

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 9 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Map skills										
CONTENT AND CONCEPTS	Orientation of learners for Grade 9: <ul style="list-style-type: none"> Welcome learners to Grade 9 Geography/Social Sciences as a subject Explain the programme of assessment (formal and informal) Introduce the topic: Map skills (focus: topographic and orthophoto maps) Give a brief outline of the topic 	Map skills (focus: topographic maps)						Map skills (focus: topographic and orthophoto maps)		Revision and consolidation	Formal assessment
		1:50 000 topographic maps: Read map symbols to identify: <ul style="list-style-type: none"> Natural features on topographic maps Constructed features on topographic maps 	Contour lines: <ul style="list-style-type: none"> Height clues on topographic maps Concept of contour lines Steep and gentle slopes (description of gradient) 	1:50 000 topographic maps Contour patterns showing river valleys, hills, mountains, ridges and spurs	1:50 000 topographic maps: Contour patterns showing river valleys, hills, mountains, ridges and spurs	1:50 000 topographic maps: <ul style="list-style-type: none"> Scale and measuring distance on topographic maps Using line and ratio scales 	1:50 000 topographic maps Co-ordinates to locate features	1:10 000 orthophoto maps <ul style="list-style-type: none"> Vertical aerial photographs (review Grade 8) Orthophoto images made from aerial photographs 	1:10 000 orthophoto maps: <ul style="list-style-type: none"> How height is shown on orthophoto maps Contour lines on orthophoto maps: Identifying features 		Test 50 marks Map skills questions on topographic and orthophoto maps
SKILLS AND VALUES	Information from topographical maps <ul style="list-style-type: none"> Interpret information from topographic and orthophoto maps and aerial photographs **describe the landscape identify land use settlement patterns: Identify shape, size and location 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Local and other topographic and orthophoto maps and aerial photos* Satellite images (such as Google Earth) Atlases 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Informal assessment can be done once every 2 to 3 weeks Homework/classwork/worksheet Informal assessment should be source-based Oral assessment: Simple questions and answers. Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. 										
SBA (FORMAL ASSESSMENT)	Test: map skills Assess and give feedback to learners 50 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 9 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Development issues										
CONTENT AND CONCEPTS	Development			Factors affecting development			Opportunities for development		Revision and consolidation		Formal assessment
	Revision, feedback and corrections of Term 1 assessment Introduction of the topic: Development issues Meaning of development, including economic, social and environmental aspects	Ways of measuring development	The Human Development Index (HDI): Life expectancy, education, GDP per capita	Reasons for differences in development: <ul style="list-style-type: none"> Historical factors such as colonialism Trade imbalances: Unfair trade Technology and industrialisation 	Reasons for differences in development: <ul style="list-style-type: none"> Health and welfare Education Political stability 	Alternative development, particularly alternatives to industrialisation	Sustainable development, including economic, social and environmental factors	Sustainable development, including economic, social and environmental factors			Controlled test: Term 1 content: 35 marks Term 2 content: 40 marks Source-based questions and paragraph writing: 75 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	<ul style="list-style-type: none"> Ask questions and identify issues Discuss and listen with interest Collect and refer to information (including newspapers, books and, where possible, websites) Use geographical knowledge to solve problems Discuss and debate issues: Recognise bias and different points of view Develop own ideas based on new knowledges Suggest solutions to problems Devise and frame questions Suggest solutions to problems 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Atlas/globe/world map Newspapers/magazines YouTube videos/internet (Google Earth) Statistics South Africa: Census in brief 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework/classwork/worksheet Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Controlled test: Term 1 content: 35 marks Term 2 content: 40 marks Total: 75 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 9 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Surface forces that shape the earth										
CONTENT AND CONCEPTS	Weathering			Erosion and deposition			The impact of people on soil erosion	The impact of people on soil erosion	Revision and consolidation		Formal assessment
	Introduction to the topic: Surface forces that shape the earth Concept of weathering: <ul style="list-style-type: none"> Physical weathering Chemical weathering Biological weathering 	Difference between weathering, erosion and deposition	Impact of human activities on weathering	Rivers: Features of erosion and deposition along a river course: <ul style="list-style-type: none"> Waterfalls and rapids Gorges and canyons 	Rivers: Features of erosion and deposition along a river course: <ul style="list-style-type: none"> Meanders Oxbow lakes 	Rivers: Features of erosion and deposition along a river course: <ul style="list-style-type: none"> Levees and deltas 	Human contributions to erosion through agriculture, construction and mining	Case study: Agriculture as a contributor to erosion			Test: Term 3 content Source-based questions and paragraph writing 50 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	<ul style="list-style-type: none"> Ask questions and identify issues Discuss and listen with interest Collect and refer to information (including newspapers, books and, where possible, websites) Use geographical knowledge to solve problems Discuss and debate issues Recognise bias and different points of view: Develop own ideas based on new knowledges Suggest solutions to problems Devise and frame questions 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Atlas/globe/world map Newspapers/magazines YouTube videos/internet (Google Earth) Photographs of a range of landforms/topographic maps 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Homework/classwork/worksheet Informal assessment should be source-based Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. 										
SBA (FORMAL ASSESSMENT)	Test: Term 3 content 50 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 9 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	Resource use and sustainability									
CONTENT AND CONCEPTS	Resources use		Sustainable use of resources		Food resources		Revision and consolidation		Formal assessment	
	Revision, feedback, and corrections of Term 3 assessment Uses of natural resources: Renewable and non-renewable	Effects of unwise use of resources: Over-fishing the oceans	Ways resources may be used sustainably: Sustainable fishing	Role of individuals in choosing more sustainable resource use, such as reducing pressure on resources and lowering their carbon footprint	Concept of food security Role of science and technology in food production	Factory farming: Raising livestock at high density Genetic modification of crops Appropriate technologies and farming techniques				End-of-year examination Term 3 content: 35 marks Term 4 content: 40 marks Source-based and paragraph Total: 75 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	<ul style="list-style-type: none"> Collect and refer to information (including newspapers, books and, where possible, websites) Use geographical knowledge to solve problems Devise and frame questions Ask questions and identify issues 									
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Atlas/globe/world map Newspapers/magazines YouTube videos/internet (Google Earth) Photographs of a range of landforms/topographic maps 									
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework/classwork/worksheet Informal assessment should be source-based 									
SBA (FORMAL ASSESSMENT)	End-of-year examination Term 3 content: 35 marks Term 4 content: 40 marks Total: 75 marks									

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 9 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Events leading up to and World War II: 1919–1945										
CONTENT AND CONCEPTS	Orientation of learners for Grade 9: <ul style="list-style-type: none"> Explain the programme of assessment (formal and informal) Discuss the class rules Briefly review Grade 8, Term 4 work: World War I (1914–1918) 	The rise of Nazi Germany				World War II in Europe			World War II in the Pacific	Revision and consolidation	Formal assessment
		End of World War I, Weimar Republic, Treaty of Versailles in 1919 and brief summary of German punishments	Hitler and the Nazis during the 1920s The Great Depression of 1929 and effects on Germany	Reasons for public support for the Nazi Party and the 1932 and 1933 elections The Enabling Act of 1933 and dictatorship (including concentration camps for opponents)	Nuremberg Laws and loss of basic rights of Jewish people in 1935 Persecution of political opponents, Jehovah's Witnesses, Roma (gypsies), homosexuals, Slavs, black people and disabled people Nazi Germany as an example of a fascist state (compared with democracy)	Nazi's aggressive expansionist foreign policy for <i>lebensraum</i> (very briefly) Outbreak of World War II: Axis vs Allies	Extermination camps and genocide, the Holocaust and the Final Solution	Examples of resistance to Nazism in Germany: Warsaw Ghetto Uprising End of World War II in Europe	America in the War vs Japan: Pearl Harbour <ul style="list-style-type: none"> Japanese Americans forcibly moved into internment camps in USA Japanese prisoner-of-war camps for Allied soldiers 		Test: World War II: The causes and outbreak (1919–1945) Source-based questions and paragraph writing: 50 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	Historical concepts: <ul style="list-style-type: none"> Cause and effect Time and chronology Multi-perspective approach Skills: <ul style="list-style-type: none"> Bring together information from sources Decide about what information to use from sources Contrast information from sources (compare two or more different points of view) Give reasons why historians, writers, etc. come to differing conclusions Discuss or debate and develop points of view and provide evidence from sources 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Sources from websites including YouTube: pictures, cartoons, extracts, videos, documentaries 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Informal assessment can be done once every 2 to 3 weeks Learners answer source-based questions: Cognitive levels (written) Discuss and debate Write paragraphs (written) Respond to oral questions: Cognitive levels Homework/classwork/worksheet Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Test World War II: The causes and outbreak (1919–1945) Source-based questions Paragraph writing: 8 marks 50 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 9 (TERM 2)

TERM 2	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 nuclear age and the Cold War										
CONTENT AND CONCEPTS	World War II in the Pacific	End of World War II in the Pacific		Definition of superpowers and the meaning of "Cold War"	Areas of conflict and competition between the superpowers in the Cold War Brief definition and explanation of "arms race"	Areas of conflict and competition between the superpowers in the Cold War Brief definition and explanation of "space race"	Division of Germany in 1946 and the building of the Berlin Wall	The end of the Cold War in 1989 The fall of the Berlin Wall in 1989 The fall of the Soviet Union in 1991 (cover very briefly)	Revision and Consolidation		Formal assessment
	Revision, feedback and corrections of Term 1 assessment Increasing tension between the Allies after the end of World War II in Europe USSR (communism) vs USA and the West (capitalism)	Atomic bombs and the beginning of the nuclear age When, where, why and how did WWII come to an end?	Atomic bombs and the beginning of the nuclear age Why did the USA drop the bombs? Was it justified?								
SKILLS AND VALUES	<p>Historical concepts:</p> <ul style="list-style-type: none"> • Cause and effect • Time and chronology • Multi-perspective approach <p>Skills:</p> <ul style="list-style-type: none"> • Bring together information from sources • Decide about what information to use from sources • Contrast information from sources (compare two or more different points of view) • Give reasons why historians, writers, etc. come to differing conclusions • Discuss or debate and develop points of view and provide evidence from sources 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Social Sciences textbook • Atlas/globe/world map • Newspapers/magazines • YouTube channel videos/internet (Google Earth) 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework/classwork/worksheet • Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	<p>Controlled test: Source-based questions Paragraph writing: 8 marks Essay writing: 20 marks Term 1 content: 35 marks Term 2 content: 40 marks 75 marks</p>										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 9 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Turning points in modern South African history since 1948										
CONTENT AND CONCEPTS	<p>Introduction to the topic:</p> <p>Turning point in modern South African History since 1948</p> <p>guidelines and criteria for oral history and research project</p> <p>Suggested topic: How apartheid affected people's lives and how people responded</p> <p>Research any apartheid law and interview a person who was affected by that law and determine how he or she responded</p>	<p>The Universal Declaration of Human Rights after World War II</p> <p>Brief definition and explanation of racism (30 minutes)</p>	<p>1948 National Party and apartheid</p> <p>Main apartheid laws in broad outline</p> <p>Case study: Group Areas Act: Sophiatown forced removal</p>	<p>Oral history and research project: Monitoring progress (30 minutes)</p> <p>1950s: Repression and non-violent resistance to apartheid</p> <p>SACP banned</p> <p>ANC programme of action</p>	<p>Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid</p> <p>The Defiance Campaign (including the influence of Mahatma Gandhi)</p>	<p>Freedom Charter</p> <p>Treason Trial</p>	<p>Women's March</p> <p>Brief biographies: Helen Joseph OR Lillian Ngoyi and their roles in resistance to apartheid</p>	<p>1960: Formation of the PAC in 1959</p> <p>Sharpeville Massacre and Langa March: Causes, leaders, events and short-term and longer-term consequences</p>	<p>Sharpeville massacre and Langa March: Causes, leaders, events, short-term and longer-term consequences</p>	Revision and consolidation	Formal assessment
SKILLS AND VALUES	<p>Concepts:</p> <ul style="list-style-type: none"> Time and chronology Cause and effect <p>Skills:</p> <ul style="list-style-type: none"> Bring together information from sources Decide about what is important information to use from sources Investigate where information came from (check whether information is accurate) Give reasons why historians, writers, etc. come to differing conclusions Discuss or debate and develop points of view and provide evidence from sources 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Atlas/globe/world map Newspapers/magazines YouTube videos/internet (Google Earth) 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework/classwork/worksheet Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	<p>Project: 50 marks</p>										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 9 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	Turning points in South African history in 1960, 1976 and 1990									
CONTENT AND CONCEPTS	1976: Soweto uprising				1990: Release of Nelson Mandela and the unbanning of liberation movements		Revision and consolidation		Formal assessment	
	Revision, feedback and corrections of Term 3 assessment Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression	Events leading to 1994 election (in broad outline) Internal resistance and repression during the 1980s External pressure on the apartheid regime during the 1980s	Unbanning of political movements in 1990 Release of Mandela and other political prisoners in 1990 Negotiations and violence 1990–1994 Democratic election in 1994			End-of-year examination: 75 marks Assess ONLY Term 3 and 4's content Term 3: 35 marks Term 4: 40 marks Source based questions and paragraph and essay writing Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<p>History concepts:</p> <ul style="list-style-type: none"> • Cause and effect • Multi-perspective approach <p>Skills:</p> <ul style="list-style-type: none"> • Bring together information from sources • Decide about what is important information to use from sources • Investigate where information came from (check whether information is accurate) • Give reasons why historians, writers, etc. come to differing conclusions • Discuss or debate and develop points of view and provide evidence from sources 									
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Atlas/globe/world map • Newspapers/magazines • YouTube videos/internet 									
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework/classwork/worksheet • Informal assessment should be source-based 									
SBA (FORMAL ASSESSMENT)	<p>End-of-year examination</p> <p>Term 3: 35 marks</p> <ul style="list-style-type: none"> • Source-based questions • Paragraph writing: 8 marks • Essay writing: 20 marks <p>Term 4: 40 Marks</p> <p>Total: 75 Marks</p>									