reliable) o Arrange events chronologically (timeline) o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Time and chronology o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources o Contrast information from sources (compare two or more different points of view) o Write paragraphs and essay (introduction, relevant information, logical, coherent and chronological way ;and conclusion)	Historical concepts o Multi-perspective approach Skills: o Bring together information from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Investigate where information came from o Contrast information from sources o Investigate where information came from (check whether information is accurate) o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts Multi-perspective approach Cause and effect Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Write paragraphs and essay (...)	Historical concepts o Cause and effect o Multi-perspective approach o Time and chronology o Change and continuity Skills: o Bring together information from sources o Contrast information from sources o Give reasons why historians, writers, etc. come to differing conclusions o Arrange events chronologically (Timeline of events: 1919 - 1945)		
Resources (other than textbook) to enhance learning	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries		
Informal Assessment	Learners: o Respond to oral questions – cognitive levels	Classwork/ homework Learners: o Answer source- based questions – cognitive levels (Written) o Draw a timeline of events (1914 -1919)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs questions (written)	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written)	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written)		

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
		○ Write paragraphs		○ Answer paragraphs and essay questions (written)			○ Answer paragraphs and essay questions (written)	○ Draw a timeline of events (1919 – 1945)		



2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (HISTORY):** Grade 9

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
CAPS Topic	World War II in the Pacific America in the War vs. Japan: Pearl Harbour o Japanese Americans forcibly moved into internment camps in USA o Japanese prisoner-of-war camps for Allied soldiers	Increasing tension between the Allies after the end of World War II in Europe USSR (communism) vs. USA and West (capitalism)	Increasing tension between the Allies after the end of World War II in Europe (cont.) USSR (communism) vs. USA and West (capitalism)	End of World War II in the Pacific: Atomic bombs and the beginning of the Nuclear Age o When, where, why and how did World War II come to an end?	End of World War II in the Pacific: Atomic bombs and the beginning of the Nuclear Age o Why did the USA drop the bombs? o Was it justified?	Definition of the Superpowers and the meaning of 'Cold War' Areas of conflict and competition between the Superpowers in the Cold War Brief definition and explanation of 'arms and space' race	Division of Germany 1946 and the building of the Berlin Wall 1961	Division of Germany 1946 and the building of the Berlin Wall 1961 (cont.)	The end of the Cold War 1989 o The fall of the Berlin Wall 1989 o The fall of the Soviet Union (very briefly) 1991	Revision and consolidation Controlled test: 75 Marks Assess Term 1 and 2 Content ONLY World War II 25 Marks
Core Concepts, Skills and Values	History concepts: o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources o Contrast information from sources (compare two or more different points of view) o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts o Cause and effect o Multi-perspective approach o Change and continuity Skills: o Bring together information from sources o Decide about what is important information to use from sources (important or useful and trusted or reliable) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Contrast information from sources (compare two or more different points of view) o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts o Cause and effect o Time and chronology o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources o Contrast information from sources (compare two or more different points of view) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Time and chronology o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources o Contrast information from sources (compare two or more different points of view) o Write paragraphs and essay (introduction, relevant information, logical and chronological way and conclusion)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Write paragraphs essay (introduction, relevant information, logical and chronological way and conclusion)	Historical concepts o Cause and effect o Time and chronology Skills: o Bring together information from sources o Contrast information from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	History concepts: o Time and chronology o Cause and effect o Change and continuity Skills: o Bring together information from sources o Decide about what is important information to use from sources o Contrast information from sources o Arrange events in a chronological way (timeline)	The Nuclear Age and the Cold War (1945-1990) This will include Paragraph writing and 1 Essay worth 8 Marks. Total Marks for Term 2 = 50 Marks Assess ALL Skills taught thus far.
Resources (other than textbook) to enhance learning	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including you tube: pictures, cartoons, extracts, videos, documentaries
Informal Assessment	Class work/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Write paragraphs (Written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Write paragraphs (Written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs and essay questions (written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs questions (written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Draw a timeline of events from 1945 – 1991 (Written)	

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (HISTORY):** Grade 9

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
CAPS Topic	Introduction, guidelines and criteria for Oral history and research project: Suggested topic: How apartheid affected people's lives and how people responded: Research any apartheid law, and interview a person who was affected by that law and determine how he or she responded.	The Universal Declaration of Human Rights after World War II Brief definition and explanation of racism (30 minutes)	1948 National Party and Apartheid o Main apartheid laws in broad outline o Case study: Group Areas Act: Sophia town forced removal	Oral history and research project: Monitoring progress (30 minutes) 1950s: Repression and non-violent resistance to apartheid 4 hours o SACP banned o ANC programme of action	Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid The Defiance Campaign (including the influence of Mahatma Gandhi)	Freedom Charter Treason Trial	Women's March o Brief biographies: Helen Joseph OR Lillian Ngoyi and their roles in resistance to apartheid	o 1960: Formation of PAC 1959 Sharpeville massacre o Causes, leaders, events, short-term and longer-term consequences	Sharpeville massacre o Causes, leaders, events, short-term and longer-term consequences	Revision and consolidation Formal Assessment: Project 50 Marks Turning points in modern South African history since 1948 and 1950s <i>How apartheid affected people's lives and how people responded: Research any apartheid law and interview a person who was affected by that law and determine how he or she responded. Refer to the Guide supplied.</i>
Core Concepts, Skills and Values	History concepts: o Time and chronology o Cause and effect Skills: o Bring together information from sources o Decide about what is important information to use from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Time and chronology o Change and continuity Skills: o Bring together information from sources o Decide about what is important information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts o Cause and effect o Multi-perspective approach o Time and chronology Skills: o Bring together information from sources o Decide about what information to use from sources o Contrast information from sources (compare two or more different points of view) o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate...	Historical concepts o Multi-perspective approach o Time and chronology Skills: o Bring together information from sources o Decide about what information to use from sources o Contrast information from sources (compare two or more different points of view) o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate...	Historical concepts o Multi-perspective approach o Cause and effect o Time and chronology Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Arrange events in chronological way (timeline)	Historical concepts o Cause and effect o Multi-perspective approach o Time and chronology Skills: o Bring together information from sources o Contrast information from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate...	History concepts: o Time and chronology o Cause and effect o Change and continuity Skills: o Bring together information from sources o Decide about what is important information to use from sources o Contrast information from sources o Write paragraphs (topic sentence, supporting sentences and evidence; and concluding sentence/ statement)	
Resources (other than textbook) to enhance learning	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including you tube: pictures, cartoons, extracts, videos, documentaries
Informal Assessment	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs questions (written)	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs and essay questions (written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs questions (written)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Draw a timeline of events 1948 – 1950s	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs questions (written)	

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (HISTORY):** Grade 9

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10 & 11
CAPS Topic	Langa March o Causes, leaders, events, short-term and longer-term consequences	Langa March (cont.) 1976: Soweto uprising o Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	1976: Soweto uprising: o Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	1976: Soweto uprising: o Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	1976: Soweto uprising: o Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	1990: Release of Nelson Mandela and the unbanning of liberation movements o Events leading to 1994 election (in broad outline) o Internal resistance and repression 1980s o External pressure on the apartheid regime 1980s	1990: Release of Nelson Mandela and the unbanning of liberation movements o Unbanning of political movements 1990 o Release of Mandela and other political prisoners 1990 o Negotiations and violence 1990 – 1994 o Democratic election 1994	Revision and Consolidation	Revision and Consolidation	Formal Assessment: November Controlled Test: 75 Marks Assess Term 3 and 4 Contents ONLY
Core Concepts, Skills and Values	History concepts: o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources o Investigate where information came from (check whether information is accurate) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Write paragraphs and essay (introduction, relevant information, logical, coherent and chronological way and conclusion)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Give reasons why historians, writers, etc. come to differing conclusions o Discuss or debate and develop points of view and provide evidence from sources	Historical concepts o Cause and effect o Time and chronology o Multi-perspective approach Skills: o Bring together information from sources o Decide about what information to use from sources (compare two or more different points of view) o Write paragraphs and essay (introduction, relevant information, logical, coherent and chronological way and conclusion)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Write paragraphs and essay (introduction, relevant information, logical, coherent and chronological way and conclusion)	Historical concepts o Cause and effect o Multi-perspective approach Skills: o Bring together information from sources o Decide about what is important information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Write paragraphs and essay (introduction, relevant information, logical, coherent and chronological way and conclusion)	Historical concepts o Multi-perspective approach o Cause and effect o Time and chronology Skills: o Bring together information from sources o Decide about what information to use from sources (important or useful and trusted or reliable) o Contrast information from sources o Arrange events in chronological way			Turning points in modern South African history since 1948 and 1950s 50 Marks Turning points in modern South African history 1960, 1976 and 1994. 25 Marks Types of questions Source-based Paragraph writing Essay writing Assess ALL Skills taught thus far.
Resources (other than textbook) to enhance learning	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries	Maps and atlases Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries		
Informal Assessment	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based-questions -cognitive levels o Answer paragraphs and essay questions (Langa March)	Learners: o Respond to oral questions – cognitive levels o Discuss and debate...	Classwork/ homework Learners: o Answer source-based questions - cognitive levels (Written) o Answer paragraphs questions (Written)	Classwork/ homework Learners: o Answer source-based questions – cognitive levels (Written) o Answer paragraphs and essay questions (written)	Classwork/ homework Learners: o Answer source-based questions - cognitive levels (Written) o Answer paragraphs questions (Written)	Classwork/ homework Learners: o Answer source-based questions - cognitive levels (Written) o Draw timeline from 1959 – 1994 (Written)			