



**basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

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**2020**

**NATIONAL REVISED TEACHING PLANS**

**GRADE 7**

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# 1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid-19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal
- educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

## 2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

## 3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1<sup>st</sup> June 2020.

## 4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 7.

# 1. Creative Arts

## 1.1 Dance

### *Revised National Teaching Plan*

Term/Week	Page number/s	Content/Topics identified	Briefly explain the action (reduced/reorganised/removed)	Justification/Motivation for Action
Grade 7 Term 2	24	<p>Topic 1: Dance Performance</p> <p>Topic 2: Dance Improvisation &amp; Composition</p> <p>Topic 3: Dance theory and Literacy</p>	<p>Topic 1: Arm movements have been integrated with warm ups and transfer of weight and turns Body part isolation integrated with warm up and floor work Learning a short movement sequence using travelling/locomotor steps - Removed</p> <p>Topic 2: Remains as stipulated</p> <p>Topic 3: Importance of spotting - Reorganized</p>	<p>Topic 1: Arm movement to develop mobility, coordination and control can easily be integrated with any other activity instead of a standalone activity. Learners have been exposed to arm coordination since Intermediate Phase. Body part isolation have been done since Intermediate Phase and skills development is also done in warm up and floor work. Learning a short movement sequence has been removed as the content and skills developed are covered in Term 3 and 4 in Topic 2.</p> <p>Topic 3: Importance of spotting can be covered in the practical application when introducing turns in Topic 1.</p>

Term/Week	Page number/s	Content/Topics identified	Briefly explain the action (reduced/reorganised/removed)	Justification/Motivation for Action
Grade 7 Term 3	25	Topic 1: Dance Performance  Topic 2: Dance Improvisation & Composition  Topic 3: Dance Theory and Literacy	Topic 1: Body part isolation integrated with warm up and floor work Combination of locomotor movement with coordinating arm movements - Removed  Topic 2: Restructured - Response to different stimuli and eye focus and eye contact are addressed simultaneously.  Topic 3: Restructured - Different dance forms, at least 2 and how movements may convey meaning.	Topic 1: Body part isolation was introduced in Intermediate Phase and the concept is also done in warm up and floor work. Combinations of locomotor movement with coordinating arm movements have been removed as the skills are already developed in the warm up and floor work.  Topic 2: There is a natural integration between the two concepts as the stimuli can enhance the use of eye contact or eye focus  Topic 3: These two concepts can be explored together by looking at the meaning behind the movements of each dance forms.
Grade 7 Term 4	26	Topic 1: Dance Performance  Topic 2: Dance Improvisation & Composition  Topic 3: Dance theory and Literacy	Topic 1: Consolidation of the work as indicated in Term 2 and 3 of this document.  Topic 3: Revision of the work completed in Term 2 and 3 as indicated in this document.	Topic 1: As stipulated by CAPS on page 26  Topic 3: As stipulated by CAPS on page 26

## 1.2 Drama

### *Revised National Teaching Plan*

<b>Term/Week</b>	<b>Page number/s</b>	<b>Content/Topics identified</b>	<b>Briefly explain the action (reduced/reorganised/removed)</b>	<b>Justification/Motivation for Action</b>
Gr 7 Term 2	36	Topic 1 Dramatic Skills Development  Topic 3 Interpretation and Performance of Selected Dramatic Forms: Folktales	Topic 1: Reduced vocal and physical exercises.  Topic 3: Reduced choice of performance.  Topic 5: Removed and integrated with topic 2 and 3.	Topic 1: Integrate into every lesson through various exercises over the course of the term. These exercises are the core of what is needed for progression.  Topic 3: Only focus on Folktales. Condense and integrate theory with practical activities to fit into a 5-week timeframe. SA's to write guided lesson plans and create informal assessment tools to guide and lessen the workload on the teacher.  Topic 5: Not essential to progress to next grade, rather to be integrated with topic 2 and 3.
Gr.7 Term 3	37	Topic 1 Dramatic Skills Development  Topic 2 Drama Elements in Playmaking	Topic 1: Reduced vocal and physical exercises.  Topic 2: No reductions.  Topic 5: Removed and integrated with topic 2 and 3.	Topic 1: Integrate into every lesson through various exercises over the course of the term. These exercises are the core of what is needed for progression.  Topic 2: Focus for the term must be on practical improvisation. Condense and integrate theory with practical activities to fit into a 5-week timeframe. SA's to write guided lesson plans and create informal assessment tools to guide and lessen the workload on the teacher.  Topic 5: Not essential to progress to next grade, rather to be integrated with topic 2 and 3.

Term/Week	Page number/s	Content/Topics identified	Briefly explain the action (reduced/reorganised/removed)	Justification/Motivation for Action
Gr 7 Term 4	38	<p>Topic 1 Dramatic Skills Development</p> <p>Topic 3 Interpretation and Performance of Selected Dramatic Forms: Choral Verse</p>	<p>Topic 1: Reduced vocal and physical exercises.</p> <p>Topic 3: Reduced choice of performance.</p> <p>Topic 5: Removed and integrated with topic 2 and 3.</p>	<p>Topic 1: Integrate into every lesson through various exercises to prepare learner for performance. These exercises are the core of what is needed for progression.</p> <p>Topic 3: Only focus on Choral Verse, as Folktales were done in term 2. Condense and integrate theory with practical activities to fit into a 5-week timeframe. SA's to write guided lesson plans, create performance rubric and draft theory paper for theory exam to guide and lessen the workload on the teacher.</p> <p>Topic 5: Not essential to progress to next grade, rather to be integrated with topic 2 and 3.</p>



## 1.3 Music

### *Revised National Teaching Plan*

<b>Term/Week</b>	<b>Page number/s</b>	<b>Content/Topics identified</b>	<b>Briefly explain the action (reduced/reorganised/removed)</b>	<b>Justification/Motivation for Action</b>
2	48 & 49	Topic 1 Music literacy Topic 2 Music listening Topic 3 Performing and creating music	Content in TERM 1 & 2 was compared and identified repetitions. Removed content which was covered in TERM 1 and can be done away with in TERM 2. ANNEXURE 1 captured the content repeated and can be done away with in TERM 2.	Content that has been removed can be done without in TERM 2 as it is by implication integrated throughout the topics and not a Core.
3	50	Topic 1 Music literacy Topic 2 Music listening Topic 3 Performing and creating music	Content in TERM 2 & 3 was compared and identified repetitions. Removed content which was covered in TERM 2 and can be done away with in TERM 3. ANNEXURE 1 captured the content repeated and can be done away with in TERM 3.	Content that has been removed can be done without in TERM 3 as it is by implication integrated throughout the topics and not a Core.
4	51 & 52	Topic 1 Music literacy Topic 2 Music listening Topic 3 Performing and creating music	Topic 1 has been left as is because it consolidates what has been taught and learned in TERM 1- 3. Content in TERM 3 & 4 was compared and identified repetitions. Removed content which was covered in TERM 3 and can be done away with in TERM 4. ANNEXURE 1 captured the content repeated and can be done away with in TERM 4.	Content that has been removed can be done without in TERM 4 as it is by implication integrated throughout the topics and not a Core.

## 1.4 Visual Arts

### Revised National Teaching Plan

Subject: Creative Arts: Visual Arts			Grade: 7				
	Week	Topics	Syllabus completion	Hours	% Coverage	Date completed	Notes/ Comments
TERM 2	1 – 2	<b>Topic 1</b> Create in 2D	<b>Etching, Scratching</b> , Drawing Exercise; Art elements	2 hrs	2.5%		
	3 – 4	<b>Topic 3</b> Visual Literacy	Visual Analysis and Interpretation; Informal Task on <b>Etching or Scratching</b> ; Theory	2 hrs	2.5%		
	5 – 6	<b>Topic 1</b> Create in 2D	<b>Tempera Painting</b> Exercise based on Still Life, Arts Elements	2 hrs	2.5%		
	7 – 8	<b>Topic 1</b> Create in 2D, Task	Continuation of <b>Tempera Painting</b> Exercise based on Still Life	2 hrs	2.5%		
TERM 3	1 – 2	<b>Topic 2</b> Create in 3D	Art elements, Design principles (construction and modelling techniques), <b>Useful Containers</b>	2 hrs	2.5%		
	3 – 4	<b>Topic 3</b> Visual Literacy	<b>The role of the artist in society</b> . Continuation of Construction and Modelling Technique (3D)	2 hrs	2.5%		
	5 – 6	<b>Topic 1</b> Create in 2D	<b>Paper Cut Collage</b> : Buildings as Heritage; Art elements, Design principles	2 hrs	2.5%		
	7 – 8	<b>Topic 1</b> Create in 2D	Continuation of <b>Collage and Drawing</b> – observational drawing	2 hrs	2.5%		
TERM 4	1 – 2	<b>Formal Assessment Project</b>	<b>Topic 1</b> <b>Create in 2D</b> : Drawing: Life drawing	2 hrs	2.5%		
	5 – 6	<b>Written Examination</b>	Involving; Terminology, Art elements, Design principles, Symbolic language in art, Role of the artist in society, Visual literacy	2 hrs	2.5%		

## 2 Life Orientation

### Revised National Teaching Plan

Subject:	Life Orientation Grade 7					
TERM 2 39 days	Week 1: June	Week 2: June	Week 3: June	Week 4: June Week 5: July	Week 6: July	Week 7: July Week 8: July
Topic, concepts, skills and values	Health, social and environmental responsibility Basic hygiene principles (issues of COVID-19) <ul style="list-style-type: none"> <li>• Self-management skills</li> <li>• Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and COVID -19</li> </ul>	Health, social and environmental responsibility <ul style="list-style-type: none"> <li>• Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity</li> <li>• Treatment options, care and support (coping with emotions: trauma, grief, loss and anxiety)</li> <li>• Resources on health information and health services</li> </ul>	Health, social and environmental responsibility <ul style="list-style-type: none"> <li>• Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19</li> <li>• Management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID -19</li> </ul>	Constitutional rights and responsibilities <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>• Dealing with abuse in different contexts: between adults and children and between peers</li> <li>• Identify threatening and risky situations</li> </ul>	Constitutional rights and responsibilities <ul style="list-style-type: none"> <li>• Effects of abuse on personal and social health and relationships</li> <li>• Importance of communication to promote healthy and non-violent relationships</li> <li>• How to protect oneself from threatening and risky situations</li> <li>• Places of protection and safety for victims of abuse: where to find help</li> </ul>	World of work <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>• Career fields: <ul style="list-style-type: none"> <li>- Qualities relating to each field: interests and abilities</li> <li>- School subjects related to each career field</li> <li>- Work environment and activities in each career field</li> <li>- Opportunities within each career field</li> <li>- Challenges within each career field</li> <li>- Level of schooling – requirements for each career field</li> <li>- Duration of study for each career field</li> <li>- Services and sources for career fields and study information</li> </ul> </li> </ul>
Requisite pre-knowledge	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Development of the self

Resources (other than textbook) to enhance learning	Textbook, resources on careers and study skills Textbooks, resources on target games, Department of Health Flyers and pamphlets, e-book on COVID-19, posters, etc.	Textbook, resources on careers and career guidance and counselling Textbooks, posters, e-book on COVID-19	Textbook, newspaper articles; health magazines Textbooks, posters, e-book on COVID-19
Informal assessment; remediation	Homework/ classwork worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
SBA (Formal Assessment)	TEST		

Subject:	Life Orientation Grade 7			
TERM 3 37 days	Week 1: Aug Week 2: Aug Week 3: Aug	Week 4: Aug Week 5: Sept	Week 6: Sept	Week 7: Sept
Topic, concepts, skills and values	Health, social and environmental responsibility <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>• Substance abuse:               <ul style="list-style-type: none"> <li>- Types/ forms of substance abuse</li> <li>- Symptoms of substance abuse</li> <li>- Personal factors that contribute to substance abuse: intrapersonal and interpersonal</li> <li>- Protective factors that reduce the likelihood of substance abuse</li> <li>- Prevention measures: early detection</li> </ul> </li> </ul>	Health, social and environmental responsibility <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19) and the need for clean water for 5min)</li> <li>• Concept: environmental health Local environmental health problems Community and individual projects and strategies to prevent and deal with environmental health problems               <ul style="list-style-type: none"> <li>- Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions</li> </ul> </li> </ul>	World of work <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>- Simulation of career-related activities: name of career, who is the employer</li> <li>- Dress code for the career</li> <li>- Tools or working equipment for the career</li> <li>- Activities related to work environment</li> <li>- Place or institution of employment</li> <li>- Personality characteristics</li> </ul>	World of work <ul style="list-style-type: none"> <li>• Basic hygiene principles of COVID-19</li> <li>- School subjects and level of schooling: requirements for this career</li> <li>- Where to study and duration of study</li> <li>- Related careers</li> </ul> Value and importance of work in fulfilling personal needs and potential (Career on the forefront or essential workers e.g. Medical Doctors, Nurses, Cashiers, Banker, new careers emerged due to COVID-19 etc.)
	Physical Education Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements Safety issues relating to movement activities	Physical Education Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements	Physical Education Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements	Physical Education Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements
Requisite pre-knowledge	Health and environmental responsibility	Health and environmental responsibility	Development of the self	Development of the self
Resources (other than textbook) to enhance learning	Textbook, resources on careers and career guidance and counselling Textbooks, Department of Health Flyers and pamphlets, Department of Social Development flyers and pamphlets, e-	Textbook, resources on environmental health Textbooks, resources on movement techniques, PE guideline , posters, etc..	Textbook, resources on health and safety Textbooks, resources on movement techniques, PE guideline , posters, etc.	Textbook, newspaper articles Textbooks, resources on movement techniques, PE guideline , posters, etc..

	book on COVID-19, resources on movement techniques, PE guideline , posters, etc.			
Informal assessment; remediation	Homework/ Classwork/worksheets	Homework/ classwork worksheets	Homework/ classwork /worksheets	Homework/ classwork /worksheets
SBA (Formal Assessment)	TASK 2: PROJECT 70 marks			
			PHYSICAL EDUCATION TASK 30 marks	

Subject:		Life Orientation Grade 7		
TERM 4 47 days	Week 1: Oct Week 2: Oct	Week 3: Oct Week 4: Nov Week 5: Nov	Week 6: Nov Week 7: Nov	
Topic, concepts, skills and values	Constitutional rights and responsibilities <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>• Human rights as stipulated in the South African Constitution:               <ul style="list-style-type: none"> <li>- Application of human rights</li> <li>- Application of responsibilities in relation to human rights</li> </ul> </li> <li>• Fair play in a variety of athletic and sport activities: role of values, trust and respect for difference</li> </ul>	Development of the self in society <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>• Concepts: personal diet and nutrition</li> <li>• Factors that influence choice of personal diet: ecological, social, economic, cultural and political ways to improve nutritional value of own personal diet: a plan for healthy eating habits</li> </ul>	Constitutional rights and responsibilities <ul style="list-style-type: none"> <li>• Basic hygiene principles (issues of COVID-19 for 5min)</li> <li>• Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha-i faith and African religion.</li> </ul>	
	Physical Education Participation in an outdoor recreational activity Participation and movement performance in an outdoor recreational activity Safety issues relating to participation in recreational activities	Physical Education Participation in an outdoor recreational activity Participation and movement performance in an outdoor recreational activity		
Requisite pre-knowledge	Social responsibility	Development of the self	Social responsibility	
Resources (other than textbook) to enhance learning	Textbook, newspaper articles, Bill of Rights, South African Constitution Textbook, resources on recreational activities, PE guideline, posters, etc.		Textbook, resources on different cultures; newspaper articles Textbook, resources on recreational activities, PE guideline, posters, etc.	
Informal assessment; remediation	Homework/ Classwork/worksheets		Homework/ classwork worksheets	
SBA (Formal Assessment)	TASK 3: WRITTEN TASK 70 marks  PHYSICAL EDUCATION TASK : 30 marks			

15 Nov - 4 Dec

WRITTEN TASK

Notes on or guidelines for final examinations:

It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.

Section A: 25 marks	Section B : 25 marks	Section C: 20 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• A source or case study may be used to contextualise the questions.</li> <li>• The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.</li> <li>• Questions will test understanding and factual knowledge.</li> <li>• Responses should be short and direct and range from one word to a phrase or a full sentence.</li> </ul>	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>• Short open-ended, scenario-based, source-based and case study questions.</li> <li>• Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.</li> <li>• Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.</li> <li>• Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.</li> </ul>	<p>Three 10-mark questions will be set of which learners will be expected to answer <b>TWO</b>.</p> <ul style="list-style-type: none"> <li>• Questions will predominantly focus on the application of knowledge and skills.</li> <li>• Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.</li> <li>• Each question will focus on the specific information or the integration of content.</li> <li>• A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.</li> </ul>
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		



### 3 Mathematics

Revised National Teaching Plan – *not in line with the other subjects*

Grade	Term / Week	Page number/s	Content / Topics identified	Briefly explain the action (reduced/reorganised/removed)	Justification / Motivation for Action
Grade 7	Term 1	Pg. 14 Pg. 39 - 42	1.1 Whole Numbers	Nothing done	This topic was done in Term 1, however the skills acquired is incorporated in Algebra
Grade 7	Term 1	Pg. 16 Pg. 43 - 44	1.2 Exponents	Nothing done	This topic was done in Term 1, however the skills acquired is incorporated in Algebra
Grade 7	Term 2	Pg. 17 - 18 Pg. 49 - 51	1.4 Common Fractions	Nothing done	This is the base of Algebra
Grade 7	Term 2	Pg. 19 - 20 Pg. 51 - 53	1.5 Decimal Fractions	Nothing done	This is basic knowledge required for computations with decimal fractions.
Grade 7	Term 4	Pg. 15 Pg. 68	1.3 Integers	Moved from term 4 to term 2	To incorporate in other topics
Grade 7	Term 3 & 4	Pg. 21 Pg. 63 & Pg. 65	2.1 Patterns	Merged, to be done in term 4	To incorporate, Fractions, Integers and Functions and relationships
Grade 7	Term 3 & 4	Pg. 23 - 24 Pg. 63 & Pg. 65	2.3 Algebraic Expressions	Merged and reduced from 6 hrs. to 3 hrs.	Only introduction of Algebraic Language, to incorporate, whole numbers, fractions and integers
Grade 7	Term 3 & 4	Pg. 25 Pg. 64 & Pg. 69	2.4 Algebraic Equations	Merged and Reduced from 7 hrs. to 4.5 hrs.	Involves only solving equations by inspection, trial and improvement and substitution
Grade 7	Term 2 & 4	Pg. 22 Pg. 53 – 55 Pg. 62	2.2 Functions and Relationships	Merged and Reduced from 6 hrs. to 3 hrs.	Revision of input and output from IP to involve substitution and incorporated in equations
Grade 7	Term 3	Pg. 26 Pg. 65 Pg. 11	2.5 Graphs	Reduced from 6 hrs. to 4.5 hrs.	Only drawing and interpreting global graphs with focus to linear and non-linear, increasing, decreasing and constant
Grade 7	Term1	Pg. 28 Pg. 47	3.3 Geometry of straight lines	Nothing done	Already taught in Term 1
Grade 7	Term 1	Pg. 27 - 28 Pg. 46 - 47	3.1 Geometry of 2D shapes	Nothing done	Already taught in Term 1

Grade	Term / Week	Page number/s	Content / Topics identified	Briefly explain the action (reduced/reorganised/removed)	Justification / Motivation for Action
Grade 7	Term 3	Pg. 28 Pg. 46 - 47	3.2 Geometry of 3 D objects	Removed	Only used in Surface Area and volume where learners have to identify the number and shape of surfaces. This was done in Grade 6.
Grade 7	Term 3	Pg. 29 Pg. 65	3.4 Transformation Geometry	Moved to term 4 after teaching area and perimeter of 2D shapes	The concept of area and perimeter will be needed to learn the effect of enlargement and reduction of 2D shapes on area and perimeter
Grade 7	Term 2	Pg. 31 Pg. 55-56	4.1 Area and Perimeter of 2D shapes	Moved to Term 3 after expressions, functions and equations	The skills acquired in these topics will be needed to learn area and perimeter of 2D shapes
Grade 7	Term 2	Pg. 32 Pg. 57	4.2 Surface Area and Volume of 3D objects	Moved to term 3 after expressions, functions, equations and area and perimeter of 2 D shapes	The skills acquired in these topics will be needed to learn surface area, and volume of 3D objects
Grade 7			4.3 The Theorem of Pythagoras	Not done in Grade 7	
Grade 7	Term 4	Pg. 33 - 34 Pg. 70 - 71	5.1 and 5.2 Collect, organise represent and summarise data	Reduced from 10.5 hours to 7 hours and merged with 5.3	This is an extension of data cycle done in IP to include organizing grouped and ungrouped data in stem and leaf plots, presenting data in pie charts histograms and summarizing data to include mean and range
Grade 7	Term 4	Pg. 35 Pg. 72	5.3 Interpret, analyse and report data	Reduced from 10.5 to 7 hrs. and merged with 5.1 and 5.2	This is an extension of interpretation, analysis and reporting of data done in IP to include grouped and ungrouped data focusing on mean and range; and identifying error and bias in data
Grade 7	Term 4	Pg. 36 Pg. 73	5.4 Probability	Removed	Learners can master the skill in the next Grades as it will not have any impact on acquiring knowledge in the next grade

## 4 Technology

### Revised National Teaching Plan

WEEK	CAPS TOPIC	CONTENT, CONCEPTS AND SKILLS	RESOURCES
<b>TECHNOLOGY SENIOR PHASE: COVID 19 TEACHING PLAN (REVISED ATP) GRADE 7</b>			
<b>REVISED TERM 2 CONTENT</b>			
WEEK 1	Structures	<ul style="list-style-type: none"> <li>• Definition and purpose of structures to contain, protect, support, span.</li> <li>• Classification of structures: natural and man-made.</li> <li>• <b>Types of structures: shell, frame, solid – learners complete a worksheet.</b></li> </ul>	Siyavula workbook/ Textbooks Worksheet Applicable resources
WEEK 2		<ul style="list-style-type: none"> <li>• Investigate: a cell phone tower – a frame structure</li> <li>• Case study: examine existing towers strengthened by triangulation, including pylons, windmills and mine headgear.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 3		<ul style="list-style-type: none"> <li>• Evaluate: worksheet on the advantages and disadvantages of telephone systems: <b>Landline vs. mobile. learners complete a table</b></li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 4		<p><b>Action research: to stiffen materials / structures</b></p> <ul style="list-style-type: none"> <li>• Practical activity 1 – Stiffen a structural material by <u>tubing</u> – individual activity</li> <li>• Practical activity 2 – Stiffen a structural material by <u>folding</u> – individual activity</li> <li>• Practical activity 3 – stiffen a frame structure by <u>triangulation</u> – individual activity</li> </ul>	Siyavula workbook/ Textbooks Worksheet Applicable resources

WEEK	CAPS TOPIC	CONTENT, CONCEPTS AND SKILLS	RESOURCES
<b>REVISED TERM 3 CONTENT</b>			
WEEK 5	Mechanical Systems and Control	<ul style="list-style-type: none"> <li>Introductory lesson: All complex machinery consists of combinations of simple mechanisms. Machines can be designed to give the user a “mechanical advantage”.</li> <li>Introduce learners to cranks and pulleys.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 6		<ul style="list-style-type: none"> <li>The crank – an adaptation of a second-class lever.</li> <li>The pulley – a type of wheel and axle.</li> <li>Revision: a) What is mechanical advantage? b) Strengthening frame structures</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 7	<b>Electrical systems and control</b> Investigation skills  Communication skills	<p><b>Investigate: What is magnetism?</b></p> <ul style="list-style-type: none"> <li>Practical investigation: Different types of permanent magnets – bar and horseshoe.</li> <li>Learners must use their knowledge of structures and the drawing skills developed in earlier tasks, together with their new knowledge of magnetism, electric circuits and electromagnets as well as their new knowledge of cranks and pulleys to design and make a crane using an electromagnet to sort metals in a scrap-yard.</li> <li>Case study: Examine pictures of cranes in order to get ideas to be used in the learner’s own designs.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 8	Investigation skills  Design skills	<ul style="list-style-type: none"> <li>Write a design brief with specifications and constraints for a crane with electromagnet.</li> <li>Sketch two possible designs for a suitable crane using single VP perspective.</li> <li>Draw a circuit diagram for the electromagnet (with a light to show when it is on).</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 9	Investigation skills	<ul style="list-style-type: none"> <li>Practical demonstration by the teacher on Magnetic and non – magnetic metals.</li> <li>Case study: Recycling scrap metals. Honest gleaners who collect scrap metal and deliver it to scrap metal dealers perform a valuable service to society. This good work is tainted by the criminal acts of thieves who steal copper telephone wire and steel manhole covers.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 10	Communication skills	<ul style="list-style-type: none"> <li>Simple electric circuits. Demonstrate a simple electric circuit with an energy source (cell), switch, conductor and a light bulb or buzzer. Sketch the circuit showing how to use component symbols.</li> <li>Circuit diagram: Each learner draws a circuit diagram using the correct symbols for components</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 11		<ul style="list-style-type: none"> <li>Demonstration lesson: A simple electromagnet. Make a simple electromagnet made by winding insulated copper wire around an iron nail. When an electric current flow in the wire coil (solenoid) a magnetic field is created, and this is amplified by the iron core. Switching the current off causes the magnetic field to fade away. (Note: electromagnetism is a key to a wide range of technologies making up our modern world.)</li> </ul>	Siyavula workbook/ Textbooks Applicable resources

WEEK	CAPS TOPIC	CONTENT, CONCEPTS AND SKILLS	RESOURCES
WEEK 12	Communication skills	<ul style="list-style-type: none"> <li>Sketch two possible designs for a suitable crane using single VP perspective.</li> <li>Draw a circuit diagram for the electromagnet (with a light to show when it is on).</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 13		<ul style="list-style-type: none"> <li>Revision: Revise the 3D oblique drawing technique; line types; scale; dimensions.</li> <li>Drawing: Each learner uses the Oblique technique to draw an idea for the crane chosen from the two ideas sketched the previous week. The idea should be drawn on squared paper (quadrant) using pencil and ruler.</li> <li>Flow chart: Each learner works out a flow chart detailing the sequence of manufacture of the crane with its electromagnet.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 14		<ul style="list-style-type: none"> <li>Each team presents the design sketches, working drawings and functioning model to the class. They demonstrate how strong their electromagnet is and show that it releases the load when switched off. Each learner explains the role s/he played and shares the role of spokesperson. They explain the principles involved with the magnetic sorting and how their electromagnet could be made stronger. They comment on the value of recycling and explain how sorting the metals into types, improves their scrap value. They enhance their presentation using posters giving an artist's impression of their completed crane and electromagnet in use.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources

WEEK	CAPS TOPIC	CONTENT, CONCEPTS AND SKILLS	RESOURCES
<b>REVISED TERM 4 CONTENT</b>			
WEEK 15	Investigation skills	<p><b>Learners investigate emergency situations that can lead to refugees:</b></p> <ul style="list-style-type: none"> <li>• Find out what situations commonly result in people becoming refugees.</li> <li>• Find out what initial problems are typically faced by refugees.</li> <li>• What mix of people will usually be present?</li> <li>• What are their needs for shelter? (Shelter will be addressed in the mini-PAT)</li> <li>• What are their needs for food and water?</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 16	Investigation skills  Design skills	<p><b>Processing food: emergency food</b></p> <ul style="list-style-type: none"> <li>• Investigate the types of food that can be supplied to occupants of a refugee camp. Design brief: learners write a design brief giving specifications of the types and quantities of food needed for a population of 100 refugees.</li> <li>• <b>Design:</b> List the ingredients of a meal that will be nutritious as well as tasty, and which can be prepared under conditions likely to be found in a refugee camp.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 17	Making skills  Evaluating skills	<ul style="list-style-type: none"> <li>• Write down the sequence of manufacture for the process of preparing one item from the meal described above.</li> <li>• Learners prepare the item selected above.</li> <li>• Learners evaluate the item in terms of flavour, texture and nutritional value.</li> </ul>	
WEEK 18	Investigation skills	<ul style="list-style-type: none"> <li>• Learners investigate clothing worn by people in specialised occupations like the emergency services, e.g. fire department, NSRI or dangerous professions. Learners must investigate the following:</li> <li>• Find out what textiles are used to make the clothing worn by fire fighters, or</li> <li>• Find out what textiles are used to make the clothing worn by members of the NSRI.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources

WEEK	CAPS TOPIC	CONTENT, CONCEPTS AND SKILLS	RESOURCES
WEEK 19	Impact of technology  Indigenous technology  Investigation skills	<p><b>Scenario:</b> Tragic shack fires or natural disasters like floods or earthquakes or political strife may create the need for emergency shelters to be erected for the victims. Learners design and make a simple emergency shelter for disaster victims. The shelter must be sturdy, waterproof, easy to erect and able to house a family of six for a month. Learners must be aware of the importance of health and safety issues.</p> <ul style="list-style-type: none"> <li>• <b>Investigate:</b> Learners investigate materials and building techniques used by indigenous people for constructing housing in rural South Africa. Materials used in such construction is typically readily available, appropriate and environmentally friendly.</li> <li>• <b>Investigate:</b> Learners compare materials and building techniques used by people setting up informal settlements. They compare these materials to those used by indigenous builders in terms of suitability, availability and environmentally friendliness.</li> <li>• <b>Investigate:</b> Learners find out what chemicals can waterproof a textile like canvas</li> <li>• <b>Investigate:</b> Learners find out about the burning characteristics of various textiles</li> <li>• <b>Design brief:</b> Learners write an appropriate design brief with specifications for producing a textile suitable for use in making an emergency shelter.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources
WEEK 20	Design skills  Making skills	<ul style="list-style-type: none"> <li>• <b>Design:</b> Learners sketch design ideas for an emergency shelter that can be transported to and erected at a site where people have become homeless.</li> <li>• <b>Make:</b> Learners make a model of an emergency shelter made of a material that they have waterproofed and that is suitable for housing refugees for a period of at least a month. It should be easy to transport, easy to assemble, and easy to pack away after use.</li> </ul>	Siyavula workbook/ Textbooks Applicable resources