



eduresourcza.com

Grade 8 Term 3 Planning Memorandum

1. This **whole** document must be in your planning book paste in at the left hand side. **All** your planning should be done on these papers and on the clean pages of the book.
2. Add **more paragraph** questions to teach learners how to answer paragraphs.
3. You can **add more relevant FIGURES** and **information** to make content easier for learners to understand. These worksheets are the **minimum** to be done.
4. You **MUST ADD** work out of your textbook or other resources, that extra work must also be in this planning book
5. You are welcome to add **marks** for the questions in the activities, it will help learners when answering the questions. **Don't mark** in your planning book the answers.
6. Please correct any **errors** on these pages.
7. You cannot continue with the **following lesson** if the learners did not mark the previous work and did corrections.
8. You **cannot** just give the answers to the learners, you must tell the story/explain the work only then the learners go and do the work and then you mark it together.
9. If **ALL, the answers** are not completed you do it yourself on these papers.
10. **Planning** must be done in **pen**, you welcome to use colour pens but dates must be in pencil.

This is your planning book, you make it easy and pleasant to use for yourself
11. Planning must be **neat and thoroughly** done to use for many years. You are just going to add every year new information. You can also do your extra notes in this book or paste it in.

Thank you for your hard work

Anette



2022 Curriculum coverage – Term 3: SOCIAL SCIENCES (GEOGRAPHY): Grade 8

<u>Term 3</u> <u>50 days</u>	<u>Week 1</u> <u>19 July</u> <u>2022</u>	<u>Week 2</u> <u>25 July 2022</u>	<u>Week 3</u> <u>1 August</u> <u>2022</u>	<u>Week 4</u> <u>8 August</u> <u>2022</u> <u>(3days)</u>	<u>Week 5</u> <u>15 August</u> <u>2022</u>	<u>Week 6</u> <u>22 August</u> <u>2022</u>	<u>Week 7</u> <u>29 August</u> <u>2022</u>	<u>Week 8</u> <u>5 Sept 2022</u>	<u>Week 9</u> <u>12 Sept 2022</u>	<u>Week 10 & 11</u> <u>19 Sept</u> <u>26 Sept 2022</u>
CAPS Topic: Settlement (Focus: Africa with a focus on South Africa)										
Content and Concepts	Urban settlements Rural settlements			Land use on aerial photographs and large-scale maps		Urbanisation			Revision and consolidation	Revision Consolidation
	Summary of settlements Investigation of a settlement	Land use within urban settlements – including the central business district, zones for light and heavy industry, residential areas (high-, middle- and low-income), shopping centres, services and recreation Focus only on the characteristics of land use zones	Types of rural settlement – including farming, mining, forestry, fishing	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)	Finalize project	Formal task
Curriculum coverage ✓ signature										
Date completed with ALL classes										
Geography formal task: Grade 8 Term 3 2022 Topics to be assessed: <i>Settlement (Focus: Africa with a focus on South Africa)</i> Type of formal assessment: Project Received from SES Total: 50 marks										

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : Geography

Lesson group 1

Topic: Settlement (Africa with a focus on South Africa) **Grade 8 Term 3**

Content / Concepts: Settlement and land use

1. Summary

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

Settlements

1. What is a settlement

A settlement is a place – area of land – where a community is established.

There are many ways of classifying a settlement.

- a. **Temporary settlements** - built for people waiting for houses e.g. refugee camps
- b. **Nomadic settlements** - people who stay a short time at a place and then move on e.g. in search of fish and grazing
- c. **Permanent settlement** - built by strong bricks e.g. brick houses, blocks or flats – cannot be moved

SETTLEMENTS CAN BE BROADLY GROUPED INTO URBAN AND RURAL SETTLEMENTS

2. Urban areas in South Africa

2.1 **Land use within urban settlements**

- Central business district
- Industrial zone (light industry and heavy industry)
- Residential areas (high-, middle and low income).

2.1.1 **CBD - (Central Business District)**

The heart of the City or town commercially. Traffic, buildings etc.

- High land value
- Buildings tend to be tall and close together
- Wide range of shops
- Main commercial centre – offices and financial institutions – banks, insurance companies etc.
- Entertainment centres
- Limited open space
- Limited number of houses and flats
- Some parks in well-planned cities

2.1.2 **Industrial Areas**

Light Industries (close to markets and transport)

- Clothes, shoes, furniture, consumer electronics and appliances.)

Heavy Industries (energy intensive)

- Noisy, cause pollution
- Chemical plants, petroleum refineries and iron and steel plants.
- Away from residential areas

2.1.3 **Residential Areas**

High-income residential areas

- Big houses
- Good infrastructure (water, electricity, sewage, roads)
- For the elite and powerful

Middle-income residential areas

- Medium sized plots
- Town houses, duplexes
- Good infrastructure
- Land value lower than high income areas
- Medium population
- Young professionals and older people

Low-income residential areas

- High densities (more people in a particular space)
- Cheap housing poor infrastructure
- Traffic, noise, pollution
- E.g. townships and informal settlements located at the outskirts of cities

2.1.4 Shopping centres, services and recreation

SA shopping centres, services and recreation (cinemas are located close to residential areas.)

3. Rural settlements in South Africa

Rural settlements in South Africa are still associated with agricultural activities such as growing crops and raising livestock. E.g. villages, farmsteads and hamlets (rural settlements smaller than villages)

Types of rural settlements**3.1. Rural farming settlements** (fertile soil and access to water)

- Rural settlement on a large plot of land , land that is used to grow crops
- A settlement that includes a farmhouse, barn and windmill
- A settlement with natural resources such as a lake, well or river nearby.

3.2 Rural mining settlements

- Near mining areas

3.3 Rural forestry settlements

- Found near forest plantations

3.4 Rural fishing settlements

- Mainly along the coasts or lakes like in Malawi

It is time that learners start with their settlement project

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : Geography

Topic: Settlement (Africa with a focus on South Africa) **Grade 8 Term 3**

Content / Concepts: Investigation of a settlement (project)

This independent study is a project for formal assessment. Introduce this project early in the term for it should not absorb much formal classroom time. However, some time for explaining and monitoring the project is necessary.

Teachers don't print this project for learners, use the one that you received this project is for your planning

Project

Topic: Investigation of a Settlement known to the learner

- Describe the settlement and the different types of land use.
- Identify features or landmarks (natural and/or human-made)
- Possible reasons for the location of the settlement.
- Discuss the decline or growth of the population and possible reasons for it.
- Identify and discuss **ONE** social issue
- Identify and discuss **ONE** environmental issue
-

INSTRUCTIONS TO LEARNERS:

1. You must investigate a settlement that you are familiar with.
2. Gather as much information about this settlement as possible. Use the headings as a guide on which type of information to gather.
3. Present your information in the form of a file, book, on a chart or as a Power point Presentation (printed).

STEPS TO GUIDE YOU IN DOING THIS PROJECT:

STEP 1: Select your settlement: choose the settlement (or a part of it) that you live in or are near to. It could be a village, town or city or a section of the town or city, e.g. a suburb. Make sure you choose an area that you can collect information about.

STEP 2: Collect relevant information about the settlement (see project requirements below). You can do this by gathering information in books, internet and collecting information yourself by making observations in the actual settlement.

STEP 3: Sort your information under the required headings. Check that you have enough information for each section. Present your information in a file, book or on a chart or as a Power point Presentation (printed).

STEP 4: Give the references (FIGURES) of your information (e.g. books, internet sites, people) in a bibliography. **DO NOT PLAGIARISE!**

PROJECT REQUIREMENTS: (Questions part of project)**(a) Describe the settlement:**

- Is it rural or urban?
- What does the name mean?
- Where is it located?
- Is it large or small?
- When and by who was it founded?
- What is the population of the settlement?

(b) Land-use:

- Use a map and shade different areas with different colours to distinguish land use e.g. CBD, industrial area, different residential areas, shopping centres ,services (schools, clinics hospitals, police, recreation areas etc.)

(c) Landmarks:

- This can refer to important and historic buildings or areas most people living in the area know.
 - **Natural:** Rivers, hills, nature reserves etc.
 - **Human-made:** Important and historic buildings, parks, dams etc.

(d) Reasons for location:

Consider: availability of water/ flat land / fertile soil/ climate and weather/ grazing land / safety/ transport routes/ mining and minerals/ past history/ cultural and economic factors.

(e) Population:

Discuss the decline or the growth in population experienced in the area and suggest reasons for any change.

(f) Social/ Environmental Social Issues:

- **Social issues:** are there enough houses/schools/clinics/ libraries/ jobs
- **Environmental issues:** Pollution

Total : 50

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : Geography

Lesson group 3

Topic: Settlement (Africa with a focus on South Africa) **Grade 8 Term 3**

Content / Concepts: Settlement and land use

1. Urban settlements:

Land use within urban settlements – including the central business district, zones for light and heavy industry, residential areas (high-, middle- and low-income), shopping centres, services and recreation.

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Rural settlements:

Types of rural settlement – including farming, mining, forestry, fishing

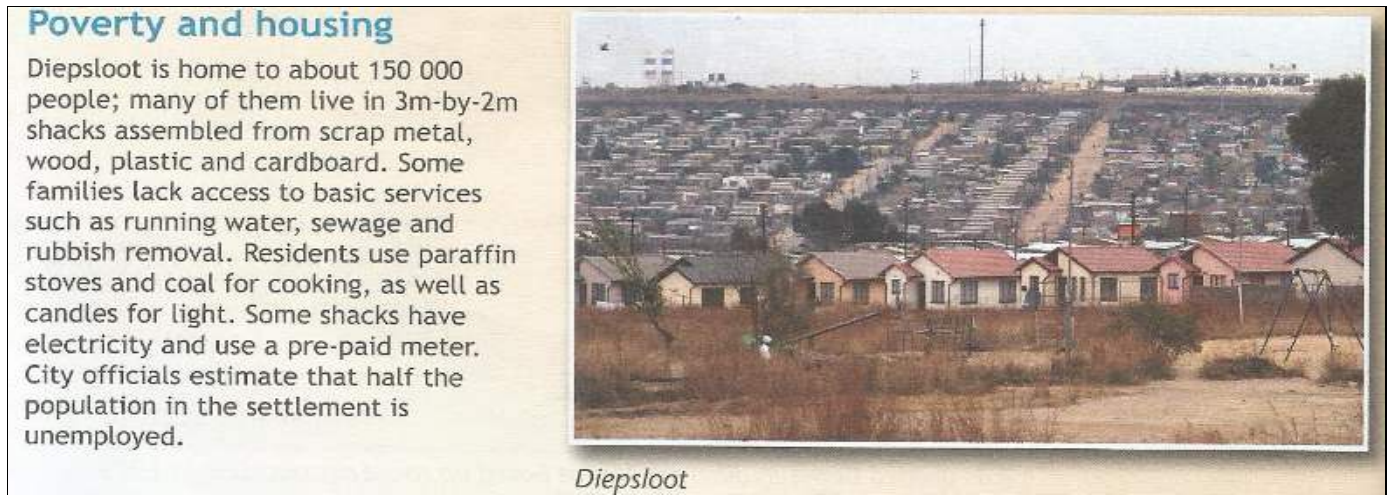
Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

Informal Settlements

Date: _____

FIGURE A: Informal Settlements Adapted from *Solutions for All Social Sciences Grade 8*, pg76



Make use of **FIGURE A** and your own knowledge to answer the following questions:

1. Define the term 'urbanisation'.
The increasing number of people living in urban areas /towns/cities
2. What is an informal settlement?
An area that is not planned the city council , the houses are built without permission and is not part of the planned housing development .
3. List any **two** of the materials used in **FIGURE A** to build houses not shacks.
bricks cement zinc
4. Name five reasons why urbanisation had led to an **increase** in the number of people living in South Africa's townships?
 - Increased possibilities of work
 - Employment
 - better education
 - better facilities
 - lack of services in rural areas
 - declining farming (any other relevant answers)
5. List any **four** of the materials to build shacks.
Scrap metal wood plastic cardboard
6. Name any three basic services:
Running water sewage rubbish removal
7. What resources for heat do the residents use that do not have electricity?
Paraffin coal
8. Name four disadvantages living in an informal settlement people experienced during night time.
 - Very cold in winter
 - More crime
 - Unhealthy because of the smoke
 - Difficult to learn / work without electricity

SETTLEMENT: Land use zones

Date: _____

Word bank:

Rural settlements: small isolated settlements such as farms or villages

Urban settlements: a built-up area with many functions and services such as town or a city

Central: in the middle part of something

Land zone: area of a land that have one main use or function, such as housing or industry

Commercial: to do with trade or business

Outlets: places that sell goods

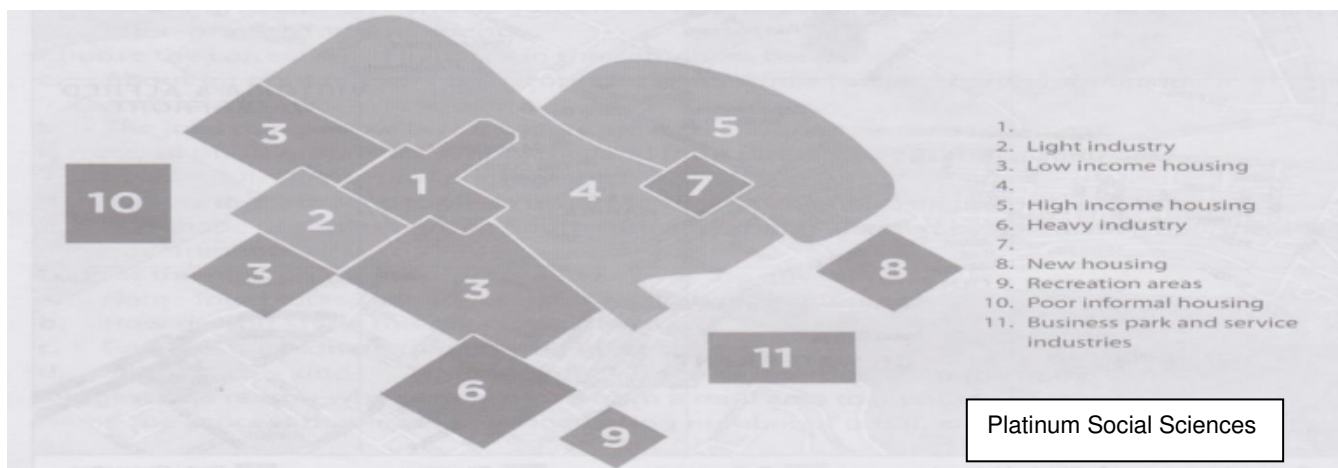
Subsist: keep yourself alive

Reserve: an area of land set aside for special purpose

Destination: place to which people go

Indigenous: that which has always been in that area

FIGURE A: Land use zones in the urban area



Make use of FIGURE A to answer the following questions:

1. Define the term "land use zones".

Land-use zone refers to areas of land that have one main use or function, such as housing or industries

2. Name possible land use zones for the three missing areas on the map key:

1: Central Business District (CBD)

4: Middle Income Housing

7: New shopping centre/recreation area/business service

3. Give two characteristics of land use numbered 1.4 and 7

1: Commercial heart of the city/Business centre

4: Usually has tall buildings

7: Many activities found here (banks, offices, restaurants, etc).

Any relevant answer

4. What kind of land use would you expect in area number 11?

Light industries/service industries/offices

Difference between subsistence and commercial farming

Date: _____

FIGURE A:**Picture 1:**

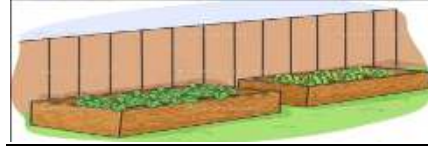
Subsistence farmer - A farmer who grows just enough food and keeps just enough animals to feed his or her family.

**Picture 2:**

Commercial farmers - farmers who produce enough food to sell to factories, shops and markets

**Picture 3:**

Growing food in towns and cities- people grow plants for food in backyards, on rooftops, in old car tyres and in used tin cans. People also grow plants for food in some **schools, hospitals** and **prison grounds**.

**Picture 5:**

Specialise - to concentrate on doing one thing, like growing only one crop or keeping only one type of animal.



Stock farmer - a farmer who keeps animals

**Make use of FIGURE A and your own knowledge to answer the following questions**

1. List five types of crops that we can find on a subsistence farm.

Maize Carrots Cabbage Tomatoes Potatoes (any other correct answers_

2. To who do commercial farmers sell their products?

Factories Stores Markets

3. Name four places where people grow food in towns and cities

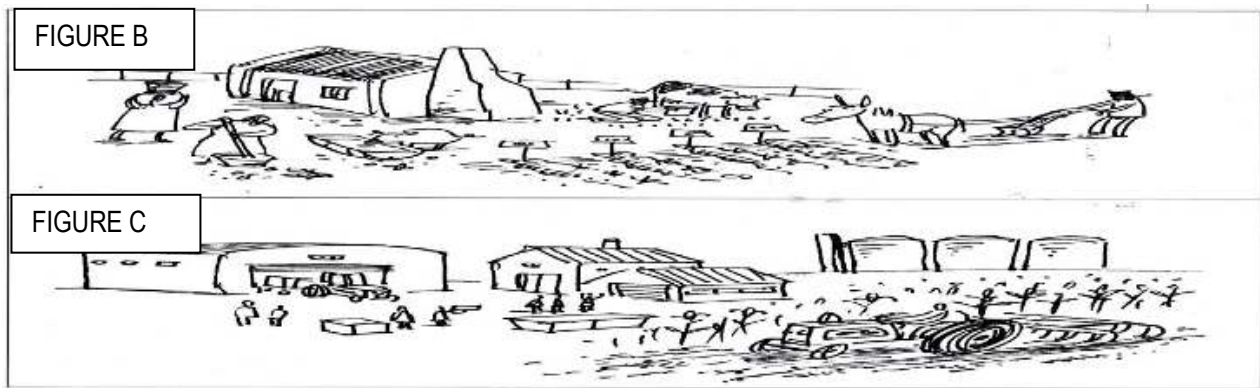
In backyards On roofs In cans In old car tires

4. Does a subsistence farmer sell the food they grow or animals they keep? Give a reason for your answer.

No, subsistence farmers only produce for their own use, they do not have the capacity to trade.

5. Why would you grow your own vegetables where you stay?

You can save money, you can earn an income with it and you can make sure that the crops are not treated with hormones and stimulants, i.e. are 100% organic.



Make use of FIGURE B and C to answer the following questions

6. Which of the two FIGURES is an example of commercial farming? FIGURE C

7. Name three extra expenses the farmer have in FIGURE C:

- More salaries to be paid to workers.
- Petrol for all machinery
- Expensive mechanization (Tractors etc.)
- Any other relevant answers

8. **Name three differences between commercial and subsistence farming.**

Subsistence farming	Commercial farming
For own use of products	For profit farming
For use of traditional farming methods	Modern technology being used
Smaller areas for crops and more worker centred.	Farms tend to be large

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : Geography

Lesson group 4

Topic: Settlement (Africa with a focus on South Africa) **Grade 8 Term 3**

Content / Concepts: Land use on aerial photographs and large-scale maps

Topographic and orthophoto maps are introduced in Grade 9. The intention here is to use photographs and simple, shaded land use maps.

1. What aerial photographs look like (oblique and vertical):

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Information from aerial photos – natural and constructed features:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

3. Identifying land uses in urban settlements (aerial photographs and large-scale maps *):

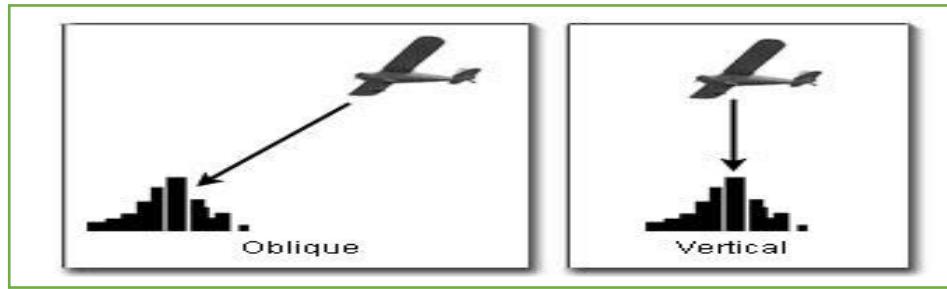
Topographic and orthophoto maps are introduced in Gr. 9. The intention here is to use photographs and simple, shaded land use maps.

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

What did you do extra to assist progressed and retained learners?

Aerial photographs

Date: _____



Word bank

Natural features: things that are there in nature (Rivers, hills, valleys, forests and grass lands)

Constructed features: things that have been made by people (roads, buildings, harbours, fences and orchards)

Orchards: pieces of land where fruit trees grow

Large- scale map: a map that shows a small area such as towns or farming areas

Small-scale map: a map that shows a large area such as a country or continent

Vertical aerial photographs clearly show transport routes and buildings and can more accurately be used to compare the sizes of objects and the distances between them.

Aerial photographs show both natural and constructed features. Natural features are things found in nature such as rivers, lakes, mountains, trees, hills and fields. Constructed features are man-made such as buildings, roads, railways, power lines, harbours, airports and bridges. These features look different on photographs and it is important to be able to distinguish between them.

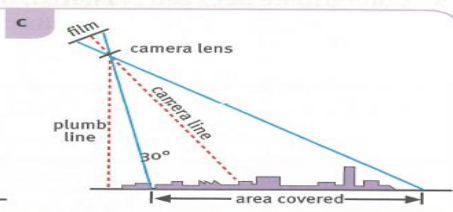
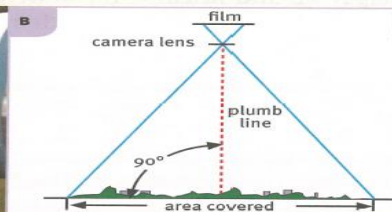


FIGURE 44 How aerial photographs are taken: (a) the camera on an aeroplane used for taking aerial photographs; (b) taking a vertical aerial photograph; and (c) taking an oblique aerial photograph

Make use of above FIGURES to answer the following questions:

1. What is an aerial photo? An aerial photo is taken from above the ground by an aeroplane or helicopter.

2. Differentiate between vertical and oblique aerial photographs.

Vertical photo is taken directly from above (90°) or straight down.

Oblique aerial photo is taken at an angle below 90° .

1.3 What type of aerial photograph shows:

1.3.1 Tops of buildings : Vertical aerial photo

1.3.2 Height of buildings: Oblique aerial photo

1.4 List four features shown on large-scale maps.

- Natural landmarks
- Man-made beacons
- Land use
- Height above sea level

Distinguish between natural & man-made features:

Natural features	Constructed features
• Forests are dark green and trees grow randomly; edges of forests are curved and twisted • Rivers twist and turn • Clear water is dark, muddy water is light • Individual trees or shrubs look like dark spots • Grassy areas are light and look rough	• Plantations (man-made forests) show trees planted in straight rows; edges of plantations are straight and square • Canals or furrows are straight • Main roads are usually quite straight and are light grey; secondary roads twist and follow the land more • Swimming pools are very light and usually have a fixed shape • Cultivated (farm) land is light where plants are new, darker where plants are taller and older; land has a specific shape • Cultivated land appears smooth

SOCIAL SCIENCES – INTERMEDIATE PHASE

LESSON PLAN : Geography

Lesson group 5

Topic: Settlement (Africa with a focus on South Africa) **Grade 8 Term 3**

Content / Concepts: Urbanisation

1. Concept of urbanisation:

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

2. Why cities are growing – push and pull forces of migration (Africa with focus on South Africa):

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

3. Overview of urbanisation in South Africa – including issues associated with apartheid population controls

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

4. Social issues related to the rapid growth of cities – such as housing and service provision (including health care and education):

Word bank words:
Informal assessment / worksheet pages:
Date completed with last group:
Extra:

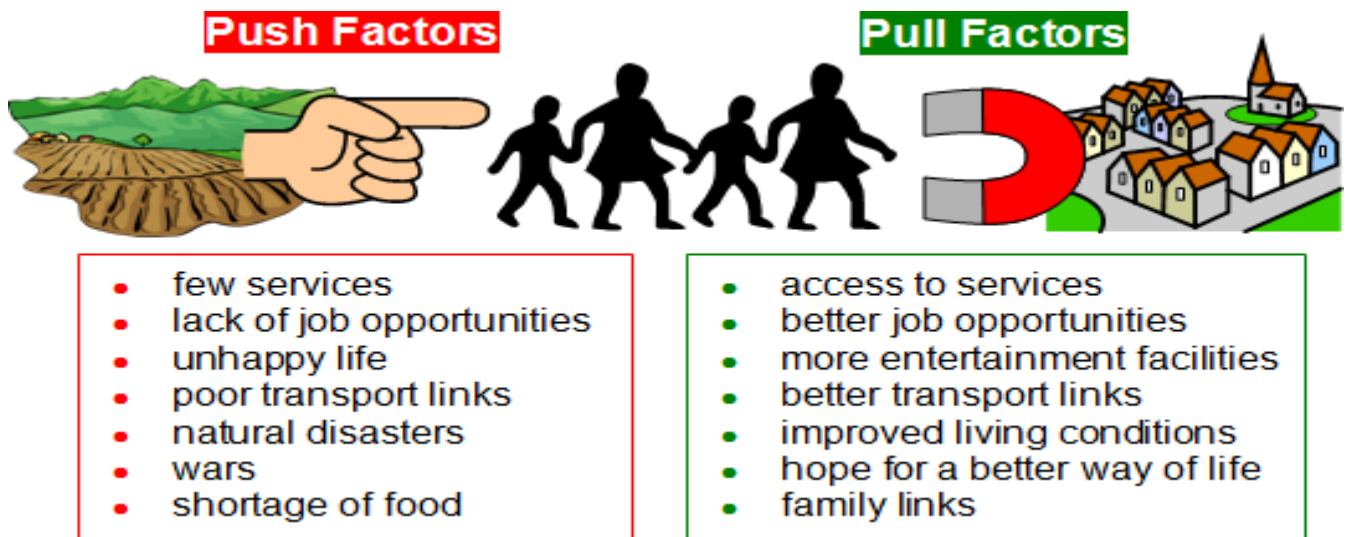
What did you do extra to assist progressed and retained learners?

Concept of urbanisation

Date : _____

Why cities are growing – push and pull forces of migration.

Word bank

Projected: an educated guess about the futurePush factors: negative aspects of a place that causes people to leave an areaPull factors: positive attractions that draw people into an areaUrbanisation: moving from rural to urban areas**FIGURE A: Reasons for urbanisation****Make use of FIGURE A and your own knowledge to answer the following questions:**

1.1 Next to each reason, write: "push factor" or "pull factor". (Note that one speaker gives two reasons.)

"I need a job" – pull factor.

"My child must be near a hospital" – push factor.

"I'm going to high school" – pull factor.

"I am not paid enough for my work here" – push factor.

"My brother lives in town" – pull factor.

1.2 Complete the bubbles using the following factors:

- It's boring in my village. I'm young I want the excitement of city life.
- My village was destroyed by terrorist fighting

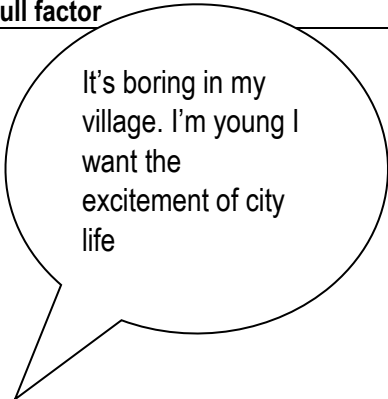
1.2.1 Push factor	1.2.2 Pull factor
	

FIGURE B: Push factors and pull factors

Push factors	Pull factors
• Natural disasters: droughts and floods • Low wages in rural areas • Not enough farming land for growing population • People no longer buying crops grown or animals farmed in an area (decreased markets) • Political unrest or war	• Greater employment opportunities • Higher wages • More services such as health, education and transport. • Life is seen as more exciting • Safety and security • Changes in the laws of the country make it easier to live in urban areas.

1.3 Name the factor at every sentence:

1.3.1 Refugees have to leave a place because their lives are in danger: **Push factor**

1.3.2 When apartheid ended the government no longer forced people to live in certain areas: **Pull factor**

FIGURE C: Overview of urbanisation in South Africa

Around the world, there is much reason for urbanization. Many of these reasons / factors also apply to South Africa. However, there are other factors that need to be taken into account in the South African context.

Homelands:

About a hundred years ago, the South African government passed a law that allowed black people to own land in certain areas. It was called the Homelands. In 1948, the apartheid government came to power. The purpose of apartheid was to classify people as white, colored, black or Indian and to keep them separate from each other. People could only live in certain areas and black people could only own land in the Homelands.

Pass Laws:

The pass laws of 1923 stipulated that black people could only enter urban areas if they had a special pass. You could only have a pass if you had a job. The implication of this was that families could not live together. Most of the time it was men who had jobs in the cities on the mines and the women had to stay behind in their homelands, where they had to continue farming and look after the children.

The end of the pass laws

Many people revolted against the pass laws and said that South Africans were deprived of human rights. The pressure on the South African government was so great that these laws were abolished in 1986. Blacks no longer needed to live in their homelands, nor did they need a passport to get to the urban areas.

Make use of FIGURE C to answer the following questions.**2.1. How did the homeland policy change the lives of people from 1913?**

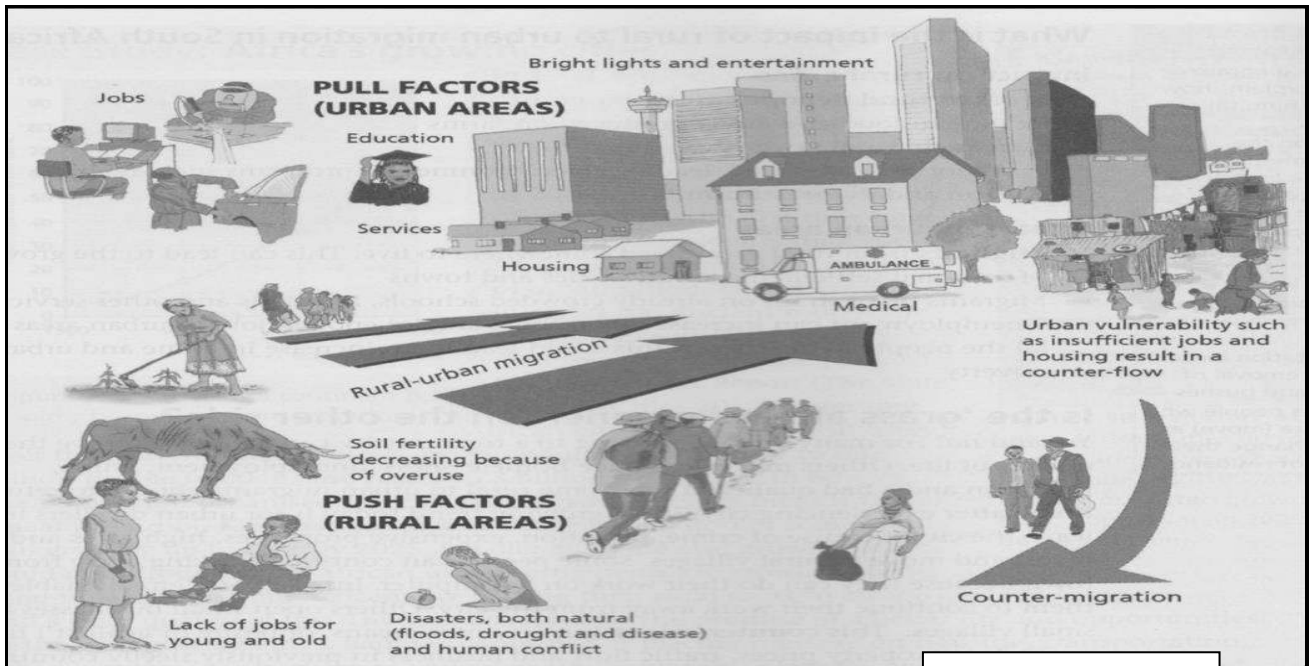
- The land act reserved only a small part of land, in certain areas, for black ownership.
- This meant that black people could not live where they wanted to live.
- They could not live in cities. They could not own land in urban areas.
- This meant they lived extremely far from the places they worked; families were split up.

2.2. How did the lives of black Africans in South Africa further changed when the pass laws were introduced?

- Black Africans could only come into the urban areas if they had a special pass.
- You only had a pass if you had a job so many families were split up.
- Some men and women went to the mines or some women worked as cooks or cleaners for white families and lived on the premises in urban areas.
- Children were raised by grandparents. Mothers and fathers hardly ever saw their children

2.3. What do you think the impact of abolishing the homelands and the pass laws has been on Urbanisation in South Africa?

- People now had the freedom to live with their families closer to where they can find **work**.
- More people came to look for work in towns and cities.

FIGURE D: Illustration showing factors affecting settlements in South Africa

Study FIGURE D and answer the following questions:

1. Define the term “urbanisation”

Urbanisation- refers to the increase in the proportion (percentage) of country’s population living in urban settlements.

2. Name the following factors that cause urbanisation as shown on FIGURE D:

(a) Three pull factors:

- Jobs
- Education
- Services
- Housing
- Medical

(b) Three push factors:

- Disasters
- Natural and human conflict
- Soil fertility
- Decreasing because of overuse
- Lack of jobs

3. List **FOUR** ways on how urbanisation can negatively affect rural areas.

- Leads to rural depopulation
- Decline in food crops produced on farms
- Increase in rural poverty
- Land not managed well, leading to environmental problems such erosion and deforestation