

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 11 (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 TOPICS	Overview of Grade 11 content Revision of skills • Working with sources • Analyse visual and written sources • Paragraph writing • Focusing on Informal tasks to consolidate skills.	Topic 1: Communism in Russia 1900-1940 • What is Communism? – as an Introduction • The writings of Karl Marx (background only) • February & October 1917 revolutions (for concept & background) [Source-based] • The Civil War & war communism (in detail) • Lenin seizes control – in detail • Marxism – Leninism, the NEP – in detail • Death of Lenin & the power struggle (background) [Essay] • Stalin’s interpretation of Marxism-Leninism (in detail) ➢ Collectivisation & industrialisation ➢ The effect of Stalin’s policies on the Soviet people ➢ Women under Stalin ➢ Political terror – purges • The coming of WW2 (background)			Topic 2: Capitalism in USA 1900-1940 • American dream if individual possibilities (background) • Capitalist boom of the 1920s (background) • Wall Street Crash (1929) – in detail [Source-based] • Election of FDR and the New Deal – in detail • Analysis of the New Deal – in detail [Essay] • Assessment of the New Deal – background • Outbreak of WW2 – background • Impact of and responses to crisis of capitalism – in detail		Plan research project • Research topic given to learners • Understanding the key question • Discuss the criteria for assessment Consolidation of skills needed for the research investigation • Provide a learner’s research plan (date, venue, time, etc.) • Monitoring of the research plan by the teacher • Formulation of research questions (questionnaire) • Undertaking interviews • Presentation of findings (in an essay form) • Self-reflection and Recommendations		Revision		TASK 1: Source-based OR essay question: Focus – Communism in Russia (Lenin OR Stalin) (1 x Source-Based OR 1 x Essay question) [50]																		
CONCEPTS	Communism, capitalism, Marxism, Leninism, Stalinism				Capitalism, free market system, great depression, New Deal																								
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, usefulness, paragraph writing skills Essay: Focus on: Introduction, analysis, synthesis, developing an argumentative essay and conclusion				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, usefulness, paragraph writing skills Essay: Focus on writing an introduction, elaboration and conclusion																								
VALUES	Assertiveness, compassion, social justice				Human dignity, prosperity, resilience, compassion, tolerance																								
REQUISITE PRE-KNOWLEDGE	The nuclear age and the Cold War (Grade 9)				The nuclear age and the Cold War (Grade 9), World War II (1919 – 1945) (Grade 9)																								
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Short video clips and, with QR codes, past papers, world map http://tiny.cc/p3gjfz http://tiny.cc/zfhjfz				Short video clips and QR codes, Grade 11 Telematics, past papers http://tiny.cc/inhjfz																								
INFORMAL ASSESSMENT REMEDIATION (3 TASKS PER WEEK)	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 conclusion																												
SBA (FORMAL ASSESSMENT)	Task 1: 1 x Source-based OR 1 x essay question: Focus - Communism in Russia (Lenin & Stalin) 50				Task 2: Standardised Test 1: 2 x Source-based AND 2 x essay questions (Focus: Capitalism in USA) 100																								
CONTENT COVERAGE	<table border="1"> <thead> <tr> <th>SOURCE BASED</th> <th>Yes</th> <th>No</th> <th>ESSAY</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>Communism in Russia 1900-1940s: Lenin</td> <td></td> <td></td> <td>Communism in Russia 1900- 1940s: Stalin</td> <td></td> <td></td> </tr> <tr> <td>Capitalism in America 1900-1940s: Great Depression</td> <td></td> <td></td> <td>Capitalism in America 1900-1940s: New Deal</td> <td></td> <td></td> </tr> </tbody> </table>					SOURCE BASED	Yes	No	ESSAY	Yes	No	Communism in Russia 1900-1940s: Lenin			Communism in Russia 1900- 1940s: Stalin			Capitalism in America 1900-1940s: Great Depression			Capitalism in America 1900-1940s: New Deal			Teacher: _____ Date: _____ DH Signature: _____ Date: _____ Curr Adv: _____ Date: _____			SCHOOL STAMP		
SOURCE BASED	Yes	No	ESSAY	Yes	No																								
Communism in Russia 1900-1940s: Lenin			Communism in Russia 1900- 1940s: Stalin																										
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2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 11 (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 TOPICS	Topic 3: Ideas of race The main focus in this topic should be to unpack the concept, racism, to understand (NOT TO JUSTIFY) its application in Topic 5 (Apartheid South Africa):				Topic 4: Nationalisms Provinces should choose ANY TWO case studies What is nationalism? Unpacking the concept			Topic 4: Nationalisms Case Study 3: The Middle East			TASK 3: RESEARCH: 50 Marks TASK 4: Mid-year exam SECTION A Source-based questions based on: Question 1: Ideas of race: Australia OR Nazi Germany Question 2: Nationalisms: First choice Question 3: Nationalisms: Second choice SECTION B Essay Questions Question 4: Ideas of Race: Australia OR Nazi Germany Question 5: Nationalisms: First choice Question 6: Nationalisms: Second choice 150 Marks		
	Theories and practice <ul style="list-style-type: none"> Notions about hierarchies of race in the 19th century Eugenics Modern understanding of race: Human genome project Practices of race & eugenics in the USA, Australia, Namibia & South Africa 				<ul style="list-style-type: none"> Origins of nationalism Initiation of nationalist movements (Italy & Germany) Theory of nationalism as an imagined community 			<ul style="list-style-type: none"> Origins of Arab & Jewish Nationalism (Zionism) 					
	Case Study: Australia & indigenous Australians [Source-based]		<ul style="list-style-type: none"> White immigration policies & children from Britain sent to Australia after WW2 		Case study 1: The rise of African nationalism [Source-based]			[Essay]					
	OR		Case Study: Nazi Germany and the Holocaust [Source-based]		[Essay]			[Source-based]					
<ul style="list-style-type: none"> Colonisation of Australia Race theories in Australia in early 20th century: Debates around 'racial suicide' & 'racial decay' 		<ul style="list-style-type: none"> The stolen generation: 		<ul style="list-style-type: none"> The establishment of the APO The formation of the SANNC (ANC) & call to unite African people of SA because of the Union of SA and the Land Act The role of professionals and traditional leaders 			<ul style="list-style-type: none"> The Arab-Israeli conflict (refugees, Six-Day War 1967, Yom Kippur was 1973, Occupation of the West Bank, Intifada & suppression) 						
<ul style="list-style-type: none"> Hitler's consolidation of power from 1933 Nazi racial ideology 		<ul style="list-style-type: none"> The creation of a racial state in Germany Groups targeted by the Nazis Choices that people made 		<ul style="list-style-type: none"> The influence of World War 2 – Atlantic Charter & AB Xuma's African Claims, as well as returning soldiers Different types of African Nationalism & the split of the ANC and the PAC 			<ul style="list-style-type: none"> The Arab-Israeli conflict (refugees, Six-Day War 1967, Yom Kippur was 1973, Occupation of the West Bank, Intifada & suppression) 						
Case Study 2: Afrikaner Nationalism [Essay]		<ul style="list-style-type: none"> What were the reasons for the rise of Afrikaner nationalism? 			Case study 2: Afrikaner Nationalism [Essay]			Case Study 4: From 'Gold Coast' to Ghana [Essay]					
<ul style="list-style-type: none"> Factors that led to the rise of Afrikaner Nationalism 		<ul style="list-style-type: none"> The Afrikaans language movement, social and cultural movements FAK, Broederbond, media and programme of economic affirmative action in the 1920s & 1930s 			<ul style="list-style-type: none"> Definition of the <i>Volk</i>, its relation to class and race issues in education, labour & religion Nationalism in power – towards Apartheid 			<ul style="list-style-type: none"> Early nationalism, resistance tactics & trade unionism in Ghana The influence of World War 2 on nationalism Mass-based movements after WW2 					
<ul style="list-style-type: none"> Kwame Nkrumah, Pan Africanism & African Socialism The Convention People's Party & independence Ghana's beginning as an independent nation 													
CONCEPTS	Nationalism, Nation state, New imperialism, African nationalism, Afrikaner nationalism, Segregationist policies, Atlantic Charter, Africanist, Freedom Charter, Pan-Africanism, State of emergency, Afrikaner Broederbond, Volk												
SKILLS	For source-based questions: Extraction, select and organise information, definition, explanation of historical concepts, terms, evaluation of evidence, engage with sources to determine their usefulness, usefulness, reliability, bias and limitations, paragraph writing For essay questions: Analysis, synthesis, argumentative, chronological writing, introduction, elaboration and conclusion												
VALUES	Human dignity, resilience, compassion, empathy, tolerance, pride, patriotism, forgiveness, reconciliation, accountability, human rights, respect, morals, compassion, commitment												
REQUISITE PRE-KNOWLEDGE	Delegations (for Africans) to Britain and 1913 Land Act (Grade 10)												
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Short video clips and QR codes, past papers http://tiny.cc/o6gjfz http://tiny.cc/5whjtz http://tiny.cc/cct0hjtz												
INFORMAL ASSESSMENT: REMEDIATION (3 TASKS PER WEEK)	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 conclusion												
SBA (ASSESSMENT)	TASK 3: RESEARCH - 50				TASK 4: Mid-year exam (Based on ideas of race: Australia OR Nazi Germany & Nationalisms: 150 = 3 x source-based & 3 x essay questions)								
CURRICULUM COVERAGE	SOURCE-BASED		Yes	No	ESSAY		Yes	No	Teacher: _____ Date: _____ DH Signature: _____ Date: _____ Curr Adv: _____ Date: _____			STAMP	SCHOOL
	Ideas of race				Ideas of race								
African and Afrikaner Nationalism				African and Afrikaner Nationalism									

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 11 (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	Recovery of the 2022 Gr 10 content: The South African war (1899 – 1902) & Union of SA (1910) The topic lays a good foundation for Apartheid South Africa in the 1920s and 1930s	TOPIC 5: Apartheid South Africa – how unique was Apartheid? SBA ONLY [Source-based] <ul style="list-style-type: none"> Global pervasiveness of racism & segregation in the 1920 & 1930s Segregation after the formation of the Union of SA [Essay] <ul style="list-style-type: none"> How did segregation lay foundation of Apartheid? Challenges experienced by Indians Coloured resistance Black resistance The National Party victory (1948) 			Legalising Apartheid: [Source-based] <ul style="list-style-type: none"> What was Apartheid? How did Apartheid differ from Segregation? Why did the NP adopt a policy of Apartheid? [Essays] <ul style="list-style-type: none"> Creation of Apartheid state Laws against multiracial labour Banning of the CPSA 						TASK 5: SBA ONLY Source-based OR essay Segregation in SA in the 1920 & 30s and the NP victory of 1948 (1 x source-based OR 1 x essay question) 50 Marks												
CORE CONCEPTS, SKILLS AND VALUES	<ul style="list-style-type: none"> Segregation, racism, Apartheid, Africanism, Congress Alliances, Atlantic Charter, Freedom Charter, mass mobilisation, <i>Satyagraha</i>, universal suffrage For source-based questions: Extraction, select and organise information, definition, explanation of historical concepts, terms, evaluation of evidence, engage with sources to determine their usefulness, usefulness, reliability, bias and limitations, paragraph writing. For essays questions: Analysis, synthesis, argumentative, chronological writing, introduction, elaboration and conclusion Human dignity, human rights, respect, morals, resilience, compassion, empathy, commitment										TASK 6: STANDARDISED TEST 3 SECTION A Source-based questions Questions 1 & 2 Essay questions Questions 3 & 4 100 Marks												
REQUISITE PRE-KNOWLEDGE	Delegations (for Africans) to Britain and 1913 Land Act Formation of the ANC, (Grade 10)																						
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Short video clips & QR codes, past papers																						
INFORMAL ASSESSMENT (3 TASKS PER WEEK)	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 conclusion																						
SBA (FORMAL ASSESSMENT)	TASK 5: A SOURCE-BASED OR ESSAY [50] (1 x source-based OR 1 x essay question)					TASK 6: STANDARDISED TEST 2 (on Apartheid South Africa) [100] 2 x source-based AND 2 x essays																	
CURRICULUM COVERAGE	<table border="1"> <thead> <tr> <th>SOURCE-BASED</th> <th>Yes</th> <th>No</th> <th>ESSAY</th> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>APARTHEID SOUTH AFRICA: Segregation in SA in the 1920 & 30s and the NP victory of 1948</td> <td></td> <td></td> <td>APARTHEID SOUTH AFRICA Legalising Apartheid <ul style="list-style-type: none"> Creation of Apartheid state Laws against multiracial labour Banning of the CPSA </td> <td></td> <td></td> </tr> </tbody> </table>						SOURCE-BASED	Yes	No	ESSAY	Yes	No	APARTHEID SOUTH AFRICA: Segregation in SA in the 1920 & 30s and the NP victory of 1948			APARTHEID SOUTH AFRICA Legalising Apartheid <ul style="list-style-type: none"> Creation of Apartheid state Laws against multiracial labour Banning of the CPSA 			Teacher: _____ Date: _____ DH Signature: _____ Date: _____ Curr Adv: _____ Date: _____			SCHOOL STAMP	
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2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 11 (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 TOPICS	Topic 5 (continue) [Source-based] Overcoming (resistance to) Apartheid – with more informal tasks to be administered in preparation for the final exam (there is no formal task on this sub-topic)			REVISION & WORKING ON APPLICATION OF SKILLS PAPER 1: Communism in Russia: ➤ Revolutions & Lenin & Stalin Capitalism in the USA: ➤ Great depression & New Deal Ideas of Race: ➤ Australia or Nazi Germany PAPER 2: Nationalisms: ➤ African ➤ Afrikaner Nationalism ➤ Middle East ➤ Ghana Apartheid South Africa (how unique was Apartheid) ➤ Legalising Apartheid ➤ Overcoming (resistance to) Apartheid			Two papers: 300 marks Answer THREE (3) questions from each paper: One source-based from SECTION A, one essay question from SECTION B & the THIRD one from either Section A or B			
CONCEPTS	<ul style="list-style-type: none"> Programme of action Mass mobilisation Alliances The Apartheid state's response to resistance (repression) The Sharpeville massacre and its impact Rivonia Trial and its consequences Apartheid state, Sharpeville massacre, Rivonia Trial 						Paper 1 Time: 3 hrs Marks: 150 SECTION A: SOURCE BASED QUESTIONS 1. Communism in Russia (Lenin or Stalin) 2. Capitalism in the USA (Great depression or the New Deal) 3. Ideas of Race (Australia, Nazi Germany) SECTION B: ESSAY QUESTIONS: 4. Communism in Russia (Lenin or Stalin) 5. Capitalism in the USA (Great Depression or the New Deal) 6. Ideas of Race: Australia, Nazi Germany		Paper 2 Time: 3 hrs Marks: 150 SECTION A: SOURCE BASED QUESTIONS 1. First Case Study from: African, Afrikaner Nationalism, Middle East & Ghana. 2. Second Case Study from: African, Afrikaner Nationalism, Middle East & Ghana 3. Apartheid South Africa (legalising Apartheid or overcoming, resistance to Apartheid) SECTION B: ESSAY QUESTIONS: 4. First case study: Nationalisms: African, Afrikaner, Middle East or Ghana 5. Second case study: Nationalisms: African, Afrikaner, Middle East or Ghana 6. Apartheid South Africa (legalising Apartheid or overcoming, resistance to Apartheid)	
SKILLS	For source-based questions: Extraction, select and organise information, definition, explanation of historical concepts, terms, evaluation of evidence, engage with sources to determine their usefulness, usefulness, reliability, bias and limitations, paragraph writing For essay questions: Analysis, synthesis, argumentative, chronological writing, introduction, elaboration and conclusion									
VALUES	Human dignity, resilience, compassion, empathy, tolerance, pride, cooperation, forgiveness, reconciliation									
REQUISITE PRE-KNOWLEDGE	The South African war and the Union, formation of the ANC (Grade 10), Delegations (for Africans) to Britain and 1913 Land Act									
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Short video clips & QR codes, past papers http://tiny.cc/inhjfz http://tiny.cc/0rhjfz									
INFORMAL ASSESSMENT REMEDIATION (3 TASKS PER WEEK)	A MINIMUM OF THREE INFORMAL TASKS PER WEEK AS PER CAPS: More informal written work covering sub-topics in this term to be administered because there would be no formal SBA Task 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 introduction									
SBA (FORMAL ASSESSMENT)	Final exam									
Curriculum coverage	SOURCE-BASED:		Yes	No	Teacher: _____ Date: _____ DH Signature: _____ Date: _____ Curr Adv: _____ Date: _____			SCHOOL STAMP		
	APARTHEID SOUTH AFRICA:									
	Overcoming (resistance to) Apartheid:									