

SENIOR PHASE

Social Sciences

Survival
Guide

Covid-19





Pearson

Look closer, search deeper, *discover more*

Learning is a journey filled with discoveries, challenges, inspiration, and wonder. At the world's learning company, we know that a love of learning is a passion that lasts a lifetime and transforms people's livelihoods in all kinds of ways.

At Pearson, it's our privilege to help you explore your personal journey of discovery and develop a love of learning that enriches every stage of your life.





How we learn is as important as what we learn

We believe that harnessing technology to power learning represents an opportunity to engage, motivate, and prepare each learner for success. **MyPedia** is just one way that we deliver on our promise to incorporate global experience in education. This blended classroom solution contributes toward effective technology-enabled learning in South Africa.



We're changing the way we look at learning

We are always looking for new and exciting ways to inspire learners. That is why we keep aiming higher to deliver the best learning resources to help learners make progress. From our trusted **CAPS-approved textbooks**, to our wide range of **digital and supplementary resources**, our products and services add unique richness and depth to the learning experience.



We're here to help people make progress through learning

We believe you can unlock your future with learning. We're constantly evolving to help people everywhere gain access to the learning they need. Students at **Pearson Institute of Higher Education** benefit from a range of career-focused qualifications. Our **Pearson Professional Programmes** provide globally recognised, industry relevant online short courses.



Pearson cultivates a love of learning that enables a lifetime of progress. Because wherever learning flourishes, so do people.

Contact us

Tel: 021 532 6008

Email: pearsonza.enquiries@pearson.com

Learn more at za.pearson.com

Browse and purchase eBooks at shop.pearson.co.za

Pearson South Africa (Pty) Ltd

4th floor, Auto Atlantic Building, Corner of Hertzog Boulevard and Heerengracht,
Cape Town, 8001 Offices in Johannesburg, Durban, East London, Polokwane,
Bloemfontein, Rustenburg and Mbombela.

© Pearson South Africa (Pty) Ltd

All Rights Reserved. This digital publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise except as authorized for use under the product subscription through which this digital application is accessed.

For information regarding permissions, request forms and the appropriate contacts, please visit the Pearson South Africa's Rights and Permissions Department website: <http://schools.pearson.co.za>

Every effort has been made to trace the copyright holders of material produced in this title. We would like to apologise for any infringement of copyright so caused, and copyright holders are requested to contact the publishers in order to rectify the matter.

Survival Guide Covid-19 Social Sciences Senior Phase

ePDF ISBN: 9781485719007

Print ISBN: 9781485719410

Cover design by Pearson Media Hub

Typeset by Lizette Watkiss

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.



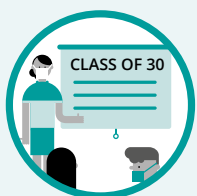
Social distancing

- 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. Revised CAPS time allocation according to the Revised ATPs

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 Revised ATPs.

Notes

- Teachers should follow the amended guidelines for assessment as set out by the DBE. Revised 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.

Contents

Social Sciences: Geography	2
Grade 7	2
Summary: Content overview: Geography Senior Phase.....	3
Term 1 Topic 1: Map skills	4
Term 2 Topic 2: Volcanoes, earthquakes and floods.....	5
Term 3 Topic 3: Population Growth and change.....	7
Term 4 Topic 4: Natural resources and conservation in South Africa	9
Revised National Teaching Plan Assessments	11
Grade 8	12
Summary: Content overview: Geography Senior Phase.....	13
Term 1 Topic 1: Maps and globes (focus: Global and local).....	14
Term 2 Topic 2: Climate regions	15
Term 3 Topic 3: Settlement.....	16
Term 4 Topic 4: Natural resources and conservation in South Africa	17
Topic 4: Climate regions	18
School based assessment (SBA)	19
End-of-year assessment	19
Grade 9	20
Summary: Content overview: Geography Senior Phase.....	21
Term 1 Topic 1: Map skills	22
Term 2 Topic 2: Development issues	23
Term 3 Topic 3: Surface forces that shape Earth	24
Term 4 Topic 4: Resources use and sustainability	25
Revised National Teaching Plan Assessments	26

Social Sciences: History	27
Grade 7	27
Summary: Content Overview: History Senior Phase	28
Term 1 Topic 1: The kingdom of Mali and the city of Timbuktu 14 th century	29
Term 2 Topic 2: The Transatlantic slave trade	31
Term 3 Topic 3: Colonisation of the Cape 17 th –18 th centuries.....	34
Term 4 Topic 4: Co-operation and conflict on the frontiers of the Cape Colony in the early 19 th century	36
Grade 8	38
Summary: Content Overview: History Senior Phase	39
Term 1 Topic 1: Topic 1: The Industrial Revolution in Britain and southern Africa from 1860.....	40
Term 2 Topic 1: The Industrial Revolution in Britain and southern Africa from 1860 (Term 1 Content).....	43
Term 3 Topic 2: The Mineral Revolution in South Africa (Term 2 Content).....	44
Term 4 Topic 3: The scramble for Africa (Term 3 Content).....	47
Topic 4: World War I (1914 – 1918)	49
Grade 9	50
Summary: Content Overview: History Senior Phase	51
Term 1 Topic 1: World War II (1919 – 1945)	52
Topic 2: The Nuclear Age and the Cold War.....	54
Term 2 (Revision)	55
Term 3 Topic 3: Turning points in modern South African history since 1948	56
Term 4 Topic 4: Turning points in South African history 1960, 1976 and 1990	59

Find us online



Pearson website

Your favorite Preschool to Grade 12 textbooks and resources from Maskew Miller Longman, Heinemann and Pearson now in one place. Visit za.pearson.com for news, product information and more.

Classroom Solutions

We know you always looking for new and exciting ways to inspire your learners. That's why we created classroomsolutions.co.za where you can download **FREE** teaching resources, such as, lesson plans, worksheets, practice books, audio stories, videos, podcasts and more.

Classroom Solutions was designed to help save you time, so you can spend more time getting creative about learning.

Register for free at www.classroomsolutions.co.za

Peason eStore

Pearson offers the widest range of CAPS-approved content in South Africa, now available in various eBook formats to suit you and your learner's needs.

Browse and purchase eBooks at shop.pearson.co.za

Grade 7

PEARSON SOUTH AFRICA

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 with amendments as per Revised ATPs

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 Unit 4 Floods reorganised to Term 4 and integrated with the section on water as per Revised ATPs	Climate regions (focus: South Africa and World)	Development issues (focus: South Africa and World) Omit world map of HDI and Unit 4 Differences in development around the world - comparisons of selected countries and regions as per Revised ATPs
3	Population growth and change focus: World	Settlement (Africa with a focus on South Africa) Omit Physical map of South Africa as per Revised ATPs	Surface forces that shape the Earth (Physical Geography) Omit Unit 3 Sea, Unit 4 Moving ice and Unit 5 Wind as per Revised ATPs
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and World) Omit this Topic content completely as per Revised ATPs	Resources use and sustainability (focus: World) Omit entire Topic 4 Resource use and sustainability as per Revised ATPs

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	Introduce the basic concepts but then engage learners in general discussion and link with Covid-19 *3	
	Unit 3 Family needs, attitudes and beliefs				
	Unit 4 Conflict and wars		1.5 hours	Introduce the basic concepts	
	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			Include increased food production, scientific developments and improved health *5	

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	3 hours		Reduced	
	Revision and end-of-year examination: Formal assessment Task: Source - based & paragraph writing 50 Marks November examination: 50 marks				
		 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

Revised National Teaching Plan Assessments

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	<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>

Grade 8

PEARSON SOUTH AFRICA

Social Sciences: Geography

Summary: Content overview: Geography senior phase with amendments as per Revised ATPs

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 Unit 4 Floods reorganised to Term 4 and integrated with the section on water as per Revised ATPs	Climate regions (focus: South Africa and World)	Development issues (focus: South Africa and World) Omit world map of HDI and Unit 4 Differences in development around the world - comparisons of selected countries and regions as per Revised ATPs
3	Population growth and change focus: World	Settlement (Africa with a focus on South Africa) Omit Physical map of South Africa as per Revised ATPs	Surface forces that shape the Earth (Physical Geography) Omit Unit 3 Sea, Unit 4 Moving ice and Unit 5 Wind as per Revised ATPs
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and World) Omit this Topic content completely as per Revised ATPs	Resources use and sustainability (focus: World) Omit entire Topic 4 Resource use and sustainability as per Revised ATPs

Social Sciences: Geography Grade 8

Term 1 Topic 1: Maps and globes (focus: Global and local)

CAPS Suggested Time
15 hours/term

CAPS CURRICULUM		SURVIVAL GUIDE STRATEGY			
SUB-TOPIC	UNITS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME ALLOCATED
1. Maps and atlases	Unit 1: Latitude and longitude – degrees and minutes	5 hours	Retain		5 hour
	Unit 2: Using the atlas index to find places on a map		Retain		
	Unit 3: Kinds of scale in an atlas (world, regional, local)		Retain		
	Unit 4: Scale		Retain		
	Unit 5: Places in the news		Retain		
2. The globe	Unit 1: Hemispheres (review from Gr 6)	6 hours	Retain		6 hours
	Unit 2: Earth's rotation on its axis – day and night (review)		Retain		
	Unit 3: World time, time zones and the International Date Line		Retain		
	Unit 4: South African Standard Time		Retain		
	Unit 5: Earth's revolution around the sun		Retain		
3. Satellite images	Unit 1: What satellite images look like	2 hours	Remove *1		2 hours
	Unit 2: Information from satellite images – water, vegetation, land use and cloud patterns		Remove *1		
	Unit 3: How satellite images are used		Remove *1		
Revision and consolidation.	Use 1st week to revise Maps and globes: 1.5 hours	2 hours			1 hour
		TOTAL HOURS = 15			TOTAL HOURS = 14

*1 Remove from Gr 8 as will be covered extensively in Gr 10 – 12

*2 Term 1 work should have already been completed at the start of the year before lockdown. If not please see suggestions.

Social Sciences: Geography Grade 8

Term 2 Topic 2: Climate regions (this has been moved to the end of the year as Term 4 Topic 4 as per Revised ATPs)

CAPS Suggested Time
15 hours/term

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY			
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
1. Factors that influence temperature and rainfall	Unit 1: Distance from the equator (latitude)	5 hours	1.5 hours	Application of concepts to SA Physical map *1		
	Unit 2: Distance from the sea		1.5 hours			
	Unit 3: Height above sea level (altitude)		1.5 hours			
	Unit 4: Ocean currents		1.5 hours			
	Unit 5: Mountains (relief)		1.5 hours			
2. South Africa's climate	Unit 1: Physical Map of South Africa (review from Gr 5)	4 hours	1.5 hours	Omit as taught in Gr 5		
	Unit 2: Factors that influence temperature and rainfall in South Africa				Include this with Unit 5 Climate regions of the world	
3. Climate around the world	Unit 1: Difference between weather and climate (review from Gr 5)	5 hours	1.5 hours	*2 Learners recap themselves. Teacher checks understanding.		
	Unit 2: The elements of weather – temperature, humidity, winds and precipitation					
	Unit 3: Kinds of climate: Tropical, subtropical, temperate, desert, semi-desert, continental, polar, Mediterranean, tundra and high mountains (alpine)		1.5 hours			Start with the climate regions of the world Unit 5. *3
	Unit 4: Temperature and rainfall characteristics of different climates (bar and line graphs)				Use the bar and line graphs to explain and then finally apply it to the regions of the world as "revision" what each region should look like. *3	
Revision and assessment	Unit 5: Climate regions of the world		1.5 hours		Include Unit 2: Factors affecting temperature and rainfall here.	
		3 hours				
		TOTAL HOURS = 15			TOTAL HOURS = 10	

*1 Flipped concept, learners prepare before lesson by annotating map with factors influencing temperature and rainfall as learned in sub-topic 1. and then teacher checks it with them.

*2 Flipped classroom, learners prepare before lesson where understanding tested in a short quiz

*3 Once all climate regions discussed using map in Unit 5 – use bar and line graphs to explain and apply what each climate regions rainfall and temperature characteristics



CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
1. Settlements and land use	Unit 1: Urban settlements	3 hours	1.5 hours	Introduce the basics only *1	
	Unit 2: Rural settlements		1.5 hours		
2. Land use on aerial photographs and large scale maps	Unit 1: What aerial photographs look like (oblique and vertical)	3 hours	1.5 hours	Retain	
	Unit 2: Information from aerial photographs – natural and constructed features			Retain	
POA	Unit 3: Identifying land use in urban settlements (aerial photographs and large-scale maps)		1.5 hours		
	Project: Investigation of a settlement	2 hours	1.5 hours	Delete	An independent study of a settlement know to the individual learner. 10 hours see Revised ATPs for guidance
3. Urbanisation	Unit 1: Concept of urbanisation	4 hours	1.5 hours	Cover the basic concepts only. *2	
	Unit 2: Why cities are growing – push and pull forces of migration (Africa with focus on South Africa)				
	Unit 3: Overview of urbanisation in South Africa – including issues associated with apartheid population controls			Reduce teaching time *3	
	Unit 4: Social issues related to the rapid growth of cities – such as housing and service provision (including health care and education)		1.5 hours		
Revision and consolidation and settlement feedback on project		2 hours	1.5 hours		
TOTAL HOURS = 15				TOTAL HOURS = 9	

*1 Introduce the basic concepts only as this is covered in Gr 12 more fully

*2 Introduce the basic concepts only as this is covered in Gr 12 more fully

*3 Cover concepts such as apartheid and social issues as often tested in higher grades

CAPS CURRICULUM		SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION
1. Transport and trade around the world	<p>Unit 1: Reasons for trade (review from Gr 6)</p> <p>Unit 2: Links between trade and transport – with examples to illustrate</p> <p>Unit 3: Different modes of transport and their uses: sea, air, road, rail and pipeline</p>	3 hours	
2. Trade and transport in South Africa	<p>Unit 1: Major roads, railways, airports and harbours in South Africa (map)</p> <p>Unit 2: Case study of a selected South African harbour – Port Elizabeth</p> <p>Unit 3: Advantages and disadvantages of road and rail transport</p> <p>Unit 4: Requirements for future transport networks</p>	4 hours	
3. People and transport in urban areas	<p>Unit 1: Public transport in urban areas – such as buses and trains</p> <p>Unit 2: Private modes of transport – such as mini-bus taxis, cars and bicycles</p> <p>Unit 3: Transport issues – such as cost for commuters, traffic congestion and pollution</p> <p>Unit 4: Public transport strategies – such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones</p>	5 hours	
Revision and assessment		3 hours	
		TOTAL HOURS = 15	
			TOTAL HOURS = 8

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY			
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	
1. Factors that influence temperature and rainfall	Unit 1: Distance from the equator (latitude)	5 hours	1.5 hours	Application of concepts to SA Physical map *1		
	Unit 2: Distance from the sea		1.5 hours			
	Unit 3: Height above sea level (altitude)					
	Unit 4: Ocean currents		1.5 hours			
	Unit 5: Mountains (relief)		1.5 hours			
2. South Africa's climate	Unit 1: Physical Map of South Africa (review from Gr 5)	4 hours	1.5 hours	Omit as taught in Gr 5		
	Unit 2: Factors that influence temperature and rainfall in South Africa				Include this with Unit 5 Climate regions of the world	
3. Climate around the world	Unit 1: Difference between weather and climate (review from Gr 5)	5 hours	1.5 hours	*2 Learners recap themselves. Teacher checks understanding.		
	Unit 2: The elements of weather – temperature, humidity, winds and precipitation					
	Unit 3: Kinds of climate: Tropical, subtropical, temperate, desert, semi-desert, continental, polar, Mediterranean, tundra and high mountains (alpine)		1.5 hours			Start with the climate regions of the world Unit 5. *3
	Unit 4: Temperature and rainfall characteristics of different climates (bar and line graphs)				Use the bar and line graphs to explain and then finally apply it to the regions of the world as "revision" what each region should look like. *3	
Revision and assessment	Unit 5: Climate regions of the world		1.5 hours		Include Unit 2: Factors affecting temperature and rainfall here.	
			3 hours			
 TOTAL HOURS = 15			 TOTAL HOURS = 10			

*1 Flipped concept, learners prepare before lesson by annotating map with factors influencing temperature and rainfall as learned in sub-topic 1. and then teacher checks it with them.

*2 Flipped classroom, learners prepare before lesson where understanding tested in a short quiz

*3 Once all climate regions discussed using map in Unit 5 – use bar and line graphs to explain and apply what each climate regions rainfall and temperature characteristics

School based assessment (SBA)

TERM	CONTENT	FORM OF ASSESSMENT
1	Map skills	Test
2	JUNE EXAM CANCELLED	
3	Settlement	Project – investigate a settlement *1
4	Climate Regions	Test

*1 The project on settlement [50 marks] will NOT require learners to conduct interviews. It will be done at school over a period of 10 days – see DBE Geography Gr 8 Mediation document for further guidance.

End-of-year assessment

QUESTION	TYPES OF QUESTIONS	CONTENT	MARK
QUESTION 1	Source-based, data handling and definitions of concepts	Weather and climate	25
QUESTION 2	Case study, definitions of concepts, data handling and paragraph writing	Climate regions (focus on SA and the world)	25
TOTAL			50

Grade 9

PEARSON SOUTH AFRICA

Social Sciences: Geography

Summary: Content overview: Geography senior phase with amendments as per Revised ATPs



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 Unit 4 Floods reorganised to Term 4 and integrated with the section on water as per Revised ATPs	Climate regions (focus: South Africa and World)	Development issues (focus: South Africa and World) Omit world map of HDI and Unit 4 Differences in development around the world - comparisons of selected countries and regions as per Revised ATPs
3	Population growth and change focus: World	Settlement (Africa with a focus on South Africa) Omit Physical map of South Africa as per Revised ATPs	Surface forces that shape the Earth (Physical Geography) Omit Unit 3 Sea, Unit 4 Moving ice and Unit 5 Wind as per Revised ATPs
4	Natural resources and conservation in South Africa	Transport and trade (focus: South Africa and World) Omit this Topic content completely as per Revised ATPs	Resources use and sustainability (focus: World) Omit entire Topic 4 Resource use and sustainability as per Revised ATPs

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY			
SUB-TOPIC	UNITS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME ALLOCATED	
1. Contour lines	Unit 1: The concept of contour lines (models and landscape with landscape features)	3 hours	Retain			
	Unit 2: Steep and gentle slopes (description of gradient)		Retain			
	Unit 3: River valleys and spurs		Retain			
2. 1:10 000 Orthophoto maps	Unit 1: Vertical aerial photographs (review Gr 8)	3 hours	Retain			
	Unit 2: Orthophoto images from made from aerial photographs		Retain			
3. 1:50 000 Topographical maps	Unit 3: How height is shown on maps		Retain			
	Unit 4: Contour lines on orthophoto maps - identifying features		Retain			
	Unit 1: Read map symbols to identify features	4 hours	Retain			
	Unit 2: Height clues on topographical maps		Retain			
	Unit 3: Contour patterns showing river valleys, hills, mountains, ridges and spurs		Retain			
4. Information from maps and photographs	Unit 4: Scale and measuring distance on topographical maps - using line and ratio scales		Retain			
	Unit 5: Coordinates to locate features		Retain			
	Unit 1: Interpret information from topographic and orthophoto maps and aerial photographs	2 hours	Retain			
	Revision and assessment		Reduce		2 hours	
		TOTAL HOURS = 15				TOTAL HOURS = 14



*1 Term 1 Map Skills should have been completed at the start of the year.

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Development	Unit 1: The meaning of development – including economic, social and environmental aspects	4 hours	1.5 hours	Retain	*1
	Unit 2: Ways of measuring development		1.5 hours	Retain	
	Unit 3: The Human Development Index (HDI) - life expectancy, education, per Capita GDP		1.5 hours	Omit world map on HDI as per Revised ATPs	
	Unit 4: Differences in development around the world – comparisons of selected countries and regions			Omit Unit 4 as per Revised ATPs	
2. Factors affecting development	Unit 1: Reasons for differences in development	4 hours	1.5 hours	*2	
	Unit 2: Trade as a reason for differences in development - imbalances, unfair trade			*2	
	Unit 3: Technology and industrialisation reasons for differences in development			*2	
	Unit 4: Health and welfare reasons for differences in development		1.5 hours	*2	
	Unit 5: Education reasons for differences in development			*2	
	Unit 6: Political stability reasons for differences in development			*2	
3. Opportunities for development	Unit 1: More equitable trading relationships	4 hours	1.5 hours		
	Unit 2: Alternative development – particularly alternatives to industrialisation				
	Unit 3: Sustainable developments – including economics, social and environmental factors		1.5 hours	Retain	
Revision and assessment	Revision and assessment for Formal Assessment task: Development issues 50 marks	3 hours	1.5 hours		
TOTAL HOURS = 15			TOTAL HOURS = 9		

- *1 Important to teach all the basic concepts around development in order to apply knowledge. Incorporate Unit 4 as application of understanding.
- *2 Flipped classroom – learners prepare for the lesson for homework including working through the exercises, activities and any case studies and the teachers then checks in with learners on their understanding of key concepts in each Unit.

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Weathering	Unit 1: The concept of weathering	4 hours	1.5 hours	Retain	
	Unit 2: Physical weathering			Retain	
	Unit 3: Chemical weathering			Retain	
	Unit 4: Biological weathering			Retain	
	Unit 5: Impact of human activities on weathering			*1	
2. Erosion and deposition	Unit 1: Difference between weathering, erosion and deposition	7 hours	3 hours	Omit as per Revised ATPs	
	Unit 2: Rivers – features of erosion and deposition (along a river course)		4.5 hours		
	Unit 3: Sea – features of erosion and deposition associated with wave action: the power of wave action and typical landforms				
	Unit 4: Moving ice – features of erosion and deposition associated with glaciated landscapes				
	Unit 5: Wind – features of erosion and deposition associated with wind				
3. The impact of people on soil erosion	Unit 1: Human contributions to soil erosion through agriculture, construction and mining		1.5 hours		
	Unit 2: Case study: agriculture as a contributor to erosion		1.5 hours		
Revision and assessment		2 hours	1.5 hours	Revision and consolidation	
 TOTAL HOURS = 15			 TOTAL HOURS = 10		

*1 Flipped concept, learners prepare before lesson and complete exercises and activities that the teacher checks understanding in class. Include the impact into Units 1 – 4 as each is covered.

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Resources use	Unit 1: Uses of natural resources – renewable and non-renewable	4 hours			
	Unit 2: Effects of the unwise use of resources				
2. Sustainable use of resources	Unit 1: Concepts of sustainable resources use	4 hours			
	Unit 2: Ways resources may be used sustainably				
	Unit 3: The role of consumers – individuals, businesses and governments – on choosing more sustainable resource use – such as reducing pressure on resources, lowering carbon footprint				
3. Food resources	Unit 1: Concept of food security – local, regional and global examples	4 hours			
	Unit 2: Role of science and technology in food production				
	Unit 3: Sustainable farming – appropriate technologies and farming techniques				
Revision and assessment		3 hours			
 TOTAL HOURS = 15			 TOTAL HOURS = 8		

Revised National Teaching Plan Assessments

ASSESSMENT					
	TERM 1	TERM 2	TERM 3	TERM 4	NOVEMBER EXAM
POA	Test: Map skills – reading, analysis and interpretation. Formal assessment Term 1	June exam cancelled	Test: third week of September, based on: Development issues (Focus: South Africa and the world)	November assessment: Formal assessment task based on: Surface forces that shape the earth	
SBA	Project: Map skills	June exam cancelled	Test: third week of September, based on: Development issues (Focus: South Africa and the world)	November assessment: Formal assessment task based on: Surface forces that shape the earth	End of year assessment : 50 marks Source-based, data handling and definitions of concepts
					CONTENT Surface forces that shape the earth

Grade 7

PEARSON SOUTH AFRICA

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					

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.	

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.

Grade 8

PEARSON SOUTH AFRICA

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. Changes during the Industrial Revolution in Britain	Unit 1: Wealth from slave trade		6 hours	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book.	30 minutes
	Unit 2: Economy before the Industrial Revolution: farming economy, cottage industries			Retain	Learners prepare reading at home before the lesson.	30 minutes
	Unit 3: What the Industrial Revolution was			Retain	N/A	30 minutes
	Unit 4: Social changes during the Industrial Revolution	Urbanisation and changing living conditions – lives of the working class, including overcrowded housing, poverty and workhouses The mines and factories – child labour in mills and mines		Retain	N/A	1 hour
	Unit 5: Labour, resistance, the trade union movement and working-class organisations	Swing Riots (agriculture)		Retain	N/A	1 hour
		Luddites (industry)				
		Grand National Consolidated Trades Union (1833)				
	Unit 6: Increased power and wealth of Britain and Western European economies			Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book.	30 minutes
2. Southern Africa by 1860	Unit 1: Map and brief description of political settlement		3 hours	Retain	N/A	30 minutes

CAPS CURRICULUM		SURVIVAL GUIDE STRATEGY				
SUB-TOPIC	UNITS	CONTENT SPECIFICATION/ CONTENT, CONCEPTS	TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING	TIME
3. Diamond mining in Kimberley 1867 onwards	Unit 2: Indentured labour from India to work on the sugar plantations in the British colony of Natal	India as a British colony Reasons why labour was imported: Zulu kingdom was still independent Reasons for demand for sugar in Britain Conditions under which indentured labourers lived and worked Passenger Indians from 1869 onwards	3 hours	Retain	N/A	1 hour 30 minutes
	Unit 1: Why diamonds are valuable			Retain	N/A	30 minutes
	Unit 2: British take-over of diamond-rich land in Griqualand West			Retain	N/A	30 minutes
	Unit 3: Diamond mining and the development of a monopoly	One person can claim What happened to black claimholders? Problems related to digging deeper The formation of companies Cecil John Rhodes and Barney Barnato The formation of De Beers Consolidated Mines Limited Regulating supply and price of diamonds		Retain	N/A	1 hour

Term 1 Topic 1: The Industrial Revolution in Britain and southern Africa from 1860

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
Revision and assessment			3 hours	Retain	(Formal and informal) and feedback should be done on an ongoing basis. Revision time to be reduced. Learners to complete revision as homework.	2 hours
School Based Assessment	Test: <i>Industrial Revolution in Britain and Southern Africa</i>					
 TOTAL HOURS = 15 HOURS				 TOTAL TIME SAVED = 5 HOURS		

Term 2 Topic 1: The Industrial Revolution in Britain and southern Africa from 1860 (Term 1 Content)

CAPS Suggested Time
15 hours/term


CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
See Term 1	See Term 1	See Term 1	1 hour 30 minutes	Retain	Revision of term 1 topic: <i>The Industrial Revolution in Britain and Southern Africa from 1860</i> Revision to be completed within 1 week

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
1. Britain, diamond mining, and increasing labour control and land expansionism	Unit 1: Increasing control over black workers: closed compounds and migrant labour	1 hour	1 hour 30 minutes	Retain	Unit 1 and Unit 2 should be taught together.
	Unit 2: Further land dispossession and defeat of African kingdoms: Xhosa 1878 and Pedi and Zulu 1879	1 hour		Retain	
2. Deep-level gold mining on the Witwatersrand 1886 onwards	Unit 1: Why gold is valuable	1 hour	0 hours	Omit	*1 The importance of gold was discussed in Grade 6 on the topic <i>Mapungubwe</i> . In Grade 7 it was covered during the <i>Trans Saharan trade</i> .
	Unit 2: The discovery and mining of deep-level gold on the Witwatersrand	7 hours	0 hours	Omit	*1
	Unit 3: How gold is mined		0 hours	Omit	*1
	Unit 4: Conditions underground		0 hours	Omit	*1
	Unit 5: The Randlords and the formation of the Chamber of Mines		1 hour 30 minutes	Retain	Unit 5, Unit 6 and Unit 7 should be grouped together. 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 6: Migrant workers (more systematic control and borrowing of compound system from Kimberley)			Retain	Teacher-delivered.
	Unit 7: Increasing burden on women in the reserves, erosion of families			Retain	Teacher-delivered.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
	Unit 8: Skilled and unskilled white workers		1 hour 30 minutes	Retain	Unit 8, Unit 9 and Unit 10 should be grouped together. 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.
	Unit 9: Anti-Indian legislation			Retain	
	Unit 10: Forms of labour resistance			Retain	
	Unit 11: The city of Johannesburg		1 hour 30 minutes	Retain	Content to include: <i>The Mineral Revolution as a turning point in South African history</i>
3. The Mineral Revolution as a turning-point in South African history	Unit 1: The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910; formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913	2 hours	1 hour 30 minutes		Unit 1 and Unit 2 has broad historical significance (hence, more difficult for learners to grasp without teacher presentation). Split Unit 1 across 2 lessons. <u>Lesson 1 should cover:</u> The shifting balance of power: defeat of the Boer Republics 1902; African Political Organisation (APO) 1902; Transvaal Indian Congress (TIC) 1903; Bambatha Rebellion 1906; Union 1910
	Unit 2: Map of southern Africa in 1913 compared with 1860		1 hour 30 minutes	Retain	Teach the 2nd part of Unit 1 with Unit 2. <u>Lesson 2 should cover:</u> Formation of South African Native National Congress (SANNC) 1912 (later renamed ANC); Satyagraha Campaign of 1913 – 1914; Land Act 1913


Term 3 Topic 2: The Mineral Revolution in South Africa (Term 2 Content)

CAPS Suggested Time
15 hours/term

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
Revision and assessment		3 hours	1 hour 30 minutes	Retain	Revision time to be reduced. Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. It is very important to do activities that allow learners to read, view and write.
Programme of Assessment				Omit	June exams cancelled
School Based Assessment			1 hour 30 minutes	Retain	Test: Source-based questions and paragraph writing Assessment should be based on the topic: <i>The Mineral Revolution in South Africa</i> Marks: 50
 TOTAL HOURS = 15 HOURS					

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 8. The omission took into consideration the number of teaching days available for teaching and assessment.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION *2	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING	
1. European colonisation of Africa in the late 19th century	Unit 1: Africa before European colonisation	8 hours		Omit	*1	
	Unit 2: Berlin Conference 1884		1 hour 30 minutes	Retain	Teacher-delivered.	
	Unit 3: Map of Africa			Retain	The Map of Africa should show different colonising countries.	
	Unit 4: Causes of colonisation			Retain	Group Unit 3 and Unit 4 together.	
	Unit 5: Patterns of colonisation: which countries colonised which parts of Africa		1 hour 30 minutes	Retain		
2. Case study: The Ashanti kingdom	Unit 1: What were the reasons for European colonisation of Africa?			Omit	*1	
	Unit 2: Why European powers were able to colonise Africa so quickly		1 hour 30 minutes	Retain	Teacher-delivered.	
	Unit 3: Results of colonisation		1 hour 30 minutes	Retain	Teacher-delivered.	
	Unit 1: The coast of West Africa before the arrival of Europeans	5 hours		Omit	*1	
	Unit 2: The Ashanti and their early contact with European traders and explorers			Omit	*1	
	Unit 3: The British and the colonisation of the Gold Coast		1 hour 30 minutes	Retain	Teacher-directed.	
	Unit 4: Results of colonisation for the Ashanti kingdom and Britain			Omit	*1	

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION *2	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
Revision and assessment		2 hours	1 hour 30 minutes	Retain	Revision time to be reduced. Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. It is very important to do activities that allow learners to read, view and write.
Programme of Assessment					November assessment: Learners will write a formal assessment task based on the topic: The scramble for Africa
School Based Assessment			1 hour 30 minutes		Test: Source-based questions and paragraph writing Assessment should be based on the topic: <i>The scramble for Africa</i> Marks: 50
 TOTAL HOURS = 15					

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 8. The omission took into consideration the number of teaching days available for teaching and assessment.

*2 Time allocation under this topic has been reduced from 13 hours to 10 hours.

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING	
1. Reasons why World War I broke out	Unit 1: Overview of long-term causes: nationalism, industrial economies, control of the seas, colonisation, and empires	3 hours	Omit	*1	
	Unit 2: Immediate cause: Assassination of the Archduke of Austria at Sarajevo		Omit	*1	
	Unit 3: Countries in Europe which fought: Allied Powers vs Central Powers		Omit	*1	
2. Aspects of experiences in World War I	Unit 1: Conscription and propaganda in Britain	5 hours	Omit	*1	
	Unit 2: Conscientious objectors		Omit	*1	
	Unit 3: Trench warfare on the Western Front		Omit	*1	
	Unit 4: Music and poetry		Omit	*1	
	Unit 5: World War I and South Africa		Omit	*1	
3. Women in Britain during World War I	Unit 1: Changing roles of women in the workplace in Britain in World War I	3 hours	Omit	*1	
	Unit 2: Emily Pankhurst and the campaign for the vote for women in Britain		Omit	*1	
4. The defeat of Germany and the Treaty of Versailles	Unit 1: Germany's punishment at the end of WWI	1 hour	Omit	*1	
	Revision and assessment	3 hours	Omit	*1	

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 8. The omission took into consideration the number of teaching days available for teaching and assessment.

Grade 9

PEARSON SOUTH AFRICA

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. The rise of Nazi Germany	Unit 1: End of World War I; Weimar Republic; Treaty of Versailles 1919 and brief summary of German punishments		5 hours	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book.	30 minutes
	Unit 2: Hitler and the Nazis in the 1920s			Retain	N/A	30 minutes
	Unit 3: The Great Depression of 1929 and its effects on Germany			Retain	N/A	30 minutes
	Unit 4: Failure of democracy in the Weimar Republic			Retain	N/A	30 minutes
	Unit 5: Reasons for public support for the Nazi Party; the 1932 and 1933 elections			Retain	N/A	30 minutes
	Unit 6: Enabling Act 1933 and dictatorship (including concentration camps for opponents)			Retain	N/A	30 minutes
	Unit 7: Nazi Germany as an example of a fascist state (compared with democracy)			Retain	N/A	30 minutes
2. World War II: Europe	Unit 1: The beginning of WWII	The Nazi's aggressive, expansionist foreign policy for lebensraum Outbreak of World War II: Axis vs. Allies	5 hours	Retain	Nazi's aggressive, expansionist foreign policy for lebensraum should be covered very briefly.	1 hour
	Unit 2: Extermination camps and genocide, the Holocaust, and the 'Final Solution'	Background to the killings Who ran the extermination camps? The 'Final Solution'		Retain		1 hour

Social Sciences: History Grade 9

Term 1 Topic 1: World War II (1919 – 1945)

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
	Unit 3: Examples of resistance to Nazism in Germany	Sophie Scholl and the White Rose Movement Dietrich Bonhoeffer and the Confessing Church Warsaw Ghetto Uprising		Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book.	1 hour
	Unit 4: End of World War II in Europe			Retain	N/A	1 hour
4. World War II in the Pacific	Unit 1: America in the War vs Japan: Pearl Harbour		2 hours	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book.	30 minutes
	Unit 2: Japanese Americans forcibly moved into internment camps in USA			Retain		30 minutes
	Unit 3: Japanese expansion and atrocities in China			Retain	N/A	30 minutes
	Unit 4: Japanese prisoner-of-war camps for Allied soldiers			Retain	N/A	30 minutes
Revision and assessment			3 hours	Retain	(Formal and informal) and feedback should be done on an ongoing basis. Revision time to be reduced. Learners to complete revision as homework.	2 hours
School Based Assessment				Retain	Test: <i>World War II</i> Marks: 50	
 TOTAL HOURS = 15 HOURS				 TOTAL TIME SAVED = 3 HOURS 30 MINUTES		

CAPS CURRICULUM			SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/ GROUPING
1. Increasing tension between the Allies after the end of World War II in Europe	<p>Unit 1: Tension between Russia and the USA and Britain</p> <p>Unit 2: The USSR (communism) vs. USA and the West (capitalism)</p>	2 hours	Omit	*1
2. The end of World War II in the Pacific: Atomic bombs and the beginning of the Nuclear Age	<p>Unit 1: When, where, why, and how did World War II come to an end?</p> <p>Unit 2: Why did the USA drop the bombs?</p> <p>Unit 3: Was it justified?</p>	2 hours	Omit	*1
3. Definition of the Superpowers and the meaning of the 'Cold War'	Unit 1: Who were the Superpowers and what was the Cold War?	1 hour	Omit	*1
4. Areas of conflict and competition between the Superpowers in the Cold War	Unit 1: The Arms Race	6 hours	Omit	*1
	Unit 2: The Space Race		Omit	*1
	Unit 3: The division of Germany 1946 and the building of the Berlin Wall 1961		Omit	*1
5. The end of the Cold War, 1989	Unit 1: The fall of the Berlin Wall 1989	1 hour	Omit	*1
	Unit 2: The fall of the Soviet Union (very briefly) 1991		Omit	*1
Revision and assessment (formal and informal) and feedback should be done on an ongoing basis		3 hours	Omit	*1
Programme of Assessment			Omit	June examinations cancelled

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 9. The omission took into consideration the number of teaching days available for teaching and assessment.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY		
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING	
See Term 1	See Term 1	See Term 1	1 hour 30 minutes	Retain	Revision of term 1 topic: <i>World War II (1919 – 1945)</i>	
Turning points in modern South African history since 1948	See Term 3	See Term 3	1 hour 30 minutes	Retain	<u>Term 3 content to cover:</u> <ul style="list-style-type: none"> • The Universal Declaration of Human Rights after World War II • Definition of racism • Apartheid and the myth of 'race' 	
Formal Assessment	N/A	N/A	N/A	N/A	There will be no Formal Assessment Task at this stage.	

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
1. The Universal Declaration of Human Rights after World War II	Unit 1: The United Nations proposes a Declaration of Human Rights	1 hour	See Term 2	Retain	See Term 2
2. Definition of racism	Unit 1: Human evolution and our common ancestry	2 hours		Omit	*1 Human evolution and our common ancestry will be covered in detail in Grade 11.
	Unit 2: Apartheid and the myth of 'race'		See Term 2	Retain	See Term 2
3. 1948 The National Party and apartheid	Unit 1: Racial segregation before apartheid	4 hours	N/A	Omit	*1 Racial segregation before apartheid will be covered in detail in Grade 11 and Grade 12.
	Unit 2: Main apartheid laws in broad outline		N/A	Omit	*1 Racial segregation before apartheid will be covered in detail in Grade 11 and Grade 12.
	Unit 3: Case study: Group Areas Act: Sophiatown forced removal		1 hour 30 mins	Retain	Because of time constraints, it is suggested that Unit 3 should be covered. This unit is appropriate for learners to do pre-reading on their own, prior to classroom discussion and note-taking or (if possible) printed notes from the teacher.
	Unit 4: Case study: Bantustans: Forced removal: People of Mogopa to Bophuthatswana		N/A	Omit	*1
4. 1950s: Repression and non-violent resistance to apartheid	Unit 1: Repression and responses	4 hours	1 hour 30 minutes	Retain	Teacher-delivered. Content to cover: <ul style="list-style-type: none"> • SACP banned • ANC programme of action

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
	Unit 2: Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid		1 hour 30 minutes	Retain	Flipped concept: learners prepare before the lesson by reading through their Learner's Book.
	Unit 3: The Defiance Campaign (including the influence of Mahatma Gandhi)		1 hour 30 minutes	Retain	
	Unit 4: The Freedom Charter and Treason Trial		1 hour 30 minutes	Retain	
	Unit 5: The Women's March		1 hour 30 minutes	Retain	Group Unit 5 and Unit 6 together. Teach in one lesson. 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.
	Unit 6: Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid			Retain	
	Oral History Research Project: (Refer to Section 3 of CAPS under History term 3 content for more details on the project)	2 hours	N/A	Omit	*1 Oral History Project has been replaced with a Task or Test out of 50 marks

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
Revision and assessment		2 hours	1 hour 30 minutes	Retain	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Reading and writing are important skills in Social Sciences. Learners will write a test, instead of a Project during the third week of September. The task should be based on the content: <i>Turning points in modern South African history since 1948</i> . Marks: 50
Programme of Assessment				Retain	
School Based Assessment				Retain	Source – based, paragraph and essay writing: Source-based: 22 marks Paragraph writing: 8 marks Essay writing: 20 marks

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 9. The omission took into consideration the number of teaching days available for teaching and assessment.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
1. 1960: The Sharpeville massacre and the Langa march	Unit 1: Formation of the PAC, 1959	5 hours	Sharpeville massacre and Langa March (time allocation reduced from 5 hours to 3 hours)	Retain	Teacher-delivered. Group Unit 1 – Unit 3 together.
	Unit 2: Causes of the Sharpeville massacre		1 hour 30 minutes	Retain	Teacher-delivered.
	Unit 3: Events of the Sharpeville massacre 21 March 1960		1 hour 30 minutes	Retain	Teacher-delivered.
	Unit 4: Causes, leaders, and events of the Langa march		1 hour 30 minutes	Retain	Teacher-delivered.
2. 1976: The Soweto uprising	Unit 5: Short-term and longer-term consequences			Retain	Teacher-delivered.
	Unit 1: Causes	5 hours	1976 Soweto uprising (time allocation reduced from 5 hours to 3 hours); In-depth details will be covered in Grade 12.	Retain	Group Unit 1 – Unit 4 together.
	Unit 2: Leaders			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.
	Unit 3: Events of 16 June			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.

CAPS CURRICULUM				SURVIVAL GUIDE STRATEGY	
SUB-TOPIC	UNITS	CAPS TIME ALLOCATION	RECOVERY TIME ALLOCATION	CURRICULUM TRIMMING	CURRICULUM REORGANISATION/GROUPING
	Unit 4: Spiralling events that followed throughout the country	Longer-term consequences for resistance and repression		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.
3. 1990: Release of Nelson Mandela and the unbanning of liberation movements Events leading to the 1994 election (in broad outline)	Unit 1: Internal resistance and repression in the 1980s	2 hours	1 hour 30 minutes	Retain	Teacher-delivered. Unit 1 and Unit 2 should be delivered by the teacher as they deal with fundamentally important material, which might be difficult for learners to grasp without initial teacher input. Group these units together.
	Unit 2: External pressure on the apartheid regime 1980s			Retain	
	Unit 3: End of the Cold War 1990			Omit	*1
	Unit 4: Unbanning of political movements 1990		1 hour 30 minutes	Retain	Content to include: <ul style="list-style-type: none"> Release of Mandela and other political prisoners 1990 Abridged version of Nelson Mandela's autobiography, The Long Walk to Freedom.
	Unit 5: Negotiations and violence 1990 – 1994		1 hour 30 minutes	Retain	Content to include: Democratic election 1994
Programme of Assessment				Retain	Learners will write a test: <i>Turning points in South African history: 1960, 1976 and 1990</i> Source-based and paragraph writing Marks: 50

*1 Content omitted according to the DBE 2020 National Annual Revised Teaching Plans Grade 9. The omission took into consideration the number of teaching days available for teaching and assessment.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

PEARSON SOUTH AFRICA

Pearson South Africa

At Pearson, home of *Maskew Miller Longman* and *Heinemann*, we're here to help people make progress in their lives through learning.

We work with teachers and learners to create and continually improve our wide range of products and services. We create content in all 11 official languages for learners from pre-school to Grade 12. Whether it's our trusted CAPS-approved textbooks, digital and supplementary resources, or professional development courses, we put the learner at the heart of everything we do.

Every day all over South Africa, our products and services help learning flourish – because wherever learning flourishes, so do people.

Also available:



Contact us

T: 021 532 6008

E: pearsonza.enquiries@pearson.com

Online Teacher Support

www.classroomsolutions.co.za

Learn more at za.pearson.com

<http://za.pearson.com>

