



eduresourcza.com

2023/24 ANNUAL TEACHING PLAN – TERM 1: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8

Term 1 46 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topic	Maps and Globes									
Content and concepts	Orientation of learners to Grade 8: Welcome learners to Grade 8 Geography/ Social Sciences subject. Explain the programme of assessment (formal and informal). Revise concepts from Grade 7 Term 1 content, e.g., local maps and street maps, line scales and word scales, different scales for different maps – small- and large-scale maps, calculating distances on maps	Maps and atlases			The Globe			Satellite images	Revision and consolidation.	Formal assessment Test: Map skills • Maps and atlases • The globe • Satellite images 50 Marks Low Order: 30% Middle Order: 50% High Order: 20%
		Kinds of scale in an atlas (world, regional, local) Scale – review line and word scales Introduce ratio scales (number scales)	Calculate distances between settlements using different scales (global and South Africa) Locate major current events or places in the news on a map (NB: this should be ongoing throughout the year)	Latitude and longitude- degrees and minutes Using the atlas index to find places on a map	Hemispheres: (review from Grade 6) The earth’s rotation on its axis – day and night World time, time zones and the international date line South African Standard Time	The earth’s revolution around the sun: The angle of axis, Equinox, solstice and the change in angle of the midday sun	Seasonal changes in lengths of day and night Seasonal temperature changes	How satellite images are used What satellite images look like Information from satellite images – water, vegetation, land use and cloud patterns		
Skills and values	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations									
Resources to enhance learning	Atlas Ruler; 360° protractor YouTube channel videos Internet (Google Earth) Globe World map Newspapers/ magazines									
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions. Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc. Homework/ Classwork/ Worksheet. Informal assessment should be source-based minimum of two activities per week.									
SBA (Formal Assessment)	Test: Map skills 50 Marks									

2023/24 ANNUAL TEACHING PLAN – TERM 2: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic			Climate Regions								
Content and concepts	Factors that influence temperature and rainfall and South Africa’s climate						Climate around the world		Climate regions of the world	Revision and consolidation	Formal assessment.
	1. Distance from the Equator (latitude)	2. Distance from the sea	3. Height above sea level (altitude)	4.Ocean currents	5.Mountains (relief)	Differences between weather and climate	Kinds of climate: Tropical, subtropical, temperate	Kinds of climate: Desert, semi-desert, continental, polar, Mediterranean, tundra and high mountain	Map with climate regions		Controlled Test
	Compare Mbombela and George.	Compare Johannesburg and Cape Town.	Compare Johannesburg and Cape Town.	Compare Durban and Port Nolloth.	Compare Umtata and Durban.	Elements of weather (temperature, humidity, winds and precipitation)	Bar and line graphs		Links between climate regions and factors that influence temperature and rainfall		Term 1 content:25 marks Term 2 content: 50 marks Map Skills, Source based and paragraph writing
	Physical map of South Africa to show location of cities	Physical map of South Africa to show location of cities	Physical map of South Africa to show location of cities	Physical map of South Africa to show location of cities	Physical map of South Africa to show location of cities	Physical map of South Africa to show location of cities					Low Order: 30% Middle Order: 50% High Order: 20%
Skills and values	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations										
Resources to enhance learning	Atlas Ruler; 360° protractor YouTube channel videos Internet (Google Earth) Globe World map Newspapers/ magazines										
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions such as writing on their books, reading from their books, etc. Homework/ Classwork/ Worksheet. Informal assessment should be source-based minimum of two activities per week.										
SBA (Formal Assessment)	Formal assessment: Controlled Test Term 1 content: 35 marks Term 2 content: 40 marks Type of questions: Source based and paragraph writing Total: 75 marks Weightings – 70% (SBA): 30% (Exams)										

2023/24 ANNUAL TEACHING PLAN – TERM 3: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8

Term 3 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10-11
CAPS Topic	Settlement									
Content and concepts	Rural settlements	Urban settlements		Land use on aerial photographs and large-scale maps		Urbanisation			Revision, consolidation and monitoring of project.	Finalisation and Submission of project: 50 marks
	Types of rural settlements (isolated farmsteads; hamlet; village) Including economic activities farming, mining, forestry, fishing.	Land use within urban settlements – including the central business district, zones for light and heavy industry, Focus only on the characteristics of land use zones	Residential areas (high-, middle- and low-income), shopping centres, services and recreation Focus only on the characteristics of land use zones	What aerial photographs look like (oblique and vertical) -- Information from aerial photos – natural and constructed features	Identifying land uses in urban settlements (aerial photographs and large-scale maps)	Concept of urbanisation -- Why cities are growing – push and pull forces of migration (Africa with focus on South Africa Review and extend from Grade 6, ‘Why people live where they do’.	Overview of urbanisation in South Africa – including issues associated with apartheid population controls.	Social issues related to the rapid growth of cities – such as housing and service provision (including health care and education)		
	Introduce project for submission late in the term.	(Above content is used as build up for project)	(Above content is used as build up for project)	(Above content is used as build up for project)	(Above content is used as build up for project)	(Above content is used as build up for project)	(Above content is used as build up for project)	(Above content is used as build up for project)		
Skills and values	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations									
Resources to enhance learning	YouTube channel videos Internet (Google Earth) Pictures showing urban areas and land use. Newspapers/ magazines The use photographs and simple, shaded land use maps									
Informal Assessment	Homework/ Classwork/ Worksheet. Informal assessment should be source-based minimum of two activities per week.									
SBA (Formal Assessment)	Formal Assessment: Project – 50 Marks Introduce project for submission late in the term.				Time for explaining and monitoring the project					Submission of Project

2023 ANNUAL TEACHING PLAN – TERM 4: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8

Term 4 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 - 11
CAPS Topic	Transport and trade							
Content and concepts	Trade and transport around the world		Trade and transport in South Africa *		People and transport in urban areas		Revision and Consolidation	End of Year Examination Term 3 content - 35 marks Term 4 content - 40 marks Source based questions and paragraph writing Total: 75 marks Low Order: 30% Middle Order: 50% High Order: 20%
	Reasons for trade* Links between trade and transport – with examples to illustrate * (Review from Grade 6)	Different modes of transport and their uses: sea, air, road, rail and pipeline	Major roads, railways, airports and harbours in South Africa (map) Case study of a selected South African harbour o Reasons for location o Main exports and imports o Specialised ships – such as container ships, tankers, passenger liners, bulk carriers for specialised cargo o Links with other transport systems – such as road, rail, pipeline * The focus here should be on national, as opposed to urban or regional, patterns of transport use.	Advantages and disadvantages of road and rail transport Requirements for future transport networks	Public transport systems in urban areas – such as buses and trains, mini-bus taxis. Private modes of transport – such as, cars and bicycles	Transport issues – such as cost for commuters, traffic congestion and pollution -- Public transit strategies – such as rapid transport systems, subsidised public transport, bus and cycle lanes, park and ride, car-free zones.		
Skills and values	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations							
Resources to enhance learning	YouTube channel videos Internet (Google Earth) Pictures showing different transport modes used in trade. Newspapers/ magazines Pictures showing different transport modes used in trade							
Informal Assessment	Homework/ Classwork/ Worksheet. Informal assessment should be source-based minimum of two activities per week.							
SBA (Formal Assessment)	Formal assessment: End year Examination Term 3 content: 35 Term 4 content: 40 Type of questions: Source based and paragraph writing Total marks: 75 Weightings – 70% (SBA): 30% (Exams)							

2023/24 Annual Teaching Plan

2023/24 ANNUAL TEACHING PLAN – TERM 1: SOCIAL SCIENCES (HISTORY): GRADE 8

Term 1 46 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	
CAPS Topic	The Industrial Revolution in Britain and Southern Africa from 1860 Focus: Changes during the Industrial Revolution in Britain, and the beginning of the Industrial Revolution in South Africa brought about by diamond mining and Britain’s increasing interests in South Africa.										
Content and concepts	Orientation of learners to Grade 8: Explain the programme of assessment (formal and informal). Discuss the language of Assessment Revise concepts from Grade 7 Term 2 content, e.g., Wealth from slave trade.	Changes during the industrial Revolution in Britain				Southern Africa before 1860		Diamond mining in Kimberley 1867 onwards		Revision	Test: Source-based questions and paragraph Essay writing. will be written in Term 2 50 Marks Low Order: 30% Middle Order: 50% High Order: 20%
		Discuss the types of Revolutions. The economy before the Industrial Revolution	What the Industrial Revolution was? Social changes during 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 the mills and mines.	Labour resistance Trade Union movement and working-class organisations Increased power and wealth of Britain and Western European economies	Map and brief description of political settlement Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal	Conditions under which indentured labourers lived and worked Passenger Indians 1867 onwards	British takeover of diamond –rich land in Griqualand West Diamond mining and the development of monopoly	What happened to black claim –owners - Formation of companies by Cecil John Rhodes and Barnato -Regulating supply and the price of diamonds; one man one claim		
Skills and values	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).										
Resources to enhance learning	Social Sciences textbook Atlas Newspapers/ magazines YouTube channel videos				Internet (Google) Oral history/interviews World map Globe						
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to answer simple questions using words such as who, what, where, when, why and how. Homework/ Classwork/ Worksheet. Informal assessment should be source-based										
SBA (Formal Assessment)	Formal assessment Test: Source-based, paragraph and essay writing. 50 Marks										

2023/24 ANNUAL TEACHING PLAN – TERM 2: SOCIAL SCIENCES (HISTORY): GRADE 8

Term 2 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	The Mineral Revolution in South Africa Focus: Changing balance of power in South Africa brought about by gold mining, and the foundations of racial segregation										
Content and Concepts	Revise from Term 1: The definition of the concept, Industrial Revolution in Britain Changes during the Industrial Revolution in Britain People living in South Africa by 1860. The discovery of diamonds and the British take-over of diamond –rich land in Griqualand West Diamonds mining (focussing on the monopoly that developed and labour issues.	Britain, diamond mining, increasing labour control and expansion.		Deep level gold-mining on Witwatersrand 1886			Mineral revolution as a turning point in South African History		Consolidation and Revision	Consolidation and Revision	Formal test Midyear exam Term 1 =25 Source based = 17 Paragraph =8 Term 2 = 50 Source based=30 Essay writing = 20 Total Mark= 75 marks Low Order: 30% Middle Order: 50% High Order: 20%
		Increasing labour control over black workers: migrant labour and close compounds Further land dispossession and defeat of African kingdoms: Xhosa 1878	Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879 The conditions underground	The Randlords and formation of the Chamber of Mines. Impact of migrant labour on families.	Skilled and unskilled white workers Anti-Indian Legislation	Forms of labour resistance. The city of Johannesburg.	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 • Map of Southern Africa in 1913 compared with 1860.			
Skills and values	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).										
Resources to enhance learning	Social Sciences textbook Atlas Globe	World map Internet (Google) YouTube channel videos			Oral history/interviews Newspapers/ magazines						
Informal Assessment	Oral assessment – simple question and answers. Homework/ Classwork/Worksheet This should be source-based										
SBA Formal Assessment	Controlled Test: Term 1 content: 35 Marks Term 2 content: 40 Marks Source-based, paragraph and essay writing Total marks: 75 Marks										

2023/24 ANNUAL TEACHING PLAN – TERM 3: SOCIAL SCIENCES (HISTORY): GRADE 8

Term 3 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	The Scramble for Africa. Focus: Causes and results of European colonisation of the African continent, with special focus on the Ashanti kingdom (colonised by the British as the Gold Coast, and today the independent African country of Ghana).										
Content and concepts	Revise the following topics: The impact of Transatlantic slave on Africa How the growth of industrialisation in Europe paved the way for the Scramble for Africa.	European colonisation of Africa in the late 19 th century				• Case study: The Ashanti Kingdom			Revision and consolidation	Revision and consolidation	Formal assessment Test: Source- based, paragraph and essay writing. 50 Marks Low Order: 30% Middle Order: 50% High Order: 20%
		European colonization of Africa in the late 19 th century: Berlin conference 1884	Map of Africa (showing different colonising countries) Causes of colonisation	Patterns of colonisation: which countries colonised which parts of Africa Why European powers were able to colonise Africa so quickly	Results of Colonisation	The Ashanti and their early contact with European traders and explorers	The British and the colonisation of the Gold Coast	Results of colonisation for Ashanti Kingdom and Britain	Focus on Practising Essay writing)	Focus on Practising Essay writing)	
Skills and values	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).										
Resources to enhance learning	Social Sciences textbook Atlas Globe		World map Internet (Google) YouTube channel videos			Oral history/interviews Newspapers/ magazines					
Informal Assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions. Homework/ Classwork/ This should be source-based										
SBA Formal Assessment	Test: Source-based, paragraph and essay writing. 50 marks										

2023/24 ANNUAL TEACHING PLAN – TERM 4: SOCIAL SCIENCES (HISTORY): GRADE 8

Term 4 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
CAPS Topic	World War I (1914 – 1918) Focus: Causes of World War I and aspects of people’s experience at home and at war.											
Content and concepts	Reasons why World War I broke out: Nationalism, Industrial economies, Control of seas Colonisation and empires	Reasons why World War I broke out: Immediate cause: Assassination of Archduke of Austria at Sarajevo Countries in Europe which fought: Allied Powers vs Central Powers	Aspects of experiences in World War I		Women in Britain during world war I		Revision and Consolidation	Revision and Consolidation	Formal Assessment Controlled test	75 marks Term 3: Source –based – 27 Paragraph - 8 Term 4: Source based – 20 Essay writing - 20 Total Mark = 75 marks Low Order: 30% Middle Order: 50% High Order: 20%		
			Conscription and propaganda in Britain Conscientious objectors Trench warfare on the Western Front Music and poetry	World War I and South Africa: Battle of Delville Wood - 1919 Sinking of Mendi- 1917	Changing roles of women in the workplace in Britain in world War I Emily Pankhurst and the Campaign for the vote for women in Britain	The defeat of Germany and the Treaty of Versailles						
Skills and values	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.											
Resources to enhance learning	Atlas Globe World map Oral history/interviews Internet (Google) YouTube channel videos Newspapers/ magazines											
Informal Assessment	Classwork/ homework Learners: Answer source-based questions (Written) Discuss and debate Answer paragraphs and essay questions (written)											
SBA (Formal Assessment)	End year examination Term 3 content - 35 Marks Term 4 content – 40 Marks 75 marks											

Programme of Assessment Grade 8**Geography**

	Term 1	Term 2	Term 3		Term 4
	Test: 50 marks Map Skills	Controlled Test: 75 marks Term 1 content: 35 marks Term 2 content: 40 marks Types of questions: Source-based and paragraph writing	Project: 50 marks		End Year Examination: 75 marks Term 3 content: 35 marks Term 4 content: 40 marks Types of questions: Source-based and paragraph writing
Final SBA Weight	15%	20%	15%	Promotion weight 50%	Exam weight 15%
Term Weight	50%	50%	50%		
	SBA 70%				EXAMS 30%

History

	Term 1	Term 2	Term 3		Term 4
	Test: 50 marks Types of questions: Source-based, paragraph and essay writing	Controlled Test: 75 marks Term 1 content: 35 marks Term 2 content: 40 Marks Types of questions: Source-based, paragraph and essay writing	Test: 50 marks Types of questions: Source-based, paragraph and essay writing		End Year Examination: 75 marks Term 3 content: 35 marks Term 4 content: 40 marks Types of questions: Source-based, paragraph and essay writing
Final SBA Weight	15%	20%	15%	Promotion weight 50%	Exam weight 15%
Term Weight	50%	50%	50%		
SBA 70%					EXAMS 30%