

GRADE 7

Social Sciences

Survival Guide

Covid-19





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Survival Guide Covid-19 Social Sciences Grade 7

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COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:



- A staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day.
- Cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events.
- Cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering.
- Teaching and modeling creating space and avoiding unnecessary touching.
- Limiting movement and interaction between classes.
- Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1,5m apart in the queue.

Wear a mask at all times.



1. Restrooms/ toilets

Hand washing

Washing hands with soap and water  or using alcohol-based hand sanitisers  is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.



Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.

2. Premises and Classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- Cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.).
- Ensure the proper ventilation and fresh flow of air through classrooms.
- Providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons.
- Promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water, and if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.



- Ensure teachers and learners wear a mask at all times.



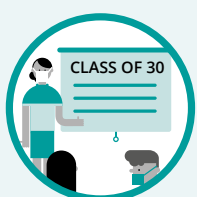
Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5m.



- Create space for learner's desks to be at least 1,5m apart

- Learners are not to exceed 30 per class or 50% of original class size



- Learners should not share cups, eating utensils, or food

- Do not let learners eat items that fall on the floor or chew on pencils or other objects

- Avoid close contact, like shaking hands, hugging or kissing



3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene but finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
- Encourage kindness towards each other and avoid any stereotyping when talking about the virus.
- Stay home if you have a temperature or are ill.
- Do not touch people who are ill, but be empathetic.

- Wear a mask at all times.



Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South African and the loss of valuable teaching time and disruption of the school calendar.

As a result of this the DBE has created a Recovery Framework including revised ATPs to assist schools and teachers in ensuring the 2020 school year is completed.

This plan addresses curriculum trimming and reorganisation to ensure core skills and knowledge are taught so that learners may progress to the next grade.

The following DBE website <https://www.education.gov.za/Home/RecoveryPlan2020.aspx> has the following useful documents available for you to use:

- Circular S2 of 2020 Revised ATPs for Gr 12 and Gr 7
- ATP Mediation documents by grade and subject
- National Phase Content Plans by phase and subject
- National Revised ATPs by grade and subject

At Pearson South Africa, we believe that education is the key to every individuals' success.

To ensure that despite the shortened teaching year, teachers and learners can meet all the necessary learning outcomes for the year, we have created this resource to support teachers and learners during this difficult time.

This Survival Guide aims to identify areas where teacher-facing time is reduced and various strategies such as trimming the curriculum, grouping or reorganising content and creating opportunities for learner-centered work and blended learning can take place.

HOW TO USE THIS SURVIVAL GUIDE

CAPS curriculum:
comprehensive summary of the CAPS topics and sub-topics and time allocation

1. CAPS time allocation
2. Recovery CAPS time allocation according to the Recovery ATP's

Survival guide strategy: proposed strategies that can be used to save teaching time. Two approaches to reducing teaching time are suggested:

1. **trimming** the curriculum and therefore teaching time
2. Curriculum **reorganisation/ clustering/grouping** topics across the year where it makes sense and therefore reducing teaching time

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
4. Floods	Unit 1 Causes of floods	4 hours	1.5 hours	Retain	Group with Unit 2 Effects of floods
	Unit 2 Effects of floods		1.5 hours	Retain	
	Unit 3 Why some communities are at higher risk than others			Retain but reduce	Flipped concept, learners prepare before lesson in preparation and then class discussion *4
Revision and assessment	Revision and assessment formal and informal including feedback should be done on an ongoing basis Revision and end-of-year examination: Formal assessment Task: Source - based & paragraph writing 50 Marks November examination: 50 marks	3 hours		Reduced	
TOTAL HOURS = 15					

ASSESSMENT						
	TERM 1	TERM 2	TERM 3	TERM 4	NOVEMBER EXAM	
POA	Project, assessed as part of formal assessment for Term 1	June exam cancelled	Test: 2nd week of September, based on content & concepts taught from reopening of schools 1 June – up to this point	Formal assessment based on concepts and content taught from September to November		
SBA	Map skills project	Test: Earthquakes and volcanoes and population growth and change		Test: Natural resources and conservation in South Africa TOTAL MARKS: 50	QUESTION 1: 25 marks TYPES OF QUESTIONS Source-based, data handling and definitions of concepts	CONTENT Natural resources and conservation in South Africa
					QUESTION 2: 25 marks TYPES OF QUESTIONS Case study, definitions of concepts, data handling and paragraph writing	CONTENT Management of resources

- *1 Learners bring summaries to class for class discussions. Flipped concept, learners prepare before lesson and then class discussion around content. Teacher chooses 1 resource. Natural resources on Earth and use and abuse of them have been omitted according to the Recovery national teaching plans.
- *2 Learners prepare at home by reading content choose either community or eco tourism. Flipped concept, learners prepare before lesson and then class discussion around content.
- *3 Remove due to time constraints and addressed in Gr 10

Explain the rationale behind the trimming or grouping suggested

Assessment and revision for POA and SBA as per Recovery ATP's.

Notes

- Teachers should follow the amended guidelines for assessment as set out by the DBE. Recovery ATPs per subject and grade.
- No curriculum condensing strategies have been suggested for Term 1, as it is assumed that Term 1 content was taught.

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Social Sciences: Geography

Instructional time in Senior phase per week by subject

SUBJECT	HOURS
Home language	5
First Additional Language	4
Mathematics	4,5
Natural Sciences	3
Social Sciences	3
Technology	2
Economic Management Sciences	2
Life Orientation	2
Creative Arts	2
TOTAL	27,5


Summary: Content overview: Geography senior phase

TERM	Grade 7	Grade 8	Grade 9
1	Map skills (focus: Local maps)	Maps and globes (focus: Global and local)	Map skills (focus: Topographic and orthophoto maps)
2	Earthquakes, volcanoes and floods	Climate regions (focus: South Africa and World)	Development issues (focus: South Africa and World)
3	Population growth and change focus: World	Settlement (Africa with a focus on South Africa)	Surface forces that shape the Earth (Physical Geography)
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and World)	Resources use and sustainability (focus: World)

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY			
SUB-TOPIC	UNITS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME ALLOCATED	
1. Local maps and street maps	Unit 1 Finding home, school and places of interest on a map of the local area	2 hours	Retain		1 hour 30 min	
	Unit 2 Using an index and grid to locate places in a street map		Retain			
	Unit 3 Using a street map to find places and describe a route		Remove			
2. Sketch maps and explaining routes	Unit 1 Sketching maps to show the route from one place to another	3 hours	Retain but reduce complexity of map to simple, focus on concept		1 hour	
	Unit 2 Determining and showing compass directions on a local sketch map		Retain		1 hour	
POA	Unit 3 Explaining a route verbally		Remove			
	Sketch map of the local area	1 hour	Remove			
3. Distance and scale	Unit 1 Line scales and word scales	4 hours	Retain		4 hours	
	Unit 2 Different scales for different maps – small- and large-scale maps		Retain			
	Unit 3 Measuring indirect distances on a street map (string and line scale)		Retain			
	Unit 4 Calculating distances on maps (direct and indirect routes)		Retain			
4. Current events	Unit 1 Places in the news on a world map		Retain			
	Unit 2 Latitude and longitude of places in the news		Retain			
Revision and assessment		3 hours	Reduce		2 hours	
TOTAL HOURS = 15			TOTAL HOURS = 9.5			


*1 Mapwork may have been taught fully in Term 1

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Structure of the Earth	Unit 1 Core, mantle and crust	3 hours	3 hours	Retain	
	Unit 2 How the crust moves: Introduction to tectonic plate and plate movement			Retain	Group with Unit 2 Why volcanoes occur *1
2. Volcanoes	Unit 1 Volcanoes – location around the world	1 hour	1 hour	30 MIN REVISION AND ASSESSMENT	Group with Unit 1 Location of earthquakes around the world
	Unit 2 Why volcanoes occur			Trim	Group Unit 2 How the crust moves: Introduction to tectonic plate and plate movement *1
3. Earthquakes	Unit 1 Location of earthquakes around the world	4 hours	1.5 hours	Retain	Group
	Unit 2 Causes of earthquakes			Retain	Group with Unit 3 Effects of earthquakes *2
	Unit 3 Effects of earthquakes			Retain	
	Unit 4 Why some communities are at higher risk than others		1.5 hours	Retain	Group with Unit 5 Reducing the impact – preparing for and responding to earthquakes
	Unit 5 Reducing the impact – preparing for and responding to earthquakes				Retain

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
	Unit 6 Case study of the Haiti earthquake		1 hour	Learner to complete themselves or delete if no time *3	Link to Unit 5 as an example
4. Floods *5	Unit 1 Causes of floods	4 hours	1.5 hours	Sub Topic 4 Floods has been moved to the end of Term 4 as per Recovery ATPs.	
	Unit 2 Effects of floods		1.5 hours		
	Unit 3 Why some communities are at higher risk than others				
	Unit 4 Reducing the impact - preparing for and responding to floods				
	Unit 5 Case study of floods		1.5 hours		
Revision & assessment	Informal assessment: should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts. Learners should be able to acquire knowledge and understanding of content. Activities must prepare for formal assessment: source-based, paragraph and data-related and activities that involve learners to read, view and write.	3 hours		Revision and assessment, both formal and informal with feedback to be completed on an ongoing basis in 2 x 30min slots.	
 TOTAL HOURS = 15					


- *1 Introduce basic concept 1. How crust move, introduction to plate tectonics, naming of volcanoes and earthquakes only, 2. Why volcanoes occur and how crust moves 3. Location of volcanoes (concepts developed further in Gr 10).
- *2 Look at causes and effects of earthquakes holistically together, but focus on effects on population more
- *3 Work to be done by learner or deleted if no time
- *4 Flipped concept, learners prepare before lesson and then class discussion. Can use the case study here.
- *5 Sub-topic 4 Floods have been moved to new Term 4 after completion of Natural resources at the end of the year according to the Recovery national teaching plan.

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Population concepts	Unit 1 Birth rates, death rates and population growth rates	3 hours	1.5 hours	Teach learners basics concepts and then allow the learners to practice by completing the Activities. *1	
	Unit 2 Infant mortality rates		1.5 hours		
	Unit 3 Life expectancy				
2. Factors affecting birth and death rates	Unit 1 Disease	4 hours	1.5 hours	Have a general discussion around diseases and can mention the impact of Covid-19 on death rates *2	
	Unit 2 Economic status		1.5 hours		
	Unit 3 Family needs, attitudes and beliefs		1.5 hours	Introduce the basic concepts but then engage learners in general discussion and link with Covid-19 *3	
	Unit 4 Conflict and wars		1.5 hours		
	Unit 5 Government policy				
3. World population growth	Unit 1 Pattern of world population growth from 1 AD to present day	6 hours	1.5 hours	Introduce the basic concepts but then engage learners in general discussion and can mention Covid-19. Learners can create a table summarising all the factors that impact population growth *4	
	Unit 2 Developments that have affected population growth				

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
Revision and assessment	Revision, assessment both formal and informal including feedback should be ongoing (30min) Consolidation and Assessment: Volcanoes and Earthquakes. Population growth & change - 50 marks (1.5 hours) Formal assessment: Task: Data-handling, case study and paragraph writing - 50 marks	2 hours		Reduced	REVISION AND ASSESSMENT 30 MIN
 TOTAL HOURS = 15					

- *1 Teach basic concepts as they will be repeated and built on in Gr 10
- *2 Flipped concept, learners prepare before lesson and then class discussion around content
- *3 Have class discussions where teacher can pick up any problem areas for further clarification
- *4 Teach basic concepts only. Concepts will be taught again in greater detail in Gr 10
- *5 Combine and teach basic concepts

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Natural resources	Unit 1 Natural resources on Earth – including water, air forest, soil, animal and marine life	3 hours	0 hours	Learners create a summary for themselves on the resource type explaining the importance of the resource but also how this resource has been abused. *1	
	Unit 2 Use and abuse of selected examples				
2. Management of resources	Unit 1 Concepts of conservation – including reasons for conservation	5 hours	1.5 hours	Cover basic concepts of conservation: protecting, preserving and managing	
	Unit 2 Conservation areas (including marine reserves)				
	Unit 3 Community conservation projects – examples		1.5 hours	Learners prepare at home by reading content.. Choose either community conservation or eco-tourism *2	
	Unit 4 Eco-tourism				
3. Water in South Africa	Unit 1 Who uses South Africa's water - (pie graph of water user's)	4 hours	1.5 hours		
	Unit 2 Availability of water and requirements in South Africa				
	Unit 3 River health and the care of catchment areas				
	Unit 4 Disappearing wetlands and why conservation is necessary – case study		1.5 hours	Remove *3	
	Unit 5 Responsible use of water resources – agricultural, industrial, and domestic use			Remove *3	

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
4. Floods (MOVED TO END OF TERM 4 IN RECOVERY ATPS)	Unit 1 Causes of floods	4 hours	1.5 hours	Retain	Group with Unit 2 Effects of floods
	Unit 2 Effects of floods		1.5 hours	Retain	
	Unit 3 Why some communities are at higher risk than others			Retain but reduce	Flipped concept, learners prepare before lesson in preparation and then class discussion *4
	Unit 4 Reducing the impact – preparing for and responding to floods			Retain but reduce	
	Unit 5 Case study of floods		1.5 hours	Learner to complete themselves or delete if no time *3	
Revision and assessment	Revision and assessment formal and informal including feedback should be done on an ongoing basis Revision and end-of-year examination: Formal assessment Task: Source - based & paragraph writing 50 Marks November examination: 50 marks	3 hours		Reduced	
 TOTAL HOURS = 15					

*1 Learners bring summaries to class for class discussions. Flipped concept, learners prepare before lesson and then class discussion around content. Teacher chooses 1 resource. Natural resources on Earth and use and abuse of them have been omitted according to the Recovery national teaching plans.

*2 Learners prepare at home by reading content choose either community or eco tourism. Flipped concept, learners prepare before lesson and then class discussion around content.

*3 Remove due to time constraints and addressed in Gr 10

ASSESSMENT					
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SBA	Map skills project	Test: Earthquakes and volcanoes and population growth and change	Test: Natural resources and conservation in South Africa	Test: Natural resources and conservation in South Africa TOTAL MARKS: 50	<p>QUESTION 1: 25 marks TYPES OF QUESTIONS Source-based, data handling and definitions of concepts</p> <p>QUESTION 2: 25 marks TYPES OF QUESTIONS Case study, definitions of concepts, data handling and paragraph writing</p>
					<p>CONTENT Natural resources and conservation in South Africa</p> <p>CONTENT Management of resources</p>

Social Sciences: History



Summary: Content Overview: History Senior Phase

TERM	GRADE 7	GRADE 8	GRADE 9
1	The kingdom of Mali and the city of Timbuktu in the 14 th century	The Industrial Revolution in Britain and Southern Africa from 1860	World War II (1919–1945)
2	The Transatlantic slave trade	The Mineral Revolution in South Africa	The Nuclear Age and the Cold War (1945–1990)
3	Colonisation of the Cape in the 17 th and 18 th centuries	The scramble for Africa: late 19 th century	Turning-points in South African history 1948 and 1950s
4	Co-operation and conflict on the frontiers of the Cape Colony in the early 19 th century	World War I (1914–1918)	Turning-points in South African history 1960, 1976, and 1994

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	Content Specification/ content, concepts	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME *1
1. Trade across the Sahara Desert	Unit 1: Camel caravans as the means of transport		2 hours	Retain	Unit 1 and Unit 2 to be grouped and taught in one lesson.	1 hour 30 minutes
	Unit 2: Goods including salt brought from Europe and North Africa into Mali where they were exchanged for gold, slaves, ivory and ostrich feathers					
	Unit 3: Spread of Islam across North Africa and into West Africa via traders 9 th century				N/A	
2. The kingdom of Mali	Unit 1: Mali at the height of its power under Mansa Musa early 14 th century		3 hours	Retain	N/A	3 hours
	Unit 2: Mansa Musa's pilgrimage to Mecca					
	Unit 3: Construction of the Great Mosque					
3. The city of Timbuktu	Unit 1: Leo Africanus's eyewitness stories of his travels		2 hours	Retain	*2 Unit 1 content: • Travel along caravan routes, into the Saharan desert and two visits to Timbuktu • Descriptions of Timbuktu in his book Description of Africa (1550)	1 hour
	Unit 2: Timbuktu as a trade centre on the trans-Saharan caravan route		2 hours	Retain	*2 Unit 2 content: Goods coming from the Mediterranean shores and salt being traded in Timbuktu for gold	1 hour

Term 1 Topic 1: The kingdom of Mali and the city of Timbuktu 14th century

CAPS Suggested Time
15 hours/term

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY			
SUB-TOPIC	UNITS	Content Specification/ content, concepts	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME *1
	Unit 3: Timbuktu as a centre of learning		3 hours	Retain	30 minutes should be spent on each section: <ul style="list-style-type: none"> Mathematics, chemistry, physics, optics, astronomy, medicine, history, geography, the traditions of Islam, government laws and much more Timbuktu Manuscripts Project and South African collaboration Why Timbuktu is a World Heritage Site 	1 hour 30 minutes
Revision and assessment			3 hours	Retain	Assessment should be formal and informal and feedback should be done on an ongoing basis.	3 hours
School Based Assessment				Retain	Task based on Topic 1: The kingdom of Mali and the city of Timbuktu 14 th century	
 TOTAL HOURS = 15 HOURS			 TOTAL TIME SAVED = 4 HOURS			

*1 The time allocation listed, is an estimate of the time taken to teach that content. This is not specified in CAPS but is a suggestion to save teaching time.

*2 Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Teaching time is used for a class discussion and questions based on the content.

Social Sciences: History Grade 7

Term 2 Topic 2: The Transatlantic slave trade

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. West Africa before the European slave trade	Unit 1: Slavery in West Africa	1 hour	1 hour 30 minutes	Retain	Unit 1 and Unit 2 should be taught together. This should be teacher-delivered as this content is a broad introduction of the subject matter to follow.
2. The nature of slavery in West Africa before Europeans	Unit 1: What was slavery like in West Africa	1 hour			
3. Slavery in the American South	Unit 1: Plantations, tobacco, rice, sugar cane, and cotton	3 hours	1 hour 30 minutes	Retain	Unit 1 and Unit 2 to be taught together. The key question that needs to be addressed here is why slaves were needed and wanted in America.
	Unit 2: Reasons for using slave labour			Retain	
	Unit 3: How slaves were captured, sold and transported from West Africa		1 hour 30 minutes	Retain	Unit 3 and Unit 4 should be taught together.
	Unit 4: Slave markets			Retain	
	Unit 5: Numbers of slaves that were taken to America		1 hour 30 minutes	Retain	Unit 5 and Unit 6 should be taught together.
	Unit 6: What happened to the raw materials that slaves produced			Retain	


Social Sciences: History Grade 7

Term 2 Topic 2: The Transatlantic slave trade

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
4. The impact of the Trans-Atlantic slave trade on slaves	Unit 1: What it was like to be a plantation slave in the American South	6 hours	1 hour 30 minutes Unit 1 concepts will be taught across 4 weeks.	Retain	Learner preparation at home is suggested here as this content requires detailed understanding by the learner. Concepts to cover: <ul style="list-style-type: none"> Slave culture in songs and stories Resistance to slavery: individual responses
			1 hour 30 minutes	Retain	Concepts to cover: <ul style="list-style-type: none"> Rebellion against slavery Nat Turner's revolt: 1831 Joseph Cinque and the Amistad mutiny 1839 Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Allow your learners to write down which pages they should read for homework.
			1 hour 30 minutes	Retain	Concepts to cover: <ul style="list-style-type: none"> The Under-ground Railroad (an informal network of secret routes and safe houses used by escaping slaves)
			1 hour 30 minutes		Concepts to cover: <ul style="list-style-type: none"> Harriet Tubman: slave who escaped to freedom and helped other slaves to escape. The story of John Brown and his mission to abolish slavery

Social Sciences: History Grade 7

Term 2 Topic 2: The Transatlantic slave trade

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
5. The impact of trans-Atlantic slave trade on the economies of:	Unit 1: West Africa, America and Britain.	2 hours	1 hour 30 minutes		Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Teaching time is used for a class discussion and questions based on the content. Group Unit 1 and Unit 2 together and teach in one lesson.	
Revision and Assessment	Unit 2: Gains for America and Britain and negative impact on West Africa	3 hours	1 hour 30 minutes	Retain	Revision time to be reduced. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing: this should have been taught thoroughly and step by step. It is very important to do activities that allow learners to read, view and write.	
Programme of Assessment				Omit	June examinations are cancelled.	
School Based Assessment					Two tests for Term 2 and Term 3: teachers can choose to assess one of the two tests as a Formal assessment task. Content to cover: The Transatlantic slave trade	
				 TOTAL HOURS = 15 HOURS		


Social Sciences: History Grade 7

Term 3 Topic 3: Colonisation of the Cape 17th – 18th centuries

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
1. Revision from Grade 5	Unit 1: Indigenous inhabitants of the Cape in the 17th century: San & Khoikhoi	2 hours	1 hour 30 minutes	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Teaching time is used for a class discussion and questions based on the content.	
	Unit 2: Where African farmers settled		1 hour		Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Allow your learners to write down which pages they should read for homework.	
2. Dutch settlement	Unit 1: Reasons for the VOC (DEIC)'s permanent settlement at the Cape from 1652	10 hours	1 hour 30 minutes	Retain	Group Unit 1 and the following concepts from Unit 2 together: <ul style="list-style-type: none"> • Why slaves were brought to the Cape • Where the slaves came from 	
	Unit 2: Results of the arrival of the Dutch		1 hour 30 minutes	Retain	Teach the following Unit 2 concepts in one lesson: <ul style="list-style-type: none"> • How slaves were brought to the Cape • What it was like to be a slave at the Cape Allow learners to lead the discussion.	
					Teach the following Unit 2 concept in one lesson: <ul style="list-style-type: none"> • Causes and effects of slave resistance at the Cape Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language	
	Unit 3: Free burghers; Dutch and French Huguenot immigration to the Cape		1 hour 30 minutes	Retain	Group Unit 3 and Unit 4 together and teach it in one lesson. These units should be teacher-delivered as they sum up the effects of the arrival of permanent settlers to the Cape.	
	Unit 4: Expanding European frontiers					
			1 hour 30 minutes	Retain	Group the following Unit 4 concepts together and teach it in one lesson: <ul style="list-style-type: none"> • The movement of trekboers with their slaves and servants inland • Lifestyles and stories of trekboers 	

Social Sciences: History Grade 7

Term 3 Topic 3: Colonisation of the Cape 17th – 18th centuries

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
	Unit 5: Land dispossession and consequences for the indigenous population		1 hour 30 minutes	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Allow your learners to write down which pages they should read for homework.
			1 hour 30 minutes	Retain	Group the following Unit 4 concepts together and teach it in one lesson: <ul style="list-style-type: none"> Genadendal: the first mission station in Southern Africa 1738 The work of William Bleek and Lucy Lloyd
Revision and consolidation		3 hours	3 hours	Retain	Learners should be able to acquire knowledge and understanding of content outlined above. Use the revision and consolidation time for activities that prepare learners for formal assessment: source-based, paragraph and essay writing: this should have been taught thoroughly and step by step. It is very important to do activities that allow learners to read, view and write.
Programme of Assessment				Retain	Two tests – teachers should choose to administer either test 1 during the third week of July OR test 2 during week 2 of October. The tests should be based on the content and concepts taught up to that point.
School Based Assessment					Two tests for Term 2 and Term 3: teachers can choose to assess one of the two tests as a Formal assessment task. Content to cover: Colonisation of the Cape 17 th – 18 th centuries
 TOTAL HOURS = 15 HOURS					


Social Sciences: History Grade 7

Term 4 Topic 4: Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
1. Arrival of the British and the expanding frontiers of European settlement	Unit 1: The British at the Cape 1795	2 hours	1 hour 30 minutes	Retain	Teacher-delivered.	
2. The Eastern frontier of European settlement	Unit 1: Frontier: wars on the eastern frontier of European settlement	5 hours	1 hour 30 minutes	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book. Teaching time is used for a class discussion and questions based on the content.	
	Unit 2: Soldiers and officials		1 hour 30 minutes	Retain	Group the following concepts together: <ul style="list-style-type: none"> Case study: Chief maqoma (1798 – 1873) and Xhosa resistance to British rule Soldiers and officials As this is a case study, it would be best if learners prepare at home before the lesson and then there is class discussion based on the case study.	
	Unit 3: British immigration		1 hour 30 minutes	Retain	Unit 3, Unit 4 and Unit 5 to be grouped together.	
	Unit 4: Abolition of slavery 1836				Flipped concept: learners prepare before the lesson by reading through their Learner's Book.	
	Unit 5: Boers migrate and move into the interior: Great Trek					
			1 hour 30 minutes	Retain	Unit 5 concept to cover: <ul style="list-style-type: none"> Case study: The lives of inboekselings As this is a case study, it would be best if learners prepare at home before the lesson and then there is class discussion based on the case study.	

Social Sciences: History Grade 7

Term 4 Topic 4: Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
3. The northern frontier of European settlement	Unit 1: Expanding trade relationships on the northern frontier of European settlement	5 hours	N/A	Omit	*1	
	Unit 2: Kora and Griqua (groupings of people of mixed descent and runaway slaves who had escaped from the Colony): traded manufactured goods, tobacco and pack oxen from the Cape		N/A	Omit	*1	
	Unit 3: The southern borders of the Tswana world*: traded ivory, hides, skins and furs, iron and copper with Kora and Griqua		N/A	Omit	*1	
	Unit 4: Missionaries and traders		N/A	Omit	*1	
	Case study: Robert Moffat (1795 – 1883) at Kuruman		N/A	Omit	*1	
Revision and examinations		3 hours		Retain		
Programme of Assessment				Retain		November assessment: Learners will write a formal assessment task based on content and concepts taught from September to November.
				 TOTAL HOURS = 15		

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 7. The omission took into consideration the number of teaching days available for teaching and assessment.

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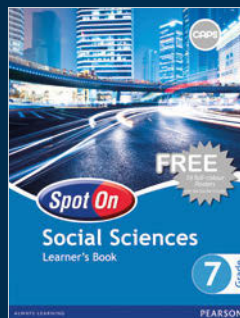
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