

2026 ANNUAL TEACHING PLAN: HISTORY: GRADE 12

TERM 1 = 53 TEACHING DAYS)	WEEK 1 14 – 16/01/26 (3 days)	WEEK 2 19 – 23/01/26 (5 days)	WEEK 3 26 – 30/1/26 (5 days)	WEEK 4 02 – 06/2/26 (5 days)	WEEK 5 09 – 13/2/26 (5 days)	WEEK 6 16– 20/2/26 (5 days)	WEEK 7 23– 27/2/26 (5 days)	WEEK 8 02 – 06/3/26 (5 days)	WEEK 9 09 – 13/3/26 (5 days)	WEEK 10 16 – 20/3/26 (5 days)	WEEK 11 23-27/3/26 (5 days)	
CAPS topic	Topic 1: The Cold War Question focus: The origins of the Cold War in Europe (Source-based question) - End of Second World War (introduction); why did a Cold War develop? - USSR and USA and the creation of spheres of interest (Installation of Soviet friendly governments in satellite states; USA’s policy of containment; Truman Doctrine; Marshall Plan; The Berlin Crises 1949-1961; Opposing Military alliances – NATO and the Warsaw Pact - Who was to blame for the Cold War? Question focus: Extension of the Cold War Case Study: Vietnam (Essay question) Stages in the war: 1957–1965 Struggle in Vietnam between the South Vietnamese army and communist-trained rebels (also known as the Viet Cong) 1965 –1969 North Vietnamese - USA struggle (include the nature of the Vietnamese war against the USA) - The War from a Vietnamese and USA perspective - The War as a global issue 1969 –1975 USA withdrawal from Vietnam (impact on USA politics- student movements)				Topic 2: Independent Africa Question focus: Africa in the Cold War Case study: Angola (Source-based question) - Angola: colonialism and independence - Outbreak of civil war in 1974 (MPLA, FNLA and UNITA) - Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability - Significance of the Battle of Cuito Cuanavale 1987 and 1988 - The changing nature of international relationships after 1989 Topic 2: Independent Africa Question focus: Africa in the Cold War Case study: Angola (Source-based question) - Angola: colonialism and independence - Outbreak of civil war in 1974 (MPLA, FNLA and UNITA) - Reasons for and nature of involvement in Angola (USSR, USA, Cuba, China, South Africa); impact on regional stability - Significance of the Battle of Cuito Cuanavale 1987 and 1988 - The changing nature of international relationships after 1989 Question focus: How was independence realised in Africa in the 1960s and 1970s Case study: The Congo (Essay question) - What were the ideas that influenced the Congo - Political - Economic - Social and cultural successes/ challenges that the Congo faced				Topic 3: Civil society protests1950s-1990s Question focus: The US Civil Rights Movement (Source-based question) - Reasons and origins of Civil Rights Movement in the USA - Role, impact and influence of Martin Luther King Jr; the influence of passive resistance (Ghandhi) on MLK Jr - Forms of protest through civil disobedience: Montgomery bus boycott, sit-ins, marches including to Lincoln Memorial, Birmingham campaign and Selma-Montgomery marches; - School desegregation: Case study Little Rock, Arkansas (As part of forms of protests OR as Case Study)? - Short-term and long-term gains Question focus: The Black Power Movement (Essay question) - Reasons for the movement; - Formation of the Black Panther Party - Roles of Malcolm X, Stokely Carmichael, Huey Newton and other African American activists - Short-term and long-term gains			
Informal and Formal Tasks	A MINIMUM OF THREE INFORMAL TASKS PER WEEK AS PER CAPS Informal activities should include the following: Understand the content covered / working with sources (understanding the information in sources, analysing, interpreting, evaluating, comparing and ascertaining the reliability, usefulness and limitations of sources / Paragraph writing skills (uses evidence and own knowledge to write a coherent paragraph)/ Essay writing skill: Introduction linked to the question / Using the PEEL method / How to develop and support the line of argument/ Conclusion linked to the question				SBA TASK 1: Topic - The Cold War Question focus: The origins of the Cold War (Source-based question) and Vietnam (Essay question) Marks: 50 x 2 =100	This topic could be taught and learners be given a Research Assignment to complete as a task. Could also be taught as an optional topic and as a backup topic for Paper 1 Learners given a research topic. Learners must refer to research skills as contained in a 2014 resource pack 'History SBA – Exemplars – CAPS' Grade 12 that is on the DBE website. This document gives a step by step approach on how to undertake research.			SBA TASK 2: Standardised Test 1 1. Topic 1 - Question focus: The origins of the Cold War in Europe (Source-based question); 2. Topic 2 – Question focus: Angola; The US Civil Rights Movement (Source-based question) 3. Vietnam OR The Congo OR The Black Power Movement (Essay question) Candidates must answer TWO (2) questions, ONE source-based question and ONE Essay question. Marks: 50 x 2 =100 DIAGONISTIC ANALYSIS OF RESULTS			
Concepts	E.g. Communism, capitalism, containment, brinkmanship					E.g. Independence; colonialism; Marxism; socialism; democracy; passive resistance; human rights; racism; boycott; marches; civil rights						
Skills	Skills: Working with sources: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, determining the usefulness, reliability of limitations of sources, paragraph writing skills Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question					Skills: Essay writing: analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills				Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills		
Values	Values: Human rights /Democracy/Fairness; The achievement of equality and the advancement of human rights and freedoms. B) Non- racialism and non- sexism. c) Supremacy of the constitution and the rule of law					Values: human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non- racialism and non- sexism. c) Supremacy of the constitution and the rule of law				Values: Human rights /Democracy/Fairness		
Requisite pre-knowledge	Nuclear War					Ideas of Race in the Late 19 th and 20 th centuries				Nationalism		
Resources (other than textbook) to enhance learning	Past exam papers											
Informal assessment; remediation	Working with sources Essay writing skills: Write a relevant introduction taking a line of argument and supporting it with relevant evidence throughout the essay and concluding with a convincing conclusion.											

(TERM 2 = 54 TEACHING DAYS)	WEEK 1 08 – 10/4/26 (3 days)	WEEK 2 13 – 17/4/26 (5 days)	WEEK 3 20 – 24/4/26 (5 days)	WEEK 4 28 – 30/5/26 (3 days)	WEEK 5 04 – 08/5/26 (5 days)	WEEK 6 11 – 15/5/26 (5 days)	WEEK 7 18 – 22/5/26 (5 days)	WEEK 8 25 –29/5/26 (5 days)	WEEK 9 01 - 05/6/26 (5 days)	WEEK 10 AND 11 08/6 – 26/6/26 (13 days)	
CAPS Topics	Topic 4 Civil Resistance in South Africa:1970s to 1980 Question Focus: The challenge of Black Consciousness to the Apartheid state (Essay question) The nature and aims of Black Consciousness • The role of Steve Biko • Black Consciousness Movement (BCM) • The challenge posed by the ideas of Black Consciousness to the state • The 1976 Soweto uprising - briefly, relating to the influence of BCM on the students • The legacy of Black Consciousness on South African politics Question Focus: The crisis of Apartheid: Internal Resistance (Source-based question) • Government attempts to reform apartheid • The 1982 Urban Bantu Authorities Act; the tricameral system • Internal resistance to reforms • Growing power of the trade union movement from 1973 • Response to Botha’s ‘reforms’ – new methods of mobilisation (labour’s rolling mass action, roles of civics, UDF, Mass Democratic Movement, End Conscription Campaign and Black Sash)				Topic 5: The coming of democracy to South Africa and coming to terms with the past Question focus: The Truth and Reconciliation Commission (TRC) – (Source-based question) • Reasons for the TRC. Hearings (including various forms of justice) (Focus on various case studies of victims and perpetrators) • The debates concerning the TRC • Positive aspects of the TRC • Amnesty and reparations • Responses of political parties to the TRC and the final report of the TRC Question focus: Negotiated settlement and the Government of National Unity (Essay question) • Beginning of negotiations 1990 – 1991 • Breakdown of negotiations • Multi-party negotiation process resumes • Ongoing violence • Final road to democracy 1994			REVISION PAPER 1 AND 2 A. SOURCE BASED B. ESSAYS		C. SUBMISSION OF HERITAGE ASSIGNMENT D. TASK 4 (JUNE EXAMINATIONS)	
	Informal and formal tasks	A MINIMUM OF 3 INFORMAL TASKS PER WEEK AS PER CAPS Informal activities should include the following: Understand the content covered / working with sources (understanding the information in sources, analysing, interpreting, evaluating, comparing and ascertaining the reliability, usefulness and limitations of sources / Paragraph writing skills (uses evidence and own knowledge to write a coherent paragraph)/ Essay writing skill: Introduction linked to the question / Using the PEEL method / How to develop and support the line of argument/ Conclusion linked to the question				SBA TASK 3 RESEARCH ASSIGNMENT 100 Marks	A MINIMUM OF THREE INFORMAL TASKS PER WEEK AS PER CAPS Learners should demonstrate their skills, knowledge and understanding of History when writing the research assignment. They need to use a variety of historical sources to write an analytical account of the chosen topic. All assignments must have a relevant introduction a supporting line of argument backed up with historical evidence and a convincing conclusion.				Working with variety of historical sources to address cognitive levels 1; 2; 3.
Concepts	E.g. Black Consciousness; apartheid, resistance, black power					E.g. democracy; reconciliation; retributive justice; restorative justice; reparation; amnesty					
Skills	Skills: Working with source: extraction (according to the source.../ quote evidence from the source, definitions or concepts), interpretation – comment on..., explain..., what do you think), comparison of sources, usefulness, paragraph writing skills Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question					Skills: Understand the range of historical sources Extract and interpretation Recognising different perspective.: Different interpretations Evaluation of historical evidence. Substantiate an argument Engage critically with issues of the past.					
Values	Values: Human rights /Democracy/Fairness; human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non- racialism and non- sexism. c) Supremacy of the constitution and the rule of law Values: Human rights /Democracy/Fairness;					Values: Human rights /Democracy/Fairness; human dignity; the achievement of equality and the advancement of human rights and freedoms. B) Non- racialism and non- sexism. c) Supremacy of the constitution and the rule of law					
Requisite pre-knowledge	Apartheid in South Africa 1940s to 1960s should be taught as an introduction and used as background to Weeks 2 – 5 if it has not been taught in Grade 11.										
Resources (other than textbook) to enhance learning	Past CAPS complaint NSC examination question papers.										

TERM 3 46 TEACHING DAYS	WEEK 1 21 – 24/7/26 (4 days)	WEEK 2 27 – 31/7/26 (5 days)	WEEK 3 03 – 07/8/26 (5 days)	WEEK 4 11- 14/8/26 (4 days)	WEEK 5 17 – 21/8/26 (5 days)	WEEK 6 24 – 28/8/26 (5 days)	WEEK 7 31/8 – 04/9/26 (5 days)	WEEK 8 07 – 11/9/26 (5 days)	WEEK 9 14 – 18/9/26 (5 days)	WEEK 10 21 – 23/9/26 (3 days)			
CAPS Topics	Topic 6: The end of the Cold War and new world order to present Question focus: The end of the Cold War and the events of 1989 (Essay question) • Gorbachev’s reforms in the Soviet Union - Eastern Europe (events in Poland; significance of these events on the Soviet Union’s influence in the Eastern Europe; Germany; The fall of the Berlin Wall) • The disintegration of the Soviet Union • The turning point in South Africa (the collapse of the Soviet Union and its impact on South Africa) Question focus: A new global world order (Source-based question) • Defining globalisation • Balance of power and impact on Africa • Dominance of global capitalism • Emerging economies and different forms of capitalism: BRICS - South Africa’s success in avoiding outright civil war and President Mandela’s policy of reconciliation • Responses to globalisation				REVISION OF ESSAYS TOPICS IN P2 1. The challenge of Black Consciousness to the Apartheid state 2. Negotiated settlement and the Government of National Unity 3. The end of the Cold War and the events of 1989 Tips for revision: Analyse the essay question Identify relevant content to answer the question Write an introduction linked to the question Use the content to develop a line of argument Write a conclusion relevant to the introduction and question	REVISION OF SOURCE-BASED TOPICS IN P2 1. The crisis of Apartheid: Internal Resistance 2. The TRC 3. A new global world order Tips for Revision: • Analysis of sources • Concepts • Approach to SB questions • How to answer complex source based questions. • How to write a coherent and logical paragraph.	REVISION OF ESSAYS TOPICS IN PAPER 1 1. The Cold War Case Study: Vietnam 2. Independent Africa: The Congo 3. The Black Power Movement Tips for revision: Analyse the essay question Identify relevant content to answer the question Write an introduction linked to the question Use the content to develop a line of argument Write a conclusion relevant to the introduction and question	REVISION OF SOURCE-BASED TOPICS IN PAPER 1 1. The origins of the Cold War 2. Africa in the Cold War: Case study: Angola 3. The US Civil Rights Movement Tips for Revision: • Analysis of sources • Concepts • Approach to SB questions • How to answer complex source based questions. • How to write a coherent and logical paragraph.	TASK 6: PREPARATORY EXAMINATION PAPER 1 Marks: 150Time: 3h hours Learners must answer 3 questions. One source based question; one essay question and one other source-based or essay question Source BASED QUESTIONS Question 1: The Cold War: The Origins of the Cold War Question 2: Independent Africa case Study -Angola Question 3: Civil Society Protest from the 1950’s to the 1970’s: Civil Rights Movement ESSAY QUESTIONS Question 4: Case study: Vietnam Question 5: Independent Africa; Congo Question 6: Black Power Movement				
	Informal Activities	Construction of essay: With relevant introduction; line of argument; evidence and relevant conclusion. http://tiny.cc/hc8ifz http://tiny.cc/ujeifz	SBA TASK 5: Controlled Test 2 Source-based Questions 1. The crisis of Apartheid: Internal Resistance 2. The Truth and Reconciliation Commission (TRC) 3. Globalisation Essays 4. The challenge of Black Consciousness to the apartheid state 5. Negotiated settlement and the Government of National Unity 6. The end of the Cold War and the events of 1989 Candidates must answer TWO (2) questions, ONE source-based question and ONE Essay question. Marks: 50 x 2 =100 DIAGONISTIC ANALYSIS OF RESULTS				PAPER 2 Marks: 150Time: 3h hours Answer THREE Questions Source BASED QUESTIONS Question 1: The Crisis of Apartheid in the 1980s Question 2: TRC Question 3: The end of the Cold War and the new world order: the events of 1989; Globalisation ESSAY QUESTIONS Question 4: The challenge of Black Consciousness to the apartheid state Question 5: Coming of the democracy to South Africa Question 6: The end of the Cold War and the new world order: the events of 1989						
Concepts, Skills and	Concepts e.g.: Glasnost; Perestroika	Concepts e.g.: Globalisation; capitalism				Concepts: Socialism; Capitalism; Democracy; One Party State	USE THE INSTRUCTIONS AS INDICATED IN THE NSC QPs						
	Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question	Skills: Different interpretations Evaluation of historical evidence Substantiate an argument Engage critically with issues of the past				Skills: Essay writing: Analysing the question, write an introduction, developing a line of argument and/ or conclusion linked to the question							
Values	Human rights /Democracy human dignity; Equality	Human rights /Democracy/ Respect				Human rights /Democracy/ human dignity; equality							
Requisite pre-knowledge	Cold War	Apartheid in South Africa				Independent Africa, Black Power Movement							
Resources (other than textbook) to	Telematics; Past exam papers												

enhance learning						
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