

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 5**

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: Africa)									
Content and concepts Skills and Values	Orientation of learners to Grade 5: Welcome learners to Grade 5 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 4: Compass directions, Globe and map of the world	World map and compass directions Position of equator, north and south poles on a globe The seven continents – review from Grade 4 Eight points on the compass – N/S/E/W/NE/NW/SE/SW Eight directions from a fixed point on a world map	Africa our continent (oceans, countries and main cities) Position of Africa on a world map and globe Oceans around Africa (names and location) Concepts of countries, capital cities and borders Physical features as borders between countries (rivers and lakes) Countries of Africa: location of all countries	Africa our continent (oceans, countries and main cities) Countries of Africa: landlocked or with a coastline, N, S or on equator Madagascar – a country and an island Zanzibar – an island of Tanzania Big cities of Africa: Cairo, Lagos, Johannesburg, Nairobi	Africa our continent (oceans, countries and main cities) South Africa's neighbours (Botswana, Lesotho, Mozambique, Namibia, Swaziland, Zimbabwe) Capital cities of South Africa and neighbouring countries	Physical map of Africa Features on a physical map: high and low areas, rivers, lakes Ways of showing height above sea level on a physical map Location on a map	Physical map of Africa Africa's highest mountains: Kilimanjaro and Mount Kenya Southern Africa's highest peak: Thabana Ntlenyana in the Ukhahlamba-Drakensberg range Africa's largest lakes: Victoria, Tanganyika, Malawi	Physical map of Africa Africa's great rivers: Nile, Niger, Congo, Zambezi, Limpopo, Gariep-Orange Southern Africa's famous waterfalls: Victoria, Maletsunyane, Augrabies Africa's great deserts: The Sahara and the Namib	Revision and consolidation	Formal assessment Test: Map skills 30 Marks
Skills and values (CAPS P.14)		Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use and draw maps Provide reasoned explanations	Use and draw maps. Provide reasoned explanations	Use and draw maps. Identify and extract information from visual sources such as maps Provide reasoned explanations Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations		
Resources (other than textbook) to enhance learning	World map Globe Political and physical maps of Africa (may be combined onto one map) Photos of African landscapes Compass									
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 (physical map of Africa)		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)	Summative assessment Test: Map skills 30 Marks									

2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 5

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
CAPS Topic	Physical features of South Africa										
Content and concepts Skills and Values	Revision, feedback and corrections of Term 1 Map Skills Test	South Africa from above (physical map) High place and low places (review 'sea level' and 'height above sea level') Coastal plan, escarpment, plateau (concepts and location of features in South Africa)	South Africa from above (physical map) Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand Physical features of South Africa Mountains, mountain ranges, valleys and hills, rivers, waterfall, coastlines – capes and bays	Physical features of South Africa Location of main physical features in own province Location of selected physical features in South Africa – such as Table Mountain, the uKhahlamba-Drakensberg, Waterberg, Lake St. Lucia, Au-grabies Falls, Cape Point, Algoa Bay.	Rivers Where rivers begin and end – directions of flow from high areas to the sea. Concept of river systems – tributaries and catchment areas	Rivers Main rivers of South Africa – identifying the sources, major tributaries and directions of flow (map)	Physical features and human activities Links between physical features, where people live and what they do (human activities)	Physical features and human activities Ways in which human activities change the landscapes – case study of: the impact of dams on the physical environment; Case study of road building	Revision and consolidation	Revision and consolidation	Formal Assessment: Controlled Test 30 marks
Skills and values (CAPS P.14)		Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps 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	Provide reasoned explanations Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations			
Resources (other than textbook) to enhance learning	Photographs of rivers, mountains, coastlines and other landscapes in South Africa Pictures to show human activity in different physical environments Physical map of South Africa										
Informal Assessment	Corrections on Term 1 assessment	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		
SBA (Formal Assessment)	Formal Assessment: Controlled Test Term 1 Content: 10 marks Term 2 content: 20 marks TOTAL: 30 marks										

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (GEOGRAPHY): Grade 5**

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
CAPS Topic	Weather, climate and vegetation of South Africa										
Content and concepts Skills and Values	Revision, feedback and corrections of Term 2 Controlled test Introduction to the topic on Weather, climate and vegetation of South Africa	Weather Elements of weather – temperature, wind, cloud cover, rainfall Precipitation – rain, hail, snow How temperature and rain can be measured – (instruments and units of measurement)	Weather Determining and describing wind direction Weather maps in the media (newspaper and television) How weather affects the daily lives of people	Observing and recording the weather (independent project) Observe and record the weather over a two-week period Report on temperatures, cloud cover, precipitation and wind, using terms such as hot, warm, cold, cool, cloudy, partly cloudy, clear, dry, wet, windy	Observing and recording the weather (independent project) Include observations of wind direction and weather patterns over the period of observation Observe and comment on how weather affects the daily lives of people	Rainfall Rainfall in South Africa (distribution maps) Rainfall patterns – summer/ winter/ all year (maps, bar graphs for selected places)	Climate Difference between climate and weather Different kinds of climate in South Africa (hot, warm, cold, cool, dry, wet, humid)	Natural vegetation Concept of natural vegetation Links between natural vegetation and climate – examples of plants and adaptations to climate around South Africa	Revision and consolidation	Revision and consolidation Submission of the project	Formal Assessment: Project 30 marks
Skills and values (CAPS P.14)		Provide reasoned explanations. Cross-reference information using different sources	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as maps, tables and graphs	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations. Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations			
Resources (other than textbook) to enhance learning	Rain gauge, thermometer, wind sock or wind vane Atlas with temperature and rainfall maps of South Africa Photographs of different kinds of natural vegetation in South Africa Rainfall statistics/graphs										
Informal Assessment	Corrections on Term 2 assessment	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		
SBA (Formal Assessment)	Formal Assessment: Project 30 marks										

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 5

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	Minerals and mining in South Africa									
Content and concepts Skills and Values	Feedback and corrections of Term 3 Project: Observing and recording the weather Introduction to the topic: Minerals and mining in South Africa Mineral and coal resources of South Africa Minerals as non-renewable resources Main minerals mined in South Africa and their uses – including gold, platinum, diamonds, iron ore, chrome, copper, silver and manganese	Mineral and coal resources of South Africa Coal as a non-renewable resource How coal is formed Uses of coal	Mineral and coal resources of South Africa Location of mineral and coal mines and links to settlement patterns (map)	Mining and the environment Concept of mining Ways of mining – open pit/ surface mining and shaft and deep level mining	Mining and the environment Impact of mining on the environment – examples to include: pollution (water and air)	Mining and the environment Impact of mining on the environment – examples to include: Destruction of vegetation and wildlife Waste and waste disposal	Mining and people Challenges of working in a deep gold mine – such as ventilation, heat, rock falls, dust Health and safety risks for miners	Mining and people Rules to protect health and safety of miners	Revision and consolidation	Formal Assessment: Controlled Test: 30 Marks
Skills and values (CAPS P.14)		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, tables and graphs	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations.	Provide reasoned explanations	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations	Provide reasoned explanations Cross-reference information using different sources	Write in a structured way - writing coherent sentences. Provide reasoned explanations		
Resources (other than textbook) to enhance learning	Map of South Africa to show distribution of main minerals across provinces Pictures to illustrate all sections of topic									
Informal Assessment	Corrections on Term 3 formal assessment	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	

2021 Annual Teaching Plan Template

Term 4 47 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: Controlled Test Term 3 content: 10 marks Term 4 content: 20 marks Total: 30 marks									



2021 Annual Teaching Plan – Term 1: SOCIAL SCIENCES (HISTORY): Grade 5

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	HUNTER-GATHERERS AND HERDERS IN SOUTHERN AFRICA									
Content and concepts Skills and Values	<p>Orientation of learners to Grade 5: Welcome learners to Grade 5 History/ Social Sciences subject. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks and classroom resources like posters, wall maps etc. Explain the programme of assessment (formal and informal). Discuss the class rules Introduce the topic: Hunter-gatherers and herders in southern Africa. Explain what will be learned in this topic – a brief background of the topic.</p>	<p>How we find out about hunter-gatherers and herders</p> <p>Stories Objects Rock paintings</p>	<p>How we find out about hunter-gatherers and herders</p> <p>Books In the present we find out about them by observing living societies (ethnography)</p>	<p>San hunter-gatherer society in the Later Stone Age</p> <p>Lived off the environment (A deep knowledge of the environment meant the San knew when wild resources were seasonally available. They moved to coincide with that availability.)</p> <p>The invention of the bow and arrow, which contributed to hunting effectiveness</p>	<p>San hunter-gatherer society in the Later Stone Age</p> <p>Social organisation: all things were meant to be shared equally within a group</p>	<p>San hunter-gatherer society in the Later Stone Age</p> <p>Plant medicines San beliefs and religion</p>	<p>San hunter-gatherer society in the Later Stone Age</p> <p>Rock art o Where, when, how and why it was created o Interpretations of rock art o South African Coat of Arms and the Linton Rock Art Panel</p>	<p>Khoikhoi herder society in the Later Stone Age</p> <p>Pastoral way of life How San and Khoikhoi shared the same landscape</p>	<p>Revision and consolidation</p>	<p>Formal assessment Test: Source based (Sources such as pictures and extracts) and paragraph writing</p> <p>30 Marks</p>
Skills and values (CAPS P.11)		<p>Bring together information</p> <p>Decide about what is important information to use.</p>	<p>Bring together information</p> <p>Decide about what is important information to use.</p>	<p>Bring together information</p> <p>Decide about what is important information to use.</p>	<p>Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p> <p>Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.</p>	<p>Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p>	<p>Investigate where the information came from</p> <p>Take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.</p>	<p>Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.</p>		
Resources	Social Sciences text book, Newspaper articles/ magazine, Pictures, Map of southern Africa, YouTube channel videos, Internet									
Informal Assessment (Learners should read and write for part of every lesson).	<p>Oral assessment – simple question and answers. Learners should be able to follow simple instruction.</p>	<p>Oral assessment – simple question and answers. Learners should be able to follow simple instructions</p>	<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question</p>		<p>Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question</p>	
SBA (Formal Assessment)	Formal assessment: Test - Source based and paragraph question Marks: 30 Marks									

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
CAPS TOPIC THE FIRST FARMERS IN SOUTHERN AFRICA											
Content and concepts Skills and Values	Learner orientation and revision of Term 1 work and assessment Topic: Hunter-gatherers and herders in southern Africa Background information on The first farmers in Southern Africa	When, why and where the first African farmers settled in Southern Africa Attitudes to land	When, why and where the first African farmers settled in Southern Africa Interaction with Khoisan – principles of generous acceptance of other people. (In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies)	How early African farmers lived in settled chiefdoms Homesteads and villages	How early African farmers lived in settled chiefdoms Agriculture: crops and livestock	How early African farmers lived in settled chiefdoms Social, political and economic structures	How early African farmers lived in settled chiefdoms Roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities of adulthood.)	How early African farmers lived in settled chiefdoms Roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities of adulthood.)	How early African farmers lived in settled chiefdoms The role of the chief The role of cattle	Revision and consolidation	Formal assessment Controlled test: Source based (Sources such as pictures and extracts) and paragraph writing 30 Marks
Skills and values (CAPS P.11)		Bring together information Decide about what is important information to use. 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.	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. 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.	Bring together information (Newspapers, websites). Decide about what is important information to use.	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. 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.	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.	Investigate where the information came from 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. See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.	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. see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.	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.		
Resources to enhance learning	Newspaper articles/ magazine, Pictures, Map of southern Africa, YouTube channel videos, Internet										
Informal Assessment (Learners should read and write for part of every lesson).	Oral assessment – simple question and answers. Learners should be able to follow simple instruction.	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 and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	
SBA (Formal Assessment)	Question types: Test - Source based and paragraph question Term 1 content: 10 Term 2 content: 20 Total marks: 30 Marks										

2021 Annual Teaching Plan – Term 3: SOCIAL SCIENCES (HISTORY): Grade 5

Term 3	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
52 days					4						
CAPS TOPIC	AN ANCIENT AFRICAN SOCIETY: EGYPT										
Content and concepts Skills and Values	Learner orientation and revision of Term 2 work and assessment Topic: The first farmers in southern Africa	The Nile River and how it influenced settlement	Way of life in ancient Egypt Social structure in ancient	Way of life in ancient Egypt Egypt Beliefs and religion	Way of life in ancient Egypt Pharaohs Sphinx, pyramids and temples	Way of life in ancient Egypt Hieroglyphics, Mathematics and astrology	Way of life in ancient Egypt Medicine and physicians: diseases, anatomy, physiology and clinical examinations	Way of life in ancient Egypt Discovery of the tomb, who, when, why.	Way of life in ancient Egypt What the discovery revealed about ancient Egyptian society.	Revision and consolidation	Formal assessment Test: Source based (Sources such as pictures and extracts) and paragraph writing 30 Marks
Skills and values (CAPS P.11)		Bring together information 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.	Bring together information 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.	Bring together information Decide about what is important information to use. 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.	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. 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.	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.	Investigate where the information came from 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.	See how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history. 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.	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.		
Resources to enhance learning	Social Sciences text book Newspaper articles/ magazine Pictures Map of southern Africa YouTube channel videos Internet										
Informal Assessment (Learners should read and write for part of every lesson).	Oral assessment – simple question and answers. Learners should be able to follow simple instruction.	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 and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question	
SBA (Formal Assessment)	Formal assessment: Test - Source based and paragraph question Term 3: 10 marks Term 4: 20 marks Total marks: 30 Marks										

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										
Content and concepts Skills and Values	Learner orientation and revision of Term 3 work and assessment Topic: An Ancient African Society: Egypt	The names of provinces and their capital cities on a map What is heritage	Different examples of heritage in Provinces: Heritage in sites of significance: The Cradle of Humankind: Gauteng	Different examples of heritage in Provinces: Heritage in objects: Golden objects at Mapungubwe: Limpopo OR Heritage in people's achievements: Example: Frances Baard: Northern Cape. NB: Teachers can choose between heritage in objects OR heritage in people's achievements	Different examples of heritage in Provinces: Heritage in names of places: Example: Names of rivers, dams and towns: Free State OR Heritage and changing identities: Example: The Castle: Western Cape NB: Teachers can choose between heritage in names of rivers, dams and towns OR Heritage and changing identities.	Different examples of heritage in Provinces: Heritage and indigenous medicine: Example: The healing properties of the aloe: Eastern Cape OR Heritage in architecture: Example: Stone-walled town of Kadiitshwene: North West NB: Teachers can choose between heritage in indigenous medicine OR heritage in architecture	Different examples of heritage in Provinces: Natural heritage and indigenous knowledge systems (IKS): Example: Makhonjwa Mountains, the oldest in the world. Mountains and ancestors in IKS: Mpumalanga - Heritage in art: Example: San Rock art in the Drakensberg: KwaZulu- Natal NB: Teachers can choose between natural heritage and indigenous knowledge systems (Makhonjwa Mountains) OR heritage in art (San Rock art in the Drakensberg)	Revision and consolidation	Revision and consolidation	Formal assessment Controlled test: Source based (Sources such as pictures and extracts) and paragraph writing 30 Marks
Skills and values (CAPS P.11)		Bring together information Decide about what is important information to use.	Bring together information Decide about what is important information to use. Explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.	Bring together information Decide about what is important information to use. Explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.	Bring together information Decide about what is important information to use. 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. 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.	Bring together information Decide about what is important information to use. 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.	Investigate where the information came from 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. Write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.			
Resources to enhance learning	Newspaper articles/ magazine, Pictures, Map of southern Africa YouTube channel videos, Internet									
Informal Assessment (Learners should read and write for part of every lesson).	Oral assessment – simple question and answers. Learners should be able to follow	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based and paragraph question		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	

	simple instruction.									and paragraph question	
SBA (Formal Assessment)	<p>Formal assessment: Controlled test Term 1: Term 2: Question types: Source based and paragraph question Marks: 30 Marks</p>										

