



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

2020

NATIONAL ANNUAL REVISED

TEACHING PLANS

GRADE 7

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1. Introduction

The National Curriculum Statement, Grades R-12 was approved as National Policy and published in the Government Gazette 34600, Notices 722 and 723 of 12 September 2011.

The National Curriculum Statement, Grades R-12 comprises:

- The Curriculum and Assessment Policy Statements for all approved subjects for Grades R-12;
- The National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R-12; and
- The National Protocol for Assessment.

The Curriculum and Assessment Policy Statement (CAPS) is a single, comprehensive, and concise document developed for all subjects listed in the National Curriculum Statement Grades R-12 and is arranged into Four Sections.

The National State of Disaster due to Covid-19 and the ensuing lockdown has created a unique situation which has disrupted the school calendar thus impacting on the implementation of the Curriculum and Assessment Policy Statement (CAPS) for the 2020 academic year. To mitigate the impact of the Covid-19 lockdown, the Department of Basic Education (DBE) working in collaboration Provincial Education Departments (PEDs), has put together a framework for curriculum recovery plans the 19 lockdown. The framework, which was consulted with key stakeholders in the sector, proposes a revised school calendar and curriculum reorganization and trimming as some of the strategies to create opportunities for curriculum recovery.

In the context of the framework for the school curriculum recovery plan whose overarching aim is to ensure that the critical skills, knowledge, values and attitudes outlined in the CAPS are covered over a reduced time period, the purpose of curriculum reorganisation and trimming is to:

- Reduce the envisaged curriculum to manageable core content including skills, knowledge, attitudes and values so that schools have ample room for deep and meaningful learning
- Define the core knowledge, skills, attitude to be taught and assessed more specifically so that it provides guidance and support to teachers;
- Align curriculum content and assessment to the available teaching time;
- Maintain the alignment in the learning trajectory for learners, without compromising learners' transition between the grades; and
- Present a planning tool to inform instruction during the remaining school terms

The curriculum trimming and reorganisation maintain and support the foundational principles of the National Curriculum Statement (NCS) Grades R – 12 as stated in the Curriculum and Assessment Policy Statement (CAPS) namely:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal
- educational opportunities are provided for all sections of the population;
- Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

In addition, the principles below guided the process of curriculum reorganisation and trimming:

- Maintain the spiral development of values, attitudes, concepts and skills, extension, consolidation and deeper understanding leading learners towards the final learning outcomes.
- Efficiency – less teaching time but more effective learning outcomes.
- Inclusivity – learning experience must cater for different types of learners who are differently abled by providing different types of learning experiences.
- Validity – the relevance of the content to the stated goals and outcomes of the curriculum.
- Utility –the content must lead to the acquisition of values, attitudes, skills and knowledge that are considered useful for transition to the next level and have relevance to the contexts in which learners live.
- Feasibility – analyse and examine the content in the light of the time and resources available to the schools, considering the current socio- economic and political climate.
- Coherence – Systematic curriculum mapping must have horizontal, vertical, subject area and interdisciplinary coherence; and
- Emphasise assessment for learning as a teaching strategy as opposed to assessment of learning to achieve the learning outcomes of each grade and subject.

2. Purpose

The purpose of the revised phase plan and revised annual national teaching plans is to:

- ensure that meaningful teaching proceeds during the revised school calendar.
- assist teachers with guided pacing and sequencing of curriculum content and assessment.
- enable teachers to cover the essential core content in each phase within the available time.
- address assessment overload to recoup time loss.
- assist teachers with planning for the different forms of assessment.
- ensure learners are adequately prepared for the subsequent year/s in terms of content, skills, knowledge, attitudes, and values

3. Implementation Dates

To meet the above-mentioned objectives, Section 3 of the CAPS, which deals with the overview of topics per term and annual teaching plans per subject have been trimmed and/or reorganised for the year 2020. The revised teaching and assessment plans are effective from the 1st June 2020.

4. Revised Teaching Plans per Subject

This document presents the revised national annual teaching plans for Grade 7.

1. Creative Arts

1.1 Dance

Revised National Teaching Plan

TERM 1 48 days	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
CAPS topic	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Theory and Literacy	Dance Performance Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
Concepts, skills and values	Dance Conventions: setting a safe environment, conventions for entering and leaving and code of conduct, dress code Warm Up: walking, running with freezes using shape, level and direction Cooling down Dance Improvisation and Composition Elements of Dance: use of space, shape, levels and direction Dance Theory and Literacy Dance terminology Importance of Warm up	Dance Conventions: continue... add respect and sensitivity to others and trust exercises Warm up: Introduction to principles of posture and alignment while continuing activity as before Cooling down Dance Improvisation and Composition Elements of Dance: use of space, shape, levels and direction adding dimension and pathways Dance Theory and Literacy Continue from previous week	Dance Conventions: Warm up continue... using variation in shape, level and direction. Introduction to floor work for core stability, strength and flexibility emphasising good posture and alignment: flexing and stretching the feet Cooling down Dance Improvisation and Composition Continue exploring elements of dance using time and force Dance Theory and Literacy Importance of good Posture and Alignment	Dance Performance Warm up continues... Floor work continues...adding rounding and lengthening of the spine Joint mobility: knee bends, rises and transference of weight from side to side Dance Improvisation and Composition Continue exploring dance elements: relationships Dance Theory and Literacy Dance terminology	Dance Performance Warm up continues... Joint mobility and transference of weight continues Preparation for safe landing from movements of elevation/aerial movements: small jumps Cooling down with safe stretching Dance Theory and Literacy Dance terminology	Dance Performance Warm up continues... Floor work Joint mobility and transference of weight Activity for jumps Simple locomotor combinations across space Cool down continues Dance Theory and Literacy Dance terminology continues	Dance Performance Warm up continues... Class work Cooling down Dance Improvisation and Composition Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps Dance Theory and Literacy Discussion on elements of space and time	Dance Performance Warm up continues... Class work for the FAT (Formal Assessment Task) Cool down Dance Improvisation and Composition Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps Composition exploring Elements of dance	Formal Practical Assessment Task (FAT): Dance performance: 50 marks	

Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment								Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.								Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera(optional)
Informal assessment remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of dance,	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in dance	Observation, side coaching and direction on safe landing, jumps, etc.	Peer assessment on locomotor combinations	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance								Formal Assessment Task: Dance Performance 50 marks assessed with a rubric

TERM 2 39 days	1 – 5 June	8-12 June	15 – 19 June (4 days)	22 -26 June	29 June - 3 July	6 – 10 July	13 – 17 July	20 – 24 July
CAPS topic	Dance Performance Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	
Concepts, skills and values	Dance Conventions: setting a safe environment, conventions for entering and leaving and code of conduct, dress code 1. Warm Up: Use locomotor movements & with freezes, use direction, space & levels 2. Floor work: introducing core stability, flexibility & strength in feet and legs. 3. Jumps: revise from Term 1: small jumps off two feet, focusing on safe landing (toe, ball, heel) 4. Cool down: As in term one with slow safe stretching focusing on breathing Dance Theory and Literacy Dance terminology – in class as well as in work book Importance of Cooling Down		Dance Performance 1. Warm Up: gradually develop warm up ritual & focus on posture & alignment 2. Floor work: add inward & outward rotation in the hip joint 3. Jumps: jumps off two feet landing safely with change of direction. 4. Turns: Introducing turning movements 5. Cool down: Stretching focusing on relaxation Dance Improvisation and Composition Improvise using element of Force: flow of energy, opposites (smooth & jerky movements) Dance Theory and Literacy Dance terminology – in class as well as in work book		Dance Performance 1. Warm Up: add arm movements to develop control & mobility 2. Floor work: add: strengthen of abdominal & spinal muscles 3. Turns: Introducing spotting during turning movements 4. Cool down: relaxation and slow stretching while sitting Dance Improvisation and Composition Improvisation with focus on relationships to floor, other dancers & props Dance Theory and Literacy Dance terminology – in class as well as in work book Reflect on working with others		Dance Performance Consolidate all work learnt in week 1 – 6 1. Warm Up: ritual focusing on good posture & alignment and arm movements 2. Floor work: core stability, flexibility & strength in feet and legs, abdominals & Spine 3. Jumps: Off two feet, changing direction and landing safely 4. Turns: Spotting during turning movements 5. Cool down: relaxation and slow stretching while sitting Dance Improvisation and Composition Improvisation with focus on relationships to floor and other dancers and props Dance Theory and Literacy Reflect on dance terminology Importance of Cooling down Reflecting on working with other dancers.	
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment							
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal Assessment remediation	Continuous informal assessment through observation, learners’ continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher							
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc. Importance of cool down				Work book: dance terminology; Reflecting on relationships to floor and working with other dancers		Classwork rehearsal to improve Dance performance technique	
SBA (Formal Assessment)	No Formal Assessment							No Formal Assessment Task

TERM 3 37 days	3 – 7 Aug	11 – 14 Aug (4 days)	17 – 21 Aug	24 – 28 Aug	31 Aug – 4 Sep	7 – 11 Sep	14 – 18 Sep	21 – 23 Sep
CAPS topic	Dance Performance Dance Theory and Literacy		Dance Performance Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Practical Assessment	
Concepts, skills and values	Dance Conventions: should be established by term three. 1. Warm Up: Reflect on Term 2, focus on good posture and alignment use locomotors movements to explore space, direction and levels. 2. Floor work: Focus on core stability and flexibility, articulation of feet and increasing the mobility of the ankles. 3. Small Jumps: Off two feet with focus on safe landing 4. Turns: Revise Turning movement while Spotting 5. Cool down: As in Term 2, focus on breathing and stretching while sitting Topic 3: Dance Theory and Literacy Dance terminology – in class as well as in work book Discussion on how movements convey meaning		Dance Performance As in week 1 and 2 plus: 1. Warm Up: Add spinal warm up and knee bends 2. Floor work: Floor work continues, add: strengthening feet and legs, knee and hip joints. 3. Small Jumps: jumps off two feet landing safely on one foot. 4. Turns: Half turns while spotting 5. Cool down: breathing techniques for relaxation & stretches 6. Learning a short South African Dance: e.g. Gumboot Dance Theory and Literacy Dance terminology with new words. Study 2 different dance forms e.g. Hip hop/Ballroom/African/Ballet and discuss the differences and similarities.		Dance Performance (continue from previous weeks) 1. Warm Up: Add rises and arm coordination 2. Floor work: Floor work continues, adding: strengthening of abdominal and spinal muscles. 3. Small Jumps: jumps off two feet landing on one foot and jumping off one foot landing on one foot. 4. Turns: Full turn while spotting 5. Cool down: Focus on breathing & leg stretches while lying down 6. Learning a short South African Dance e.g. Gumboot Dance Improvisation and Composition Learners respond to different stimuli: themes, ideas, pictures, etc. using eye contact/focus Dance Theory and Literacy Dance terminology – in class as well as in work book Self-Reflection on response to stimuli		Consolidate in preparation for formal assessment: 1. Warm Up: Explore elements, using good posture & alignment in warm up 2. Floor work: Strengthening of abdominals and spinal muscles, legs & foot mobility. 3. Jumps: Landing safely, jumps off two feet and one foot & landing on one foot 4. Turns: Half and Full turns while spotting 5. Cool down: Breathing and relaxing while stretching 6. Performing a short South African Dance: e.g. Gumboot Dance Improvisation using pictures: show moods/ emotions Learners improvise in groups using stimuli: themes, ideas, pictures, etc. using eye contact/focus	
Requisite pre-knowledge								
Resources (other than textbook) to enhance learning								
Informal assessment remediation	Dance Theory and Literacy Revise term two theory		Classroom observation, guidance by teacher Workbook: Learners add to glossary.		Workbook: plan improvisation based on words Observation, side coaching and direction on safe landing, jumps, etc.			
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance						Formal Assessment Task: Dance Performance 50 marks assessed with a rubric	

TERM 4 35 days	28 Sep – 2 Oct	5 – 9 Oct	12 – 16 Oct	19 – 23 Oct	26 – 30 Oct	2 – 6 Nov	9 – 13 Nov	Examination
CAPS topic	Dance Performance Dance Theory and Literacy	Dance Performance Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Dance Performance Dance Improvisation and Composition Dance Theory and Literacy		Notes on or guidelines for final examinations:
Concepts, skills and values	Consolidation of work done in terms 1, 2 and 3 Warm-up ritual consolidate from previous terms Performance of a short group dance Cooling down: consolidate from previous terms Dance Theory and Literacy Revision of dance theory and literacy from terms 1- 3	Warm up ritual: consolidate from previous terms Mastery of the dance technique from the previous terms. Mastery and performance of a short group dance Cooling down Dance Theory and Literacy Revision of dance theory and literacy from terms 1 - 3		Dance Performance Warm up continues Cooling down: relaxed, stretching exercise to soft gentle music Dance Improvisation and Composition Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme Dance Theory and Literacy Reflection on own dance experiences Dance theory and dance terminology from Term 1, 2 and 3	Dance Performance Warm up continues Cooling down: relaxation exercises: soft gentle music Dance Improvisation and Composition Composition in small groups (3 to 4 dancers) of a short dance sequence based on a South African picture, photograph or theme Dance Theory and Literacy Reflection on own dance experiences Dance theory and dance terminology from Term 1, 2 and 3			Written Examination Terminology Elements of Dance Safe Dance Practice Dance Forms Dance Literacy Self-Reflection 50 marks Cognitive levels: Lower order – 30%; Middle order- 40%; Higher order - 30%
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment							
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; video clips of various Dance forms; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment; remediation	Revise term three theory: worksheet	Workbook: reflect on use of gestures – using storyboard; Observation, side coaching and direction on short group dance		Teacher guidance on choreography and technical development towards group dance.		Reflection on own and others' dance performance, appropriate Dance terminology		
SBA (Formal Assessment)	Written Examination from week 8							

1.2 Drama

Revised National Teaching Plan

TERM 1: 48 Days	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
CAPS topic	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Careers	Careers	Formal Practical Assessment	Formal Practical Assessment
Concepts, Skills and Values	<p>Voice: relaxation and breathing exercises. Physical: release tension and mirror work activities.</p> <p>Commence development of short improvisation (use themes relevant to learners). Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners.</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: use imagery to warm-up the body.</p> <p>Develop a story-line with beginning, middle and end. Focus on Who, What, Where and When.</p>	<p>Voice: relaxation, breathing and resonance exercises. Physical: use imagery to warm-up the body.</p> <p>Shape and develop scenes – using tableaux.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore movement dynamics.</p> <p>Develop characters, space, theme and message of drama.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore movement dynamics.</p> <p>Explore physical relationships in space, focus points, levels, and proximity of characters to each other. Consider where the audience is seated.</p>	<p>Voice: relaxation, breathing and articulation exercises. Physical: explore movement dynamics.</p> <p>Focus of listening and concentration, action and reaction. Practise the scene, refining it for performance (homework – rehearse own part and if possible in group to prepare for formal practical assessment in weeks 8 and 9)</p>	Research careers of actors/dancers/singers/clowns/stand-up comedians.	Present /submit (video/written/audio/electronic – website/Power-Point) research careers of actors/dancers/singers/clowns/stand-up comedians.	Classroom improvised drama	Classroom improvised drama
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience</p>						<p>Basic research skills: Access (how find information) Enquire, locate, identify, observe, research Process (the information) Arrange, compare, evaluate, analyse, communicate Use Accept, reject, apply, choose</p>		<p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette</p>	

TERM 2: 39 Days	1. 1 – 5 June	2. 8-12 June	3. 15 – 19 June (4 days)	4. 22 -26 Jun	5. 29 Jun – 3 July	6. 6 – 10 July	7. 13 – 17 July	8. 20 – 24 July
CAPS Topics	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse	Dramatic skills development; Interpretation & performance: Choral Verse
Concepts, Skills and Values	Voice: relaxation & breathing exercises. Focus on posture. Physical: release tension, loosen and energise the body activities. Choral verse: Text analysis	Voice: relaxation & breathing exercises. Physical: release tension, loosen and energise the body activities. Choral verse: Listening and responding to cues.	Voice: relaxation, breathing & resonance exercises. Physical: release tension, focus, loosen and energise the body activities. Choral verse: Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others.	Voice: breathing & resonance exercises. Physical: release tension, focus, loosen and energise the body activities. Choral verse: Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines, etc.	Voice: breathing, resonance & articulation exercises. Physical: use imagery to explore movement dynamics. Choral verse: Group movement, working as one and using body percussion.	Voice: articulation & projection exercises. Physical: use imagery to warm-up the body and explore movement dynamics. Choral verse: Rehearse all aspects explored in previous weeks towards polished performance.	Voice: articulation & projection exercises. Physical: use imagery to warm-up, explore movement dynamics through lead and follow movements in pairs, small groups and as a class. Choral verse: Rehearse all aspects explored in previous weeks towards polished performance.	Voice: articulation exercises. Physical: use imagery to warm-up, explore movement dynamics through lead and follow movements in pairs, small groups and as a class. Choral verse: Polished performance.
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation, use of space Ability to read and interpret texts at a basic level. Understanding and application of drama elements such as character, plot, time, space and audience.							
Resources (other than textbook) to enhance learning.	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps							
Informal Assessment & Remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.							
	Workbook: text analysis of Choral Verse.	Observation and side coaching.	Observation, side coaching and direction. Workbook: new terminology explored through quizzes and worksheets.	Observation, side coaching and direction. Workbook: new terminology explored through quizzes and worksheets.	Observation, side coaching and direction. Workbook: new terminology explored through quizzes and worksheets.	Rehearsal: side coaching, directing by teacher and peers towards polished performance. Self and peer assessment. Workbook: reflection on performance.	Rehearsal: side coaching, directing by teacher and peers towards polished performance. Self and peer assessment. Workbook: reflection on performance.	Classroom discussion and reflection. Workbook: reflection on performance.
SBA (Formal Assessment)	No Formal Assessment in Term 2.							

TERM 3: 37 Days	1. 3 – 7 Aug	2. 11 – 14 Aug (4 days)	3. 17 – 21 Aug	4. 24 – 28 Aug	5. 31 Aug – 4 Sep	6. 7 – 11 Sep	7. 14 – 18 Sep	8. 21 – 23 Sep
CAPS Topics	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)
Concepts, Skills and Values	Voice: relaxation, breathing and posture exercises. Physical: loosening and energising of the body activities. Improvised Drama Drama elements in cultural and social events, compared to their use in theatre, create a drama using a cultural or social event as stimulus.	Voice: relaxation, breathing and posture exercises. Physical: loosening and energising of the body activities. Improvised Drama (continue) Actors Audience Space	Voice: breathing and resonance exercises. Physical: trust exercises in partners and small groups. Improvised Drama (continue) Time Costumes	Voice: breathing and resonance exercises. Physical: trust exercises in partners and small groups. Improvised Drama (continue) Props Special effects	Voice: breathing and articulation exercises. Physical: imagery to warm-up the body and explore movement dynamics. Improvised Drama (continue) Music or accompaniment Movement or choreography Chants or use of call and response Dialogue	Voice: breathing and articulation exercises. Physical: imagery to warm-up the body and explore movement dynamics. Improvised Drama (continue) Practise the drama to prepare for formal practical assessment in week 7 and 8.	Voice: articulation and projection exercises. Physical: lead and follow movements in pairs, small groups and as a class. Improvised Drama (final) Formal practical assessment of improvised drama.	Voice: articulation and projection exercises. Physical: lead and follow movements in pairs, small groups and as a class. Improvised Drama (final) Formal practical assessment of improvised drama.
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation and use of space Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience							
Resources (other than textbook) to enhance learning	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps							
Informal Assessment & Remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.							
	Workbook: mind map of elements of drama. skeleton of plot of the play	Workbook: skeleton of plot of the play.	Observation, side coaching and direction on application of time. Workbook: costume design	Workbook: design and list props and special effects.	Observation, side coaching and direction of all aspects developed thus far.	Rehearsal: side coaching, directing by teacher and peers towards polished performance. Workbook: reflection on performance.	Classroom discussion and reflection. Workbook: reflection on performance.	Classroom discussion and reflection. Workbook: reflection on performance.
SBA (Formal Assessment)	Formal Practical Assessment in week 7 and 8.							Formal Assessment Task: Drama Performance 50 marks assessed with a rubric

TERM 4: 35 Days	1. 28 Sep – 2 Oct	2. 5 – 9 Oct	3. 12 – 16 Oct	4. 19 – 23 Oct	5. 26 – 30 Oct	6. 2 – 6 Nov	7. 9 – 13 Nov	8 – 10: Examination
CAPS Topics	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Dramatic skills development; Interpretation & performance: Folktales	Written Examination: Drama Terminology Elements of Drama as explored in all topics of term 2 – 4. Reflection and appreciation Analysis and application using dramatic texts: Choral Verse & Folktales 50 marks Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%
Concepts, Skills and Values	Voice: breathing, relaxation and posture exercises. Physical: release tension, loosen and energise the body activities. Folktales (individual or group performance) Text analysis	Voice: breathing, relaxation & posture exercises. Physical: release tension, loosen and energise the body activities. Folktales (individual or group performance) Storytelling techniques, narrative and dialogue.	Voice: breathing and resonance exercises. Physical: focus activities. Folktales (individual or group performance) Vocal modulation and expression: pitch, inflection, pace, pause, volume, emphasis and tone.	Voice: breathing and resonance exercises. Physical: focus activities. Folktales (individual or group performance) Movement, body language, facial expression, eye contact vocal characterisation and physical characterisation.	Voice: breathing and articulation exercises. Physical: use imagery to explore movement dynamics. Folktales (individual or group performance) Using vocal sound effects as background sounds or as a sound track: integrating song where appropriate.	Voice: articulation and projection exercises. Physical: use imagery to warm-up the body and explore movement dynamics. Folktales (individual or group performance) Rehearse all aspects explored in previous weeks towards polished performance.	Voice: articulation and projection exercises. Physical: use imagery to warm-up the body and explore movement dynamics Folktales (individual or group performance) Polished performance.	
Requisite Pre-knowledge	Voice - basic skills and understanding of breathing, resonance, articulation and projection Physical - basic skills in warming up the body, posture, physical characterisation, use of space Ability to read and interpret texts at a basic level. Understanding and application of drama elements such as character, plot, time, space and audience.							
Resources (other than textbook) to enhance learning	Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps							
Informal Assessment & Remediation	Workbook: text analysis of Folktale.	Observation and side coaching.	Observation, side coaching and direction of tableaux. Workbook: New terminology explored through quizzes and worksheets.	Observation, side coaching and direction of tableaux. Workbook: New terminology explored through quizzes and worksheets.	Observation and side coaching.	Rehearsal: side coaching, directing by teacher and peers towards polished performance; self and peer assessment	Polished performance. Self, teacher and peer assessment	
SBA (Formal Assessment)	Formal Written Examination in Week 8 – 10.							Formal Assessment Task: Written exam 50 marks assessed through theory paper with memorandum

1.3 Music

Revised National Teaching Plan

TERM 2 39 Days	1: 01 Jun – 05 Jun 2020	2: 08 Jun – 12 Jun 2020	3: 15 Jun – 19 Jun 2020	4: 22 Jun – 26 Jun 2020	5: 29 Jun – 03 Jul 2020	6: 06 Jul – 10 Jul 2020	7: 13 Jul – 17 Jul 2020	8: 20 Jul – 24 Jul 2020
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music
Concepts, skills and values	<ul style="list-style-type: none"> Duration: introduction of the dotted note, also in relation to: <ul style="list-style-type: none"> - crotchets - quavers - minims - semibreves - dotted minim listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> - tempo (fast/slow; faster/slower) breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> - folksongs (indigenous songs, cultural songs); - light music; - rounds; and - part singing (songs with descants). 	<ul style="list-style-type: none"> Duration: introduction of the dotted note, also in relation to: <ul style="list-style-type: none"> - crotchets - quavers - minims - semibreves - dotted minim listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> - dynamics (soft/loud; softer/louder) breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> - folksongs (indigenous songs, cultural songs); - light music; - rounds; and - part singing (songs with descants). 	<ul style="list-style-type: none"> clapping or drumming short rhythmic phrases that use crotchets, minims, quavers dotted minims and semibreves listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> - lyrics of the music breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> - folksongs (indigenous songs, cultural songs); - light music; - rounds; and - part singing (songs with descants). 	<ul style="list-style-type: none"> clapping or drumming short rhythmic phrases that use crotchets, minims, quavers dotted minims and semibreves listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> - tempo (fast/slow; faster/slower) breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> - folksongs (indigenous songs, cultural songs); - light music; - rounds; and - part singing (songs with descants). 	<ul style="list-style-type: none"> Duration: introduction of the dotted note, also in relation to: <ul style="list-style-type: none"> - dotted minim listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> - dynamics (soft/loud; softer/louder) breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> - folksongs (indigenous songs, cultural songs); - light music; - rounds; and - part singing (songs with descants). 	<ul style="list-style-type: none"> Duration: introduction of the dotted note, also in relation to: <ul style="list-style-type: none"> - dotted minim listening to a variety of recorded or live music and describing the: <ul style="list-style-type: none"> - lyrics of the music breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> - folksongs (indigenous songs, cultural songs); - light music; - rounds; and - part singing (songs with descants). 	Formal Practical Assessment Task (FAT): Production Teams/Solo 50 marks	

Requisite pre-knowledge	<p><i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i></p> <p>The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand.</p> <p>Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.</p>								Preparation towards Music listening activity during past 8 weeks.
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments								Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.
SBA (Formal Assessment)									Formal Assessment Task: 50 marks

TERM 3 37 Days	1: 03 Aug – 07 Aug 2020	2: 10 Aug - 14 Aug 2020	3: 17 Aug - 21 Aug 2020	4: 24 Aug – 28 Aug 2020	5: 31 Aug – 04 Aug 2020	6: 07 Sept - 11 Sept 2020	7: 14 Sept - 18 Sept 2020	8: 21 Sept - 23 Sept 2020
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music
Concepts, skills and values	<ul style="list-style-type: none"> treble and bass clef active listening to a variety of recorded or live music by clapping or humming or moving along breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> folksongs (indigenous songs, cultural songs); light music; rounds; and part singing (songs with descants; soprano/soprano; soprano/alto; soprano/baritone) 	<ul style="list-style-type: none"> treble and bass clef active listening to a variety of recorded or live music by clapping or humming or moving along breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> folksongs (indigenous songs, cultural songs); light music; rounds; and part singing (songs with descants; soprano/soprano; soprano/alto; soprano/baritone) 	<ul style="list-style-type: none"> letter names of notes on the treble and bass clef active listening to a variety of recorded or live music by clapping or humming or moving along breathing exercises accompanying songs with body percussion, found or self-made instruments, traditional instruments, orff instruments 	<ul style="list-style-type: none"> letter names of notes on the treble and bass clef active listening to a variety of recorded or live music by clapping or humming or moving along breathing exercises accompanying songs with body percussion, found or self-made instruments, traditional instruments, orff instruments 	<ul style="list-style-type: none"> letter names of notes on the treble and bass clef active listening to a variety of recorded or live music by clapping or humming or moving along breathing exercises african drumming 	<ul style="list-style-type: none"> letter names of notes on the treble and bass clef active listening to a variety of recorded or live music by clapping or humming or moving along breathing exercises continuous development of in-tune singing through a repertoire of songs that include <ul style="list-style-type: none"> folksongs (indigenous songs, cultural songs); light music; rounds; and part singing (songs with descants; soprano/soprano; soprano/alto; soprano/baritone) accompanying songs with body percussion, found or self-made instruments, traditional instruments, orff instruments african drumming 	Formal Practical Assessment Task (FAT): Production Teams/Solo 50 marks	
Requisite pre-knowledge	<i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i> The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand. Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.						Preparation towards Music listening activity during past 8 weeks.	

Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments								Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.
SBA (Formal Assessment)									Formal Assessment Task: 50 marks

TERM 4 38 days	1: 28 Sep – 02 Oct 2020	2: 05 Oct – 09 Oct 2020	3: 12 Oct – 16 Oct 2020	4: 19 Oct – 23 Oct 2020	5: 26 Oct – 30 Oct 2020	6: 02 Nov – 06 Nov 2020	7: 09 Nov – 13 Nov 2020	8: 16 Nov – 20 Nov 2020	9: 23 Nov – 27 Nov 2020	10: 23 Nov – 27 Nov 2020	11: 30 Nov – 04 Nov 2020	12: 07 Dec – 09 Nov 2020
CAPS topic	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music	Music literacy Music listening Performing and creating music
Concepts, skills and values	<ul style="list-style-type: none">treble and bass clefletter names of notes on the treble and bass clefduration	<ul style="list-style-type: none">treble and bass clefletter names of notes on the treble and bass clefduration	<ul style="list-style-type: none">clapping or drumming short rhythmic phrases that use crotchets, minims, semibreves, quavers and semiquavers	<ul style="list-style-type: none">clapping or drumming short rhythmic phrases that use crotchets, minims, semibreves,	<ul style="list-style-type: none">pitch: sight singing melodic phrases from known and unknown songs using tonic sol-fa	<ul style="list-style-type: none">pitch: sight singing melodic phrases from known and unknown songs using tonic sol-fa	<ul style="list-style-type: none">clapping or drumming polyrhythmic phrases	<ul style="list-style-type: none">clapping or drumming polyrhythmic phrases	<ul style="list-style-type: none">treble and bass clefletter names of notes on the treble and bass clefduration	Practical Examination: 50 marks Written Examination: 50 marks <ul style="list-style-type: none">Practical assessment on group performance improvising own rhythmical and melodic performance using instruments and/ or voice.Written question paper on Music literacy – questions referring to given sheet music – analysing and identifying taught music theory. Recommendation: exam slot on time table to assess practical examination Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%		
	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- meter of the music as duple or triple or quadruple time	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- tempo (fast/slow)- dynamics (soft/loud)- timbre	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- tempo (fast/slow)- dynamics (soft/loud)- timbre	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- meaning or story of the music	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- lyrics of the music	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- texture of the music	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- meter of the music as duple or triple or quadruple time- tempo (fast/slow)- dynamics (soft/loud)- timbre	<ul style="list-style-type: none">listening to a variety of recorded or live music and describing the:<ul style="list-style-type: none">- meaning or story of the music- lyrics of the music- texture of the music				
	<ul style="list-style-type: none">breathing exercisescontinuous	<ul style="list-style-type: none">breathing exercisescontinuous	<ul style="list-style-type: none">accompanying songs with body	<ul style="list-style-type: none">accompanying songs with body	<ul style="list-style-type: none">african drumming	<ul style="list-style-type: none">african drumming	<ul style="list-style-type: none">breathing exercisescreating own	<ul style="list-style-type: none">breathing exercisescreating own	<ul style="list-style-type: none">breathing exercisescreating own			

	development of in-tune singing through a repertoire of songs that include - - folksongs (indigenous songs, cultural songs); - - light music; and - - rounds.	development of in-tune singing through a repertoire of songs that include • folksongs (indigenous songs, cultural songs); - - light music; and - - rounds.	percussion, found or self-made instruments, traditional instruments, orff instruments	percussion, found or self-made instruments, traditional instruments, orff instruments			vocal and instrumental music in group and solo context: - - rhythmic and melodic improvisation on an ostinato or riff - - sound pictures based on a story or poem using the voice or instruments - writing own four-line song lyrics and melody based on a social issue	vocal and instrumental music in group and solo context: - - rhythmic and melodic improvisation on an ostinato or riff - - sound pictures based on a story or poem using the voice or instruments - writing own four-line song lyrics and melody based on a social issue	vocal and instrumental music in group and solo context: - - rhythmic and melodic improvisation on an ostinato or riff - - sound pictures based on a story or poem using the voice or instruments - writing own four-line song lyrics and melody based on a social issue	
Requisite pre-knowledge	<p><i>Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</i></p> <p>The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand.</p> <p>Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.</p>									Preparation towards Music listening activity during past 8 weeks.
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments									Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.	
SBA (Formal Assessment)										Written Examination: 50 marks

1.4 Visual Arts

Revised National Teaching Plan

TERM 1 48 days	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
CAPS topic	Create in 2D	Create in 2	Visual literacy	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Create in 3D	Visual literacy	Formal Practical Assessment (3D)
Concepts, skills and values	<p>Drawing and painting: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> line, tone, texture, mark-making Art elements – line, tone, texture, shape Design principles – balance, contrast, emphasis Observational projects (small objects and still life arrangements) Variation of paper size and format 	<p>Drawing and painting: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> line, tone, texture, mark-making Art elements – line, tone, texture, shape Design principles – balance, contrast, emphasis Observational projects (small objects and still life arrangements) Variation of paper size and format 	<ul style="list-style-type: none"> Art Elements: description of artworks - shape, line, tone, texture, colour Design principles: description of artworks - balance, proportion, emphasis and contrast Personal expression and interpretation of local craft. Similarities & differences, respect and understanding of self and community; the arts as heritage Communication skills: talking, listening and looking; discuss art, craft, design-formulate values & learn respect for the opinions, visual expression of others 	<ul style="list-style-type: none"> Art elements: shape, line, tone, texture, monochromatic colour Design principles: proportion, emphasis, contrast Good craftsmanship: pasting, wrapping, tying, constructing, joining Concern for the environment: use of recyclable materials Sharing resources 	<ul style="list-style-type: none"> Art elements: shape, line, tone, texture, monochromatic colour Design principles: proportion, emphasis, contrast Good craftsmanship: pasting, wrapping, tying, constructing, joining Concern for the environment: use of recyclable materials Sharing resources 	<ul style="list-style-type: none"> Art elements: shape, line, tone, texture, monochromatic colour Design principles: proportion, emphasis, contrast Good craftsmanship: pasting, wrapping, tying, constructing, joining Concern for the environment: use of recyclable materials Sharing resources 	<ul style="list-style-type: none"> Art elements: shape/form, texture Design principles: balance, proportion, emphasis, contrast Modelling techniques: pinching, rolling, joining techniques, surface texture 	<ul style="list-style-type: none"> Art elements: shape/form, texture Design principles: balance, proportion, emphasis, contrast Modelling techniques: pinching, rolling, joining techniques, surface texture 	<ul style="list-style-type: none"> Art Elements: description of artworks (shape, line, tone, texture, colour) Design principles description of artworks: proportion, harmony, rhythm, emphasis, contrast Personal expression and interpretation Communication: Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world: interpret, analyse and recognise symbolic language with reference to groups of figures 	<p>Create in 3D: Earthenware (or any other 3D-making materials available): figures, e.g. groups of musicians</p>

Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work									
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks:	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks	Photographs in resource books and/or real examples of local craft (e.g. African masks).	Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet.					Visual stimuli in resource books. Self-reflection in workbooks	Classroom discussion
	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.									
Informal assessment; remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: self-reflection work-sheet.	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches	Workbook: work-sheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.	Classroom discussion and reflection	
SBA (Formal Assessment)			Formal Assessment: 2D art work towards 25 marks (with 3D art work, week 9,10)						Formal Assessment Task: 2D and 3D art work 50 marks assessed with a rubric	

TERM 2: 39 days	1 – 5 June	8-12 June	15 – 19 June (4 days)	22 -26 Jun	29 Jun – 3 July	6 – 10 July	13 – 17 July	20 – 24 July
CAPS topic	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy
Concepts, skills and values	Create in 2D, e.g. Still Life Art elements: shape, line, Design principles: contrast Simple etching techniques: etching, drawing, scratching The focus should be more on drawing and not on etching & scratching as not all schools have the resources.	Create in 2D, e.g. Still Life Art elements: shape, line, tone, texture. Design principles: contrast, proportion, emphasis Simple etching techniques: etching, drawing, scratching. The focus should be more on drawing and not on etching & scratching as not all schools have the resources.	Create in 2D, e.g. still life painting: local Interpretation Art elements: shape, line. Design principles: contrast Painting: colour-mixing: tonal range, shades, and tints The focus should be more on colour-mixing using any media as not all schools have paint.	Create in 2D, e.g. still life painting: local Interpretation Art elements: (continue) tone, texture. Design principles: (continue) proportion. Painting: colour-mixing: tonal range, shades, and tints The focus should be more on colour-mixing using any media as not all schools have paint.	Create in 2D, e.g. still life painting: local Interpretation Art elements: (continue) complementary colour, tints and shades. Design principles: emphasis Painting: colour-mixing: tonal range, shades, and tints The focus should be more on colour-mixing using any media as not all schools have paint.	Create in 2D, e.g. still life painting: local Interpretation Art elements: consolidate Design principles: unity Painting: colour-mixing: tonal range, shades, and tints The focus should be more on colour-mixing using any media as not all schools have paint.	Create in 2D, e.g. still life painting: local Interpretation Complete art work for formative assessment.	Create in 2D, e.g. still life painting: local Interpretation Complete and exhibit art work for formative assessment.
	Visual literacy Description of artworks: art elements: line, tone, texture, shape, colour; Design principles: use in description of artworks – balance, proportion, harmony, emphasis, contrast Express, identify/name, question, reflect through looking, talking, listening and writing: still life.			Visual literacy Express, identify/name, question and reflect through looking, talking, listening and writing about the visual world.		Visual literacy Identifying art elements and design principles in examples of local craft Research: Investigation of local crafter/artist/artwork/style using various sources: books, libraries, internet, etc.; formal written response or class presentation (could be group work)		
	Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.						
Resources (other than textbook) to enhance learning	Photographs in resource books and/or real examples of local craft (e.g. African masks); Pencil, charcoal, wax crayons, colour inks			Tempera paint in limited colour range and white and black. A2 paper		Visual stimuli and artefacts, libraries, media sources, internet e.g. local crafters. Tempera paint in limited colour range and white and black. A2 paper		
	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment; remediation	Workbook: terminology – worksheet with visual images	Workbook: description of artworks using appropriate terminology		Workbook: rough sketches, exploring art elements and principles		Workbook: research, worksheets on local craft. Teacher observation and guidance towards completing final artwork. Workbook: art terminology and vocabulary.		
SBA (Formal Assessment)	Formative Assessment Task: Artwork							

TERM 3: 37 days	3 – 7 Aug	11 – 14 Aug (4 days)	17 – 21 Aug	24 – 28 Aug	31 Aug – 4 Sep	7 – 11 Sep	14 – 18 Sep	21 – 23 Sep
CAPS topic	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 2D/ 3D Visual literacy	Create in 2D/3D Visual literacy	Create in 2D/3D Visual literacy	Create in 2D/3D Visual literacy
Concepts, skills, and values	Create in 3D: e.g. buildings Art elements: shape, line. Design principles: proportion (construction and modelling techniques)	Create in 3D: e.g. buildings Art elements: (continue) tone, shape. Design principles (continue) emphasis (construction and modelling techniques)	Create in 3D: e.g. buildings Art elements: (continue) texture, colour Design principles (continue) contrast (construction and modelling techniques) Patternmaking as surface decoration; repeat pattern.	Create in 3D: e.g. buildings Art elements: as in previous weeks. Design principles proportion, emphasis, contrast (construction and modelling techniques) Patternmaking as surface decoration; repeat pattern.	Create in 3D: e.g. buildings Art elements: as in previous weeks. Design principles proportion, emphasis, contrast (construction and modelling techniques) Patternmaking as surface decoration; repeat pattern.	Create in 2D Example: Paper cut collage: buildings as heritage Art elements: shape, geometric and organic Design principles: balance, contrast Pattern-making – in collages, designs	Create in 2D Example: Paper cut collage: buildings as heritage Art elements: line Design principles: harmony, proportion Pattern-making – in collages, designs	Create in 2D Example: Paper cut collage: buildings as heritage Art elements: tone, texture (colour to include monochromatic colour) Design principles; continue as in previous weeks. Pattern-making – in collages, designs
	3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials Use of tools – safety, consideration of others, sharing resources 2D: Emphasis on the interpretation buildings in papercut collage – cutting, layering, pasting, monochromatic colour Variation of paper size and format: different scale and degrees of detail				Focus on combining 3D & 2D in one task for the term by creating a relief collage of buildings in a landscape of choice that includes the above Art Elements & Design Principles			
	Visual literacy The role of the artist in society: role of artist as contributor to society Art elements and design principles: use in the description of artworks (e.g. buildings); Emphasis on learners' personal expression and interpretation of architecture; Social development: similarities and differences, respect and understanding of self and community; the arts as heritage Values development: respect for the opinions of others; investigate and understand the contribution of the arts to heritage; communication skills: express, identify/name, question and reflect: looking, talking, listening and writing about buildings							
	Requisite pre-knowledge Basic understanding and ability to use art elements and principles in 2D and 3D work. Elementary research skills. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.							
Resources (other than textbook) to enhance learning	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: useful containers	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: useful containers	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Recyclable papers in a limited range of colours from found sources; white paper in unusual format: circle, thin rectangle, etc.; glue, cardboard strips for applying glue, scissors. Photographs in resource books (e.g. buildings)		
	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment; remediation	Workbook: visual exploration of art elements, design principles	Workbook: exploratory drawings: art elements, design principles	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Workbook: express, identify/name, question and reflect - buildings	Workbook: worksheet Artist as contributor to society	Workbook: worksheet Artist as contributor to society Presentation: Role of the artists	
SBA (Formal Assessment)	Practical Assessment: 3D artwork and/or 2D artwork						Formal Assessment Task: 2D and/or 3D art work 50 marks assessed with a rubric	

TERM 4 35 days	28 Sep – 2 Oct	5 – 9 Oct	12 – 16 Oct	19 – 23 Oct	26 – 30 Oct	2 – 6 Nov	9 –13 Nov	Examination	
CAPS topic	Create 2D	Create 2D	Create 2D	Create in 2D & 3D	Create in 2D & 3D	Create in 2D & 3D		Internal Examinations	
Concepts, skills, and values	Create in 2D Drawing: life drawing on large scale in line only. Art elements: line, shape Design principles: contrast, proportion, balance	Create in 2D Drawing: life drawing on large scale in line only. Art elements: line, shape Design principles: emphasis, direction	Create in 2D Example: Interpretation of tonal range of colour in a measured block within the format of the life drawing . Art elements: tonal range of colour Design principles: contrast, balance, emphasis	Focus on combining 3D & 2D in one task for the term by creating a Marquette of a figure in motion following a series of exploratory drawings that include the necessary Art Elements & Design Principles. 3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials Use of tools – safety, consideration of others, sharing resources 2D: Emphasis on the interpretation of the figure in motion – line, shape, tonal range of colour				Written Examination based on application of the practical work of terms 2-3, as well as: Terminology Art elements Design principles Symbolic language in art Visual literacy Reflection 50 marks Cognitive levels: Lower order – 30%; Middle order-40%; Higher order - 30%	
	Requisite pre-knowledge								
	Basic understanding and ability to use art elements and principles in 2D and 3D work. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.								
	Resources (other than textbook) to enhance learning	Materials: Charcoal Large sheets of paper (A1)	Materials: Charcoal Large sheets of paper (A1)	2B/3B pencil, charcoal Pencil crayons	Common recyclable object, appropriate recyclable materials				
		Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.							
Informal assessment; remediation	Workbook: exploratory drawings: art elements, design principles	Workbook: drawings: art elements, design principles	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Teacher observation, guidance in creating 2D & 3D artwork	Self-reflection using appropriate art terminology		
SBA (Formal Assessment)	Written Examination								

2 Economic and Management Sciences (EMS)

Revised National Teaching Plan

TERM 2 39 days	1 – 5 June	8-12 June	15 – 19 June (4 days)	22 -26 Jun	29 Jun – 3 July	6 – 10 July	13 – 17 July	20 – 24 July
CAPS section	Term 2 Week 1	Term 2 Week 2	Term 2 Week 3	Term 2 Week 4	Term 2 Week 5	Term 2 Week 6	Term 2 Week 7	Term 2 Week 8
Topic, concepts, skills and values	Revision	Financial Literacy Accounting Concepts	Financial Literacy Accounting Concepts	Financial Literacy Income and Expenses	Financial Literacy Income and Expenses	Financial Literacy Income and Expenses	Financial Literacy Budgets	Financial Literacy Budgets
Requisite pre-knowledge	Revised the work covered in the first term; give learners an overview of work of term 2	Capital; assets; liability; income; expenses; profit	Losses; budgets; savings; banking; financial records; transactions	Personal statement of net worth	Business income Business expenses	Savings and investments	Definition of a budget; income; expenditure	Business budget
Resources (other than textbook) to enhance learning	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons
Informal assessment; remediation	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities	Class Work/Case study/Poster and activities
SBA (Formal Assessment)							Informal Test: Term 2 content 100 marks: 1 hour	

TERM 3 37 days	3 – 7 Aug	11 – 14 Aug (4 days)	17 – 21 Aug	24 – 28 Aug	31 Aug – 4 Sep	7 – 11 Sep	14 – 18 Sep	21 – 23 Sep
CAPS section	Term 3 Week 2	Term 3 Week 3	Term 3 Week 3	Term 3 Week 4	Term 3 Week 5	Term 3 Week 6	Term 3 Week 7	Term 3 Week 7
Topic, concepts, skills and values	Entrepreneurship Businesses	Entrepreneurship Businesses	Entrepreneurship Businesses	Entrepreneurship the Entrepreneur	Entrepreneurship the Entrepreneur	Entrepreneurship Starting a Business	Entrepreneurship Starting a Business	Entrepreneurship Starting a Business
Requisite pre-knowledge	Formal and informal businesses	Types of businesses Trading, manufacturing and service that are both formal and informal	The effect of health epidemics on formal and informal businesses can be mentioned as it is relevant to current epidemic (COVID- 19)	Definition of an entrepreneur; Characteristics and skills of an entrepreneur	Entrepreneurial actions of buying, selling, producing and making a profit	Needs and wants of consumers	SWOT analysis	SWOT analysis
Resources (other than textbook) to enhance learning	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons
Informal assessment; remediation	Discussions ,Class Work and activities	Discussions ,Class Work and activities	Discussions ,Class Work and activities	Discussions ,Class Work and activities	Discussions ,Class Work and activities	Discussions ,Class Work and activities	Discussions ,Class Work and activities	Discussions ,Class Work and activities
SBA (Formal Assessment)						Individual assignment/project: Entrepreneurship Total: 50 marks		

TERM 4 35 days	28 Sep – 2 Oct	5 – 9 Oct	12 – 16 Oct	19 – 23 Oct	26 – 30 Oct	2 – 6 Nov	9 – 13 Nov	Examination
CAPS section	Term 4 Week 2	Term 4 Week 3	Term 4 Week 4	Term 4 Week 5	Term 4 Week 6	Term 4 Week 6	Term 4 Week 6	November examination: 16 November – 9 December
Topic, concepts, skills and values	Economy The Production Process	Economy The Production Process	Economy The Production Process	Financial Literacy Savings	Financial Literacy Savings	Financial Literacy Savings	Revision	100 marks: 90 minutes
Requisite pre-knowledge	Definition of production; inputs and outputs	Meaning of economic growth and productivity	Technology in the production process	Personal savings and community saving scheme;	Purpose of savings; role of banks	Services offered by banks; opening a savings account		
Resources (other than textbook) to enhance learning	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons	Posters & video lessons		
Informal assessment; remediation	Class Work/Case study and activities	Class Work/Case study and activities	Class Work/Case study and activities	Class Work/Case study and activities	Class Work/Case study and activities	Class Work/Case study and activities		
SBA (Formal Assessment)								

3 Life Orientation

Revised National Teaching Plan

TERM 2 39 days	Week 1: June	Week 2: June	Week 3: June	Week 4: June	Week 5: July	Week 6: July	Week 7: July	Week 8: July	July
CAPS section									MID YEAR ASSESSMENT
Topic, concepts, skills and values	Health, social and environmental responsibility Basic hygiene principles (issues of COVID-19) • Self-management skills • Common diseases: tuberculosis, diabetes, epilepsy, obesity, anorexia, HIV and AIDS and COVID-19	Health, social and environmental responsibility - Causes of diseases: social, economic and environmental factors including use of alcohol and tobacco, poor eating habits and physical inactivity - Treatment options, care and support (coping with emotions: trauma, grief, loss and anxiety) - Resources on health information and health services	Health, social and environmental responsibility - Strategies for living with tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19 - Management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID-19	Constitutional rights and responsibilities • Basic hygiene principles (issues of COVID-19 for 5min) • Dealing with abuse in different contexts: between adults and children and between peers - Identify threatening and risky situations	Constitutional rights and responsibilities - Effects of abuse on personal and social health and relationships - Importance of communication to promote healthy and non-violent relationships - How to protect oneself from threatening and risky situations - Places of protection and safety for victims of abuse: where to find help	World of work • Basic hygiene principles (issues of COVID-19 for 5min) • Career fields: - Qualities relating to each field: interests and abilities - School subjects related to each career field - Work environment and activities in each career field - Opportunities within each career field - Challenges within each career field - Level of schooling – requirements for each career field - Duration of study for each career field - Services and sources for career fields and study information	Notes on or guidelines: No formal assessment scheduled for this term		
Requisite pre-knowledge	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Development of the self		
Resources (other than textbook) to enhance learning	Textbook, resources on careers and study skills Textbooks, resources on target games, Department of Health Flyers and pamphlets, e-book on COVID-19, posters, etc.	Textbook, resources on careers and career guidance and counselling Textbooks, posters, e-book on COVID-19				Textbook, newspaper articles; health magazines Textbooks, posters, e-book on COVID-19			
Informal assessment; re-mediation	Homework/ classwork worksheets	Homework/ classwork /worksheets				Homework/ classwork /worksheets			

SBA (Formal Assessment)	None	
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TERM 3 37 days	Week 1: Aug	Week 2: Aug	Week 3: Aug	Week 4: Aug	Week 5: Sept	Week 6: Sept	Week 7: Sept
Topic, concepts, skills and values	Health, social and environmental responsibility <ul style="list-style-type: none">• Basic hygiene principles (issues of COVID-19 for 5min)• Substance abuse:<ul style="list-style-type: none">-Types/ forms of substance abuse- Symptoms of substance abuse- Personal factors that contribute to substance abuse: intrapersonal and interpersonal- Protective factors that reduce the likelihood of substance abuse- Prevention measures: early detection			Health, social and environmental responsibility <ul style="list-style-type: none">• Basic hygiene principles (issues of COVID-19) and the need for clean water for 5min)• Concept: environmental health<ul style="list-style-type: none">- Local environmental health problems- Community and individual projects and strategies to prevent and deal with environmental health problems- Problem-solving skills: an action plan to address an environmental health problem and formulate environmentally sound choices and actions		World of work <ul style="list-style-type: none">• Basic hygiene principles (issues of COVID-19 for 5min) Simulation of career-related activities: name of career, who is the employer <ul style="list-style-type: none">- Dress code for the career-Tools or working equipment for the career- Activities related to work environment- Place or institution of employment- Personality characteristics	World of work <ul style="list-style-type: none">• Basic hygiene principles of COVID-19 School subjects and level of schooling: requirements for this career <ul style="list-style-type: none">- Where to study and duration of study- Related careers <ul style="list-style-type: none">• Value and importance of work in fulfilling personal needs and potential (Career on the forefront or essential workers e.g. Medical Doctors, Nurses, Cashiers, Banker, new careers emerged due to COVID-19 etc.)
	Physical Education Performs a sequence of physical activities including rotation, balance, elevation and rhythmic movements Safety issues relating to movement activities			Physical Education Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements		Physical Education Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements	Physical Education Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements Participation and movement performance of sequence of physical activities including rotation, balance, elevation and rhythmic movements
Requisite pre-knowledge	Health and environmental responsibility			Health and environmental responsibility		Development of the self	Development of the self
Resources (other than textbook) to enhance learning	Textbook, resources on careers and career guidance and counselling Textbooks, Department of Health Flyers and pamphlets, Department of Social Development flyers and pamphlets, e-book on COVID-19, resources on movement techniques, PE guideline, posters, etc.			Textbook, resources on environmental health Textbooks, resources on movement techniques, PE guideline, posters, etc.		Textbook, resources on health and safety Textbooks, resources on movement techniques, PE guideline, posters, etc.	Textbook, newspaper articles Textbooks, resources on movement techniques, PE guideline, posters, etc.
Informal assessment; remediation	Homework/ Classwork/worksheets			Homework/ classwork worksheets		Homework/ classwork /worksheets	Homework/ classwork /worksheets
SBA (Formal Assessment)	TASK 2: PROJECT 70 marks						PHYSICAL EDUCATION TASK 30 marks

TERM 4 47 days	Week 1: Oct	Week 2: Oct	Week 3: Oct	Week 4: Nov	Week 5 Nov	Week 6: Nov	Week 7: Nov	15 Nov - 4 Dec									
Topic, concepts, skills and values	Constitutional rights and responsibilities <ul style="list-style-type: none">Basic hygiene principles (issues of COVID-19 for 5min)Human rights as stipulated in the South African Constitution: -Application of human rights -Application of responsibilities in relation to human rightsFair play in a variety of athletic and sport activities: role of values, trust and respect for difference		Development of the self in society <ul style="list-style-type: none">Basic hygiene principles (issues of COVID-19 for 5min)Concepts: personal diet and nutritionFactors that influence choice of personal diet: ecological, social, economic, cultural and politicalWays to improve nutritional value of own personal diet: a plan for healthy eating habits		Constitutional rights and responsibilities <ul style="list-style-type: none">Basic hygiene principles (issues of COVID-19 for 5min)Role of oral traditions and scriptures in major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha-i faith and African religion.		WRITTEN TASK Notes on or guidelines for final examinations: <ul style="list-style-type: none">It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed. <table><thead><tr><th>Section A: 25 marks</th><th>Section B : 25 marks</th><th>Section C: 20 marks</th></tr></thead><tbody><tr><td>All questions are compulsory.<ul style="list-style-type: none">A source or case study may be used to contextualise the questions.The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.Questions will test understanding and factual knowledge.Responses should be short and direct and range from one word to a phrase or a full sentence.</td><td>All questions are compulsory.<ul style="list-style-type: none">Short open-ended, scenario-based, source-based and case study questions.Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.</td><td>Three 10-mark questions will be set of which learners will be expected to answer TWO.<ul style="list-style-type: none">Questions will predominantly focus on the application of knowledge and skills.Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.Each question will focus on the specific information or the integration of content.A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.</td></tr><tr><td colspan="3">Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</td></tr></tbody></table>		Section A: 25 marks	Section B : 25 marks	Section C: 20 marks	All questions are compulsory. <ul style="list-style-type: none">A source or case study may be used to contextualise the questions.The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.Questions will test understanding and factual knowledge.Responses should be short and direct and range from one word to a phrase or a full sentence.	All questions are compulsory. <ul style="list-style-type: none">Short open-ended, scenario-based, source-based and case study questions.Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.	Three 10-mark questions will be set of which learners will be expected to answer TWO . <ul style="list-style-type: none">Questions will predominantly focus on the application of knowledge and skills.Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.Each question will focus on the specific information or the integration of content.A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.	Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.		
									Section A: 25 marks	Section B : 25 marks	Section C: 20 marks						
	All questions are compulsory. <ul style="list-style-type: none">A source or case study may be used to contextualise the questions.The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false.Questions will test understanding and factual knowledge.Responses should be short and direct and range from one word to a phrase or a full sentence.	All questions are compulsory. <ul style="list-style-type: none">Short open-ended, scenario-based, source-based and case study questions.Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class.Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills.Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs.	Three 10-mark questions will be set of which learners will be expected to answer TWO . <ul style="list-style-type: none">Questions will predominantly focus on the application of knowledge and skills.Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue.Each question will focus on the specific information or the integration of content.A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.														
	Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.																
Requisite pre-knowledge	Social responsibility		Development of the self		Social responsibility												
Resources (other than textbook) to enhance learning	Textbook, newspaper articles, Bill of Rights, South African Constitution Textbook, resources on recreational activities, PE guideline , posters, etc.				Textbook, resources on different cultures; newspaper articles Textbook, resources on recreational activities, PE guideline , posters, etc.												
Informal assessment; re-mediation	Homework/ Classwork/worksheets					Homework/ classwork worksheets											
SBA (Formal Assessment)	TASK 3: WRITTEN TASK 70 marks PHYSICAL EDUCATION TASK : 30 marks																

Section A: 25 marks	Section B : 25 marks	Section C: 20 marks
All questions are compulsory. <ul style="list-style-type: none"> A source or case study may be used to contextualise the questions. The questions should be a combination of three or more types of questions, ranging from list, what, why, multiple choice, matching columns, missing words and true or false. Questions will test understanding and factual knowledge. Responses should be short and direct and range from one word to a phrase or a full sentence. 	All questions are compulsory. <ul style="list-style-type: none"> Short open-ended, scenario-based, source-based and case study questions. Questions should be knowledge-based, i.e. include information that learners have acquired from the Life Orientation class. Learners should display, present and apply knowledge and skills gained. Learners will display an understanding of real-life issues affecting the youth and society at large and give advice or possible solutions, demonstrate goal-setting and decision-making skills. Learners should provide direct responses, full sentences in point form and extended writing in short paragraphs. 	Three 10-mark questions will be set of which learners will be expected to answer TWO . <ul style="list-style-type: none"> Questions will predominantly focus on the application of knowledge and skills. Learners will solve problems, make decisions and give advice. They will provide few direct responses and extended writing ranging from descriptive paragraphs to short essays that state or examine an issue. Each question will focus on the specific information or the integration of content. A short text/diagram/data/graphs/ cartoons can be provided as a stimulus.
Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.		

4 Mathematics

Revised National Teaching Plan

TERM 2	Week 1	Week 2 & 3	Week 4 & 5	Week 6 & 7	Week 8
Time Allocation	4.5 hrs.	9 hrs.	9 hrs.	9 hrs.	Assignment
Topic, concepts, skills and values	ORIENTATION AND BASELINE TEST	COMMON FRACTIONS: Ordering, comparing and simplifying common fractions <ul style="list-style-type: none"> Order and compare thousandths Calculations with fractions <ul style="list-style-type: none"> Addition and subtraction of fractions including mixed numbers where one denominator is not a multiple of the other. Multiplication common fractions, including mixed numbers, not limited to fractions where one denominator is a multiple of another. Calculation techniques <ul style="list-style-type: none"> Convert mixed numbers to common fractions in Use knowledge of multiples and factors to write fractions in the simplest form before or after calculations. Use knowledge of equivalent fractions to add and subtract common fractions Percentages <ul style="list-style-type: none"> Calculate the percentage of part of a whole Calculate percentage increase or decrease of whole numbers Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving common fractions and mixed numbers, including grouping and sharing; and finding fractions of whole numbers Solve problems in contexts involving percentages 	DECIMAL FRACTIONS: Ordering and comparing decimal fractions <ul style="list-style-type: none"> Count forwards and backwards in decimal fractions to at least 3 decimal places Place value of decimals to at least 3 decimal places Order and compare decimal fractions to at least 3 decimals Rounding off decimal fractions to at least 2 decimal places Calculations with decimal fractions <ul style="list-style-type: none"> Addition and subtraction to decimal fractions of at least three decimal places Multiply decimal fractions to include: <ul style="list-style-type: none"> decimal fractions to at least 3 decimal places by whole numbers Decimal fractions to at least 2 decimal places by decimal fractions to at least 1 decimal place Divide decimal fractions to include decimal fractions to at least 3 decimal places by whole numbers Calculation techniques <ul style="list-style-type: none"> Use knowledge of place value to estimate the number of decimal places in the result before performing calculations Use rounding off and a calculator to check results where appropriate Solving problems <ul style="list-style-type: none"> Solve problems in context involving decimal fractions Equivalent forms <ul style="list-style-type: none"> Recognize equivalence between common fraction and decimal fraction forms of the same number Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number 	INTEGERS: Counting, ordering and comparing integers <ul style="list-style-type: none"> Count forwards and backwards in integers for any interval Recognize, order and compare integers Calculations with integers <ul style="list-style-type: none"> Add and subtract with integers Properties of integers <ul style="list-style-type: none"> Recognize and use commutative and associative properties of addition and multiplication for integers Solving problems <ul style="list-style-type: none"> Solve problems in contexts involving addition and subtraction of integers 	Common Fractions Decimal Fractions Integers

TERM 2	Week 1	Week 2 & 3	Week 4 & 5:	Week 6 & 7:	Week 8
Time Allocation	4.5 hrs.	9 hrs.	9 hrs.	9 hrs.	Assignment
Prerequisite skill or pre-knowledge		<ul style="list-style-type: none"> Ordering and comparing fractions specifically Tenths and hundredths Addition and subtraction of common fractions, including mixed numbers, limited to fractions with the same denominator or where one denominator is a multiple of another recognize and use equivalent forms of common fractions with 1-digit or 2-digit denominators (fractions where one denominator is a multiple of the other) Finding fractions of whole numbers Finding percentages of whole numbers Problem solving with fractions above 	<ul style="list-style-type: none"> Count forwards and backwards in decimal fractions to at least two decimal places Compare and order decimal fractions to at least two decimal places Place value of digits to at least two decimal places Rounding off decimal fractions to at least 1 decimal place Addition and subtraction of decimal fractions of at least two decimal places Multiplication of decimal fractions by 10 and 100 	<ul style="list-style-type: none"> Addition and subtraction of whole numbers Number line 	

TERM 3	Week 1:	Week 1 & 2:	Week 2 & 3:	Week 3-5:	Week 5 & 6:	Week 7	3 days of week 8
Time Allocation	3 hrs.	3 hrs.	4.5 hrs.	7 hrs.	8 hrs.	4.5 hrs.	Investigation
Topic, concepts, skills and values	ALGEBRAIC EXPRESSIONS: Algebraic language <ul style="list-style-type: none"> Recognize and interpret rules or relationships represented in symbolic form Identify variables and constants in given formulae and equations 	FUNCTIONS AND RELATIONSHIPS: Input and output values <ul style="list-style-type: none"> Determine input values, output values or rules for patterns and relationships using: <ul style="list-style-type: none"> flow diagrams tables formulae Equivalent forms <ul style="list-style-type: none"> Determine, interpret and justify equivalence of different descriptions of the same relationship or rule presented: <ul style="list-style-type: none"> verbally in flow diagrams in tables by formulae by number sentences 	ALGEBRAIC EQUATIONS Number sentences <ul style="list-style-type: none"> Write number sentences to describe problem situations Analyse and interpret number sentences that describe a given situation Identify variables and constants in given formulae or equations Solve and complete number sentences by: <ul style="list-style-type: none"> inspection trial and improvement Determine the numerical value of an expression by substitution. 	AREA AND PERIMETER OF 2D SHAPES Area and perimeter <ul style="list-style-type: none"> Calculate the perimeter of regular and irregular Polygons Use appropriate formulae to calculate perimeter and area of: <ul style="list-style-type: none"> squares rectangles triangles Calculations and solving problems <ul style="list-style-type: none"> Solve problems involving perimeter and area of Polygons Calculate to at least 1 decimal place Use and convert between appropriate SI units, including: <ul style="list-style-type: none"> $\text{mm}^2 \leftrightarrow \text{cm}^2$ $\text{cm}^2 \leftrightarrow \text{m}^2$ 	SURFACE AREA AND VOLUME OF 3D OBJECTS Surface area and volume <ul style="list-style-type: none"> Use appropriate formulae to calculate the surface area, volume and capacity of: <ul style="list-style-type: none"> cubes rectangular prisms Describe the interrelationship between surface area and volume of the objects mentioned above Calculations and solving problems <ul style="list-style-type: none"> Solve problems involving surface area, volume and capacity Use and convert between appropriate SI units, including: <ul style="list-style-type: none"> $\text{mm}^2 \leftrightarrow \text{cm}^2$ $\text{cm}^2 \leftrightarrow \text{m}^2$ $\text{mm}^3 \leftrightarrow \text{cm}^3$ $\text{cm}^3 \leftrightarrow \text{m}^3$ Use equivalence between units when solving problems: <ul style="list-style-type: none"> $1 \text{ cm}^3 \leftrightarrow 1 \text{ ml}$ $1 \text{ m}^3 \leftrightarrow 1 \text{ kl}$ 	GRAPHS Interpreting graphs <ul style="list-style-type: none"> Analyse and interpret global graphs of problem situations, with special focus on the following trends and features: <ul style="list-style-type: none"> linear or non-linear constant, increasing or decreasing Drawing graphs <ul style="list-style-type: none"> Draw global graphs from given descriptions of a problem situation, identifying features listed above 	Area and Perimeter of 2D shapes or Surface Area and volume of 3D objects
Prerequisite skill or pre-knowledge	<ul style="list-style-type: none"> Meaning of rules in number patterns Meaning of terms, variables and constant Number sentence Properties of whole numbers 	<ul style="list-style-type: none"> All operations with whole numbers Addition and subtraction as inverse operations Multiplication and division as inverse operations (with whole numbers) Addition and subtraction of integers 	Write and solve number sentences by: <ul style="list-style-type: none"> inspection trial and improvement 	<ul style="list-style-type: none"> Measure perimeter using rulers or measuring tapes Find areas of regular and irregular shapes by counting squares on grids Develop rules for calculating the areas of squares and rectangles Relationship between perimeter and area of rectangles and squares. 	<ul style="list-style-type: none"> Continue to find volume/capacity of objects by packing or filling them Develop an understanding of why the volume of rectangular prisms is given by length multiplied by width multiplied by height Relationship between surface area and volume of rectangular prisms 	<ul style="list-style-type: none"> Meaning of increase, decrease and constant Knowledge of Scale 	

TERM 4	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7
Time Allocation	9 hrs.	9 hrs.	7 hrs.	Test and Revision
Topic, concepts, skills and values	NUMERIC AND GEOMETRIC PATTERNS Investigate and extend patterns <ul style="list-style-type: none"> Investigate and extend numeric and geometric patterns looking for relationships between numbers (whole numbers, numbers in exponential form, common fractions, decimal fractions and integers) , including patterns: <ul style="list-style-type: none"> represented in physical or diagram form not limited to sequences involving a constant difference or ratio of learner's own creation represented in tables Describe and justify the general rules for observed relationships between numbers in own words 	TRANSFORMATION GEOMETRY Transformations <ul style="list-style-type: none"> Recognize, describe and perform translations, reflections and rotations with geometric figures and shapes on squared paper Identify and draw lines of symmetry in geometric figures Enlargements and reductions <ul style="list-style-type: none"> Draw enlargements and reductions of geometric figures on squared paper and compare them in terms of shape and size 	DATA HANDLING: Collect, organize and summarize data Collect data: <ul style="list-style-type: none"> Pose questions relating to social, economic, and environmental issues in own environment Select appropriate sources for the collection of data (including peers, family, newspapers, books, magazines) Distinguish between samples and populations and suggest appropriate samples for investigation Design and use simple questionnaires to answer questions with: <ul style="list-style-type: none"> yes/no type responses multiple choice responses N.B Provide learners with data to save time Organize and summarize data <ul style="list-style-type: none"> Organize (including grouping where appropriate) and record data using <ul style="list-style-type: none"> tally marks tables stem-and-leaf displays Group data into intervals Summarize and distinguishing between ungrouped numerical data by determining: <ul style="list-style-type: none"> mean median mode Identify the largest and smallest scores in a data set and determine the difference between them in order to determine the spread of the data (range) Represent data <ul style="list-style-type: none"> Draw a variety of graphs by hand/ technology to display and interpret data (grouped and ungrouped) including: <ul style="list-style-type: none"> bar graphs and double bar graphs histograms with given intervals pie charts Interpret, analyse, and report data Interpret data <ul style="list-style-type: none"> Critically read and interpret data represented in: <ul style="list-style-type: none"> words bar graphs 	TESTS All topics for the term Exam: all topics taught from Term 1-4

TERM 4	Week 1 & 2	Week 3 & 4	Week 5 & 6	Week 7
Time Allocation	9 hrs.	9 hrs.	7 hrs.	Test and Revision
			<ul style="list-style-type: none"> – double bar graphs – pie charts – histograms Analyse data <ul style="list-style-type: none"> • Critically analyse data by answering questions related to: <ul style="list-style-type: none"> – data categories, including data intervals – data sources and contexts – central tendencies (mean, mode, median) – scales used on graphs Report data <ul style="list-style-type: none"> • Summarize data in short paragraphs that include <ul style="list-style-type: none"> – drawing conclusions about the data – making predictions based on the data – identifying sources of error and bias in the data – choosing appropriate summary statistics for the data (mean, median, mode) 	
Prerequisite skill or pre-knowledge	<ul style="list-style-type: none"> • Count forwards and backwards in common fractions, decimal fractions and integers • Addition and subtraction of common fractions, decimal fractions and integers • Multiplication of common fractions, and decimal fractions limited to 2 decimal places by 1 decimal place • Division of decimal fractions by whole number • Investigate and extend numeric and geometric patterns looking for relationships in patterns not limited to constant difference or ratio • Describe the general rules for the observed relationships with patterns limited to constant difference or ratio 	<ul style="list-style-type: none"> • Translations, reflections, rotations enlargements and reductions with geometric figures and shapes on squared paper • Make tessellated patterns including some patterns with line symmetry by tracing and moving 2-D shapes by rotation, translation and by reflection • Describe observed patterns from tessellations in terms of rotation, translation and reflection • Draw enlargement and reductions of 2-D shapes to compare size and shape of triangles and quadrilaterals 	Collecting and organising data <ul style="list-style-type: none"> • Collect data using <ul style="list-style-type: none"> – tally marks and tables for recording – simple questionnaires (yes/no type response) • Order data from smallest group to largest group Representing data <ul style="list-style-type: none"> • Draw a variety of graphs to display and interpret data including pictographs (many-to-one correspondence), bar graphs and double bar graphs Interpreting data <ul style="list-style-type: none"> • Critically read and interpret data represented in words, pictographs, bar graphs, double bar graphs and pie charts Analysing data <ul style="list-style-type: none"> • Analyse data by answering questions related to: <ul style="list-style-type: none"> – data categories, including data intervals – data sources and contexts – central tendencies – (mode and median) Reporting data <ul style="list-style-type: none"> • Summarise data verbally and in short written paragraphs including drawing conclusions about and making predictions based on the data • Examine ungrouped numerical data to determine mode and median 	

5 Natural Sciences

Revised National Teaching Plan

Life and Living

TERM 1 48 days	Week 1 15 – 17 Jan (3 days)	Week 2 20 – 24 Jan	Week 3 27 – 31 Jan	Week 4 03 – 07 Feb	Week 5 10 – 14 Feb	Week 6 17 – 21 Feb	Week 7 24 – 28 Feb	Week 8 02 – 06 Mar	Week 9 09 – 13 Mar	Week 10 16 – 20 Mar
CAPS Topics	• The biosphere	• Biodiversity			• Biodiversity • Sexual Reproduction			• Sexual Reproduction • Variation	• Variation	Revision & Consolidation MARCH TEST
Topic, concepts, skills and values	• The concept of the biosphere • Requirements for sustaining life	• Classification of living things	• Classification of living things	• Diversity of animals • Diversity of plants	• Diversity of plants Sexual • Reproduction in Angiosperms	• Reproduction in Angiosperms	• Human Reproduction	• Human Reproduction • Variations exist within a species	• Variations exist within a species	
Requisite pre-knowledge	• Grade 4: Living things; Structure of Plants; Habitats of animals • Grade 5: Food chains and Life cycles • Grade 6: Photosynthesis				• Grade 4: Living things; Structure of Plants & Structure of Animals • Grade 5: Food chains and Life cycles					
Resources to enhance learning	• Reference materials • Pictures and/or video clips of Earth and its biosphere • Seeds, soil and containers to grow seeds, rulers or measuring tapes	• Selection of pictures, photographs or drawings of vertebrates and invertebrates • Magnifying lenses, live or preserved specimens • Reference materials • Selection of plants collected in and around the school property • Magnifying lenses • Live or preserved specimens			• A variety of plant specimens • Soil • Containers to grow plants • Seeds (such as beans and maize) • Rulers or measuring tapes					
Informal assessment; remediation	• Describe the components of Earth's biospheres and identify living organisms found in each sphere. • Investigate conditions required to sustain life such as light and water for the growth of seedlings. • Germinate seeds and grow the seedlings under different conditions. Observe, draw and record the stages in the life cycle by measuring the height of the plant as it grows and recording observations in diagrams, tables and graphs. • Distinguishing characteristics of the 5 classes of vertebrates. • Identify the distinguishing characteristics of the five (5) classes of vertebrates. • Identify the distinguishing characteristics of the four (4) groups (Classes / Phyla) of invertebrates by observing and describing the land snail.				• Identify and describe the observable differences between Angiosperms and Gymnosperms. • Identify and describe the observable differences between monocotyledons and dicotyledons. • Identify, draw and describe the components of a flower. • Compare the structure of a variety of flowers, how they are adapted to promote pollination and the methods of pollination			• Describe the changes experienced during puberty • Describe the structure and the functions of the reproductive organs of humans • Define the terms puberty, menstruation, fertilization, pregnancy and contraception		

		<ul style="list-style-type: none"> Describe the different fruit and seeds and their methods of seed dispersal. 		
Formal Assessment	<ul style="list-style-type: none"> Practical task / Investigation Test 			

Matter and Materials

TERM 2 39 days	Week 11 1 – 5 June			Week 12 8 – 12 June	Week 13 15 – 19 June (4 days)	Week 14 22 – 26 June	Week 15 29 June – 3 July	Week 16 6 – 10 July	Week 17 13 – 17 July	Week 18 20 – 24 July
CAPS Topics	• Properties of Materials			• Separating Mixtures		• Acids, bases and neutrals		• Introduction to the Periodic table of Elements		Assessment
Topic, concepts, skills and values	• boiling and melting points	• electrical conductivity	• heat conductivity	• Mixtures • Methods of physical separation	• Methods of physical separation • Sorting and recycling materials	• Tastes of substances • Properties of acids, bases and neutrals	• Properties of acids, bases and neutrals • Acid-base indicators	• Arrangement of elements on the Periodic Table	• Some properties of metals, semi-metals and non-metals	
Requisite pre-knowledge	Grade 4: Materials around us			Grade 6: Mixtures Grade 4: Materials around us		Grade 6: Nutrients in food		Grade 4: Materials around us		
Resources to enhance learning	• Selection of materials for example: Paper, cardboard, copper wire, wood, rubber, plastic, stone/clay, brick, glass, aluminium foil, wax paper, rope/string • Heat sources • Tripod stands, gauze and glass containers • Thermometers			• Sieves • Filter paper • Funnel • Glass or plastic jars • Magnets • Iron or metal filings (or coins) • Sugar/salt • Heat source • Liebig condenser (if available) or test tubes, stoppers and glass and rubber tubes • Black ink • Koki colours • Methylated spirits		• Red litmus paper • Blue litmus paper • Glass containers • Liquids such as: tea, rooibos, coffee, milk, fruit juices, fizzy drinks, • Household substances such as: vinegar, tartaric acid, lemon, antacids, shampoo, soap, bicarbonate of soda, liquid soap		• Periodic Tables • Three colours of pencils / crayons		
Informal assessment; re-mediation	• Investigate and comparing the strength of selected materials • Investigate what happens when water heats up and boils • Design and explaining about the best ways to separate and collect all the materials from a mixture • Investigate common beverages to determine whether they are acids, bases or neutrals. • Identify and describe a number of elements from the Periodic Table used in everyday life/ the household.									
Formal Assessment	• Test (100% for the term)									

Energy and Change

TERM 3 37 days	Week 19 3 – 7 Aug	Week 20 10 – 14 Aug	Week 21 17 – 21 Aug	Week 22 24 – 28 Aug	Week 23 31 Aug – 4 Sept	Week 24 7 – 11 Sept	Week 25 14 – 18 Sept	Week 26 21 – 23 Sept (3 days)
CAPS Top-ics	Sources of Energy	Potential & Kinetic energy		Heat Transfer		Insulation & energy sav-ing	Energy transfer to sur-roundings	Assessment
Topic, con-cepts, skills and values	<ul style="list-style-type: none">Renewable and non-renewable sources of energy	<ul style="list-style-type: none">Potential en-ergyKinetic en-ergy	<ul style="list-style-type: none">Potential and ki-netic energy in systemsLaw of conser-vation of energy	<ul style="list-style-type: none">Heating as a transfer of en-ergyConduction	<ul style="list-style-type: none">ConvectionRadiation	Using insulating materials	Useful and 'wasted' en-ergy	
Requisite pre-knowledge	<ul style="list-style-type: none">Grade 4: Energy and Energy TransferGrade 4: Energy around usGrade 5: Stored energy in fuelsGrade 6: Renewable versus non-renewable energy sources			<ul style="list-style-type: none">Grade 6: Electric conductors and InsulatorsGrade 6: Fossil fuels and electricity				
Resources to enhance learning	<ul style="list-style-type: none">Reference materi-alsPictures and read-ing texts about non-renewable and renewable sources of energy	<ul style="list-style-type: none">Rubber bandsVarious food packaging with labels showing energy contentCells (batteries)Scissors, paper, rulersCandles, cansCells (batteries), conducting wire, motors, torch bulbs, buzzers	<ul style="list-style-type: none">Video clips from the internet to show conduction, convection and radiationSpirit / Bunsen burnerSteel, brass, aluminium and Iron rodsStyrofoamWoodPlasticWax or VaselineDrawing pinsHeat conducting tins (if available)Wrist watch with a second hand / StopwatchFood colouring or crystal of potassium permanga-nateGlass/transparent plastic containerCandlesShiny silver surfaces (wrapped by aluminium foil)Matt black surfaces (painted matt black)ThermometersCardboard or paper and glue	<ul style="list-style-type: none">Pictures/diagrams of so-lar water heatersVideo clips from internetThermometersInsulating materials such as styrofoam, newspaper, plastic and glass containers, iceCooking pot (or con-tainer), cardboard box to make a 'hotbox', in-sulation materials such as paper, fabric, cush-ions, blanketsMaterials to build a model of a houseInsulating materials	<ul style="list-style-type: none">Pictures orexamples of tools/appliances such aselectric drill, electriciron, kettle, foodmixer			
Informal as-sessment; re-mediation	<ul style="list-style-type: none">Classify the en-ergy sources as either renewable or non-renewableDiscuss the ad-vantages of using nuclear fuels in-stead of fossil fuels	<ul style="list-style-type: none">Identifying energy transfers in me-chanical systemsInvestigate the energy transfers when boiling water	<ul style="list-style-type: none">Investigate if all materials conduct heat in the same way.Investigate which metals are the best conductors of heat.Investigate which surfaces absorb the most radiationInvestigate which are the best insulating material					
Formal As-sessment	<ul style="list-style-type: none">Practical Task/ Investigation (40% for the term)Test (60% for the term)							

Planet Earth and Beyond

TERM 4 38 days	Week 27 28 Sept – 2 Oct	Week 28 5 – 9 Oct	Week 29 12 – 16 Oct	Week 30 19 – 23 Oct	Week 31 2 – 6 Nov	Week 32 9 – 13 Nov	Week 33 16 – 18 Nov	Week 34... 19 Nov on-wards
CAPS Topics	• Relationship of the sun to the earth				• Relationship of the moon to the earth		• Historical development of astronomy	Assessment
Topic, concepts, skills and values	• Solar energy and the Earth's seasons	• Solar energy and the Earth's seasons	• Solar energy and life on Earth	• Stored solar energy	• Relative positions • Gravity	• Gravity • Tides	• Modern developments	
Requisite pre-knowledge	Grade 6: How the spin of the Earth on its axis causes day and night Grade 6: The solar system							
Resources to enhance learning	• Reference materials • Globe / ball • Torch • Pictures and video clips from the internet of the Sun and showing: - the Earth's passage around the Sun - the changing amounts of solar energy reaching different parts of the Earth through the year • Pictures and video clips from the internet of: - the Sun and - how coal, oil and gas are formed from the Sun's energy				• Ball and rope or string • Video clips from the internet showing: - the Moon in orbit around the Earth - the Moon's gravity results in ocean tides on Earth - Full Moon and New Moon cause spring tides • Pictures and texts about shoreline ecosystems		• Reference materials on significant discoveries relating to astronomy	
Informal assessment; re-mediation	• Investigate the direct and indirect light and its effects on temperature • Investigate what would happen if the Sun's rays are blocked from reaching Earth. • Explaining the flow of energy							
Formal Assessment	• Test / Examination							

Science process skills

The teaching and learning of Natural Sciences involves the development of a range of process skills that may be used in everyday life, in the community and in the workplace. Learners also develop the ability to think objectively and use a variety of forms of reasoning while they use these skills. Learners can gain these skills in an environment that taps into their curiosity about the world, and that supports creativity, responsibility and growing confidence.

The following are the cognitive and practical process skills that learners will be able to develop in Natural Sciences

1. *Accessing and recalling information* – being able to use a variety of sources to acquire information, and to remember relevant facts and key ideas, and to build a conceptual framework.
2. *Observing* – noting in detail objects, organisms and events
3. *Comparing* – noting similarities and differences between things

4. *Measuring* – using measuring instruments such as rulers, thermometers, clocks and syringes (for volume)
5. *Sorting and classifying* – applying criteria in order to sort items into a table, mind-map, key, list or other format
6. *Identifying problems and issues* – being able to articulate the needs and wants of people in society
7. *Raising questions* – being able to think of, and articulate relevant questions about problems, issues, and natural phenomena
8. *Predicting* – stating, before an investigation, what you think the results will be for that particular investigation
9. *Hypothesizing* – putting forward a suggestion or possible explanation to account for certain facts. A hypothesis is used as a basis for further investigation which will prove or disprove the hypothesis
10. *Planning investigations* – thinking through the method for an activity or investigation in advance. Identifying the need to make an investigation a fair test by keeping some things (variables) the same whilst other things will vary.
11. *Doing investigations* – this involves carrying out methods using appropriate apparatus and equipment, and collecting data by observing and comparing, measuring and estimating, sequencing, or sorting and classifying. Sometimes an investigation has to be repeated to verify the results.
12. *Recording information* – recording data from an investigation in a systematic way, including drawings, descriptions, tables and graphs
13. *Interpreting information* – explaining what the results of an activity or investigation mean (this includes reading and understanding maps, tables, graphs). A Translation Task requires learners to make sense of information and convert the information into a different format e.g. from information captured on a table into a graph format and or written format.
14. *Communicating* – using written, oral, visual, graphic and other forms of communication to make information available to other people
15. *The Scientific Process* is a way of investigating things about the world. Scientists use this process to find out about the world and to solve problems. The steps that make up the scientific process are not necessarily in order (sequential), and may include:
 - Step 1:* Identify a problem and develop a question. What is it you want to find out?
 - Step 2:* Form a hypothesis. A hypothesis is your idea, answer, or prediction about what will happen and why.
 - Step 3:* Design an activity or experiment. Do something that will help you test your idea or prediction to see if you were right.
 - Step 4:* Observe/note changes/reactions (e.g. through measuring), and record your observations (e.g. onto a table). What were the results of your activity or experiment? Write about what happened.
 - Step 5:* Make inferences about the observations recorded in the tables, graphs, drawings, photographs. Make some conclusions. What did you find out? Do your results support your hypothesis? What did you learn from this investigation?

6 Social Sciences

6.1 History

Revised National Teaching Plan

No. of School Days: 49	Week 1 01-05 June	Week 2 08-12 June	Week 3 17-19 June	Week 4 22-26 June	Week 5 29 June-03 July	Week 6 06-10 July	Week 7 13-17 July	Week 8 20-24 Jul	Week 9 27-31 Jul	Week 10 20-24 July
No. of hours/ week	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours
Topic	The Transatlantic slave trade									
Content and concepts should be taught and assessed in line with the specific aims and skills of History as outlined in paragraph 2.4.3 of Section 2 of Social Sciences CAPS										
Content and concepts	<ul style="list-style-type: none">West-Africa before Slave trade.The nature of slavery in West Africa before Europeans	<ul style="list-style-type: none">Plantations: tobacco, rice, sugar cane and cotton<ul style="list-style-type: none">Reasons for using slave labour	<ul style="list-style-type: none">How slaves were captured, sold and transported from West Africa<ul style="list-style-type: none">Slave markets	<ul style="list-style-type: none">Numbers of slaves that were taken to America<ul style="list-style-type: none">What happened to the raw materials that slaves produced	<ul style="list-style-type: none">What it was like to be a plantation slave in the American South<ul style="list-style-type: none">Slave culture in songs and storiesResistance to slavery: individual responses	<ul style="list-style-type: none">Rebellion against slavery<ul style="list-style-type: none">Nat Turner's revolt 1831Joseph Cinque and the Amistad mutiny 1839	<ul style="list-style-type: none">The Under-ground Railroad (an informal network of secret routes and safe houses used by escaping slaves)	<ul style="list-style-type: none">Harriet Tubman: slave who escaped to freedom, and helped other slaves to escape.The story of John Brown and his mission to abolish slavery	<ul style="list-style-type: none">The impact of trans-Atlantic slave trade on the economies of:<ul style="list-style-type: none">West Africa, America and Britain.Gains for America and Britain and negative impact on West Africa.	Test: Revision and assessment
Historical concepts	Multi-perspective approach; Cause and Effect; Change and Continuity; Time and Chronology (Refer to SS CAPS Section 2 on page 11)									
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Amongst others, activities that involve learners to read, view and write are very much important.									
Formal Assessment:	Source-based and paragraph writing									

No. of School Days: 53	Week 11 03-07 Aug	Week 12 11-14 Aug	Week 13 17-21 Aug	Week 14 24-28 Aug	Week 15 31 Aug.-04 Sept	Week 16 07-11 Sep	Week 17 14-18 Sept	Week 18 21-25 Sept	Week 19 28 Sept-02 Oct	Week 20 – 21 05-16 Oct
No. of hours per week	1.5 hour	1 hour (4 day week)	1.5 hours	1.5 hours	1.5 hours	1.5 hour	1.5 hours	1.5 hours	1.5 hours	3 hours
Topic content and skills	Colonisation of the Cape 17th – 18th centuries									Revision and consolidation
Content and concepts	<ul style="list-style-type: none"> Indigenous inhabitants of the Cape in 17th century 	<ul style="list-style-type: none"> Where African farmers were settled 	<ul style="list-style-type: none"> Reasons for the VOC (DEIC) permanent settlement at the Cape 1652 Results of the Dutch Slaves at the Cape Why slaves were brought to the Cape Where the slaves came from 	<ul style="list-style-type: none"> How slaves were brought to the Cape What it was like to be a slave at the Cape 	<ul style="list-style-type: none"> Causes and effects of slave resistance at the Cape Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language 	<ul style="list-style-type: none"> Free burghers, Dutch and French Huguenot immigration to the Cape <ul style="list-style-type: none"> Expanding European frontiers 	<ul style="list-style-type: none"> The movement of trekboers with their slaves and servants inland Life-styles and stories of trekboers 	<ul style="list-style-type: none"> Land dispossession and consequences for the indigenous population 	<ul style="list-style-type: none"> Genadendal: the first mission station in Southern Africa 1738 The work of William Bleek and Lucy Lloyd 	
Historical concepts	Multi-perspective approach; Cause and Effect; Change and Continuity; Time and Chronology (Refer to SS CAPS Section 2 on page 11)									
Informal assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Amongst others, activities that involve learners to read, view and write are very much important.									
Formal Assessment	Test/ Task Source-based questions, paragraph and essay writing									

No. of school days: 40	Week 22 19 – 23 Oct	Week 23 26 – 30 Oct	Week 24 02 – 06 Nov	Week 25 09 – 13 Nov	Week 26 16 – 20 Nov	Week 27 23 – 27 Nov	Week 28 30 Nov – 04 Dec	Week 29 07 – 11 Dec	Week 30 14 – 15 Dec
No. of hours per week	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	1.5 hours	hours	
Topic	Co-operation and conflict on the frontiers of the Cape Colony in the early 19th century								
Content and skills	<ul style="list-style-type: none"> Arrival of British and the expanding frontiers of European settlement The eastern frontier of European settlement 	<ul style="list-style-type: none"> The eastern frontier of European settlement 	<ul style="list-style-type: none"> Case study: Chief maqoma (1798 – 1873) and Xhosa resistance to British rule - Soldiers and officials Soldiers and officials 	<ul style="list-style-type: none"> British immigration - Abolition of slavery 1836 – Boers migrate and move into the interior: Great Trek 	<ul style="list-style-type: none"> Case study: The lives of booksellings 	Revision and examinations	Revision and examinations	Revision and examinations	Schools close
Historical concepts	Multi-perspective approach; Cause and Effect; Change and Continuity; Time and Chronology (Refer to SS CAPS Section 2 on page 11)								
Informal Assessment	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of historical concepts. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and essay writing (this should have been taught thoroughly and step by step). Amongst others, activities that involve learners to read, view and write are very much important.								
Formal assessment	Examinations: Source-based and paragraph writing								

6.2 Geography

Revised National Teaching Plan

This content must be integrated with the historical aims and skills and the associated concepts listed in Section 2 of CAPS								
No. of School Days: 39	Week 1-5 June	Week 8-12 June	Week 15-19 June (4 day week)	Week 22-26 June	Week 29 Jun-3 Jul	Week 6-10 Jul	Week 13-17 Jul	Week 20-24 Jul
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	Volcanoes, earth- quakes	Volcanoes, earthquakes	Volcanoes, earthquakes	Volcanoes, earthquakes	Volcanoes, earthquakes	Volcanoes and earthquakes	Population growth & change	Population growth & change
Content and skills	Structure of the Earth <ul style="list-style-type: none">Core, mantle, crust, How the crust moves:	Structure of the Earth <ul style="list-style-type: none">Introduction to tec- tonic plates and plate movements	Revision, assess- ment (formal and in- formal) and feed- back should be done on an ongoing basis (30 min) Volcanoes: <ul style="list-style-type: none">Location around the world (map),Why volcanoes occur.	Earthquakes: <ul style="list-style-type: none">Location of earth- quakes around the world (map)Causes of earth- quakes – link back to plate move- mentsEffects of earth- quakes – including injury and loss of life, disease, dis- placement of peo- ple, damage to in- frastructure, fires and tsunamis	Earthquakes: <ul style="list-style-type: none">Why some commu- nities are at higher risk than othersReducing the im- pact – preparing for and responding to earthquakes	Earthquakes <ul style="list-style-type: none">Case study of a se- lected earthquake, case studies should be from this century. Revision, assess- ment (formal and in- formal) and feed- back should be done on an ongoing basis (30 min)	Population concepts <ul style="list-style-type: none">Birth rates, death rates and popula- tion growth rates	Population concepts <ul style="list-style-type: none">Infant mortality ratesLife expectancy
Geographic skills Refer to Section 2 of CAPS	Learners will be able to: <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 knowledge✓ suggest solutions to problems✓ devise and frame questions✓ develop and apply research skills✓ analyse, process and present information							
Informal Assess- ment:	Activities should always be geared towards developing learners to achieve specific aims and demonstrate skills and develop understanding of Geographical concepts mentioned above. Learners should also be able to acquire knowledge and understanding of content outlined above. Activities must prepare learners for formal assessment: source-based, paragraph and data-related. Amongst others, activities that involve learners to read, view and write are important.							

No. of School Days:42	Week 27-31 July	Week 3-7 Aug	Week 11-14 Aug (4 day week)	Week 17-21 Aug	Week 24-28 Aug	Week 31 Aug-4 Sep	Week 7-11 Sep	Week 14-18 Sep	Week 21-23 Sep (3 day week)
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	Population growth & change	Population growth & change	Population growth & change	Population growth & change	Population growth & change	Population growth & change	Consolidation and Assessment:	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa
Content and skills	Factors affecting birth rates and death rates <ul style="list-style-type: none"> ▪ Disease: Wide-spread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea ▪ <i>Pandemics of the past such as the Black Death in Europe, smallpox at the Cape (COVID 19 MUST BE INCLUDED)</i> 	Factors affecting birth rates and death rates <ul style="list-style-type: none"> ▪ <i>Pandemics of the past such as the Black Death in Europe, smallpox at the Cape (COVID 19 MUST BE INCLUDED)</i> ▪ Economic status Family needs, attitudes and beliefs 	Factors affecting birth rates and death rates <ul style="list-style-type: none"> ▪ Conflict and wars ▪ Government policy (as in China) <i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i>	World population growth <ul style="list-style-type: none"> ▪ Pattern of world population growth from 1 AD to present day (interpreting a line graph) ▪ Developments that have affected population growth: ▪ Increased food production 	World population growth <ul style="list-style-type: none"> ▪ Scientific developments – such as the increased understanding and control of disease and infection; ▪ Improved sanitation; canned food and refrigeration 	World population growth <ul style="list-style-type: none"> ▪ Improved health care. <i>Revision, assessment (formal and informal) and feedback should be done on an ongoing basis (30 min)</i>	Volcanoes, Earthquakes Population growth & change (50 marks)	Management of resources <ul style="list-style-type: none"> ▪ Concept of conservation – including reasons for conservation ▪ Conservation areas (including marine reserves) 	Management of resources <ul style="list-style-type: none"> ▪ Purpose and location ▪ Case study of a selected area - Community conservation projects – examples - Eco-tourism – examples
	Learners should be able to: <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 knowledge ✓ suggest solutions to problems ✓ devise and frame questions ✓ develop and apply research skills ✓ analyse, process and present information 								
Formal Assessment:	Task: Data-handling, case study and paragraph writing. 50 marks								

No. of School Days: 55	Week 28 Sept.-02 Oct.	Week 05-09 Oct	Week 12-16 Oct	Week 19-23 Oct.	Week 26-30 Oct.	Week 02-06 Nov.	Week 09-13 Nov	Week 16-20 Nov. (3 days)	Week 23 Nov.-14Dec (15 days)
No. of hours per week	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5	1.5
Topic	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa	Natural resources and conservation in South Africa	Consolidation & Revision	
Content and skills	Management of resources <ul style="list-style-type: none"> Purpose and location Case study of a selected area - Community conservation projects – examples - Eco-tourism – examples	Management of resources <ul style="list-style-type: none"> Purpose and location Case study of a selected area Community conservation projects – examples - Eco-tourism – examples <i>Revision, assessment (formal and informal) and feedback should be done on an on-going basis (30 min).</i>	Water in South Africa <ul style="list-style-type: none"> Who uses South Africa's water (pie graph of water users) Availability of water and requirement in South Africa River health and the care of catchment areas 	Water in South Africa <ul style="list-style-type: none"> Disappearing wetlands and why conservation is necessary – case study Responsible use of water resources - agricultural, industrial and domestic users	<i>Revision, assessment (formal and informal) and feedback should be done on an on-going basis (30 min)</i> Floods <ul style="list-style-type: none"> Causes of floods – unusually heavy rain, environmental factors (such as farming, settlement, fires and loss of vegetation) and earthquakes (tsunamis) 	Floods <ul style="list-style-type: none"> Effects of floods – including injury and loss of life; disease; displacement of people; soil erosion; damage to fields, buildings and infrastructure Why some communities are at higher risk than others Reducing the impact – preparing for and responding to floods 	Floods Case study of a selected flood. Recommendation: The case study here can be the Laingsburg flood – this will allow both water catchment conservation and flooding to be covered with one case study).	<i>Revision, assessment (formal and informal) and feedback should be done on an on-going basis</i>	Revision and end-of-year examination: Formal Assessment Task: Source – based & paragraph writing Marks: 50
	Paragraph questions (in both Geography and History) should be included in both formal and informal assessments.								
Formal Assessment:	NOVEMBER EXAMINATIONS (GEOGRAPHY): 50 MARKS								

7 Technology

Revised National Teaching Plan

Subject:		Technology Grade: 7				
Term 2		Week 1	Week 2	Week 3	Week 4	Week 5
CAPS Topics		Structures Investigation skills	Structures Investigation skills	Structures Evaluation skills	Structures Investigation skills	Electrical S & C Investigation and Communication skills
Topics / Concepts, Skills and Values		<ul style="list-style-type: none"> Definition and purpose of structures to contain, protect, support, span. Classification of structures: natural and man-made. Types of structures: shell, frame, solid – learners complete a worksheet. 	<ul style="list-style-type: none"> Investigate: a cell phone tower – a frame structure Case study: examine existing towers strengthened by triangulation, including pylons, windmills and mine headgear. 	<ul style="list-style-type: none"> Evaluate: worksheet on the advantages and disadvantages of telephone systems; Landline vs. mobile. learners complete a table 	<ul style="list-style-type: none"> Action research: to stiffen materials / structures Practical activity 1 – Stiffen a structural material by <u>tubing</u> individual activity Practical activity 2 – Stiffen a structural material by <u>folding</u> individual activity Practical activity 3 – stiffen a frame structure by <u>triangulation</u> individual activity 	<ul style="list-style-type: none"> Investigate: What is magnetism? Practical investigation: Different types of permanent magnets – bar and horseshoe.
Requisite pre-knowledge		Pre-knowledge of structures in the Natural sciences and Technology Subject in the intermediate phase	Pre-knowledge of structures in the Natural sciences and Technology Subject in the intermediate phase	Pre-knowledge of structures in the Natural sciences and Technology Subject in the intermediate phase	Pre-knowledge of structures in the Natural sciences and Technology Subject in the intermediate phase	Pre-knowledge about Structures and types of levers
Resources (other than textbook) to enhance learning		Siyavula workbook/ Textbooks Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources
Assessment	Informal Assessment: Remediation	Informal	Informal	Informal	Informal	Informal
	SBA (Formal)	N/A	N/A	N/A	N/A	N/A

Subject:		Technology Grade: 7				
Term 3		Week 6	Week 7	Week 8	Week 9	Week 10
CAPS Topics		Electrical S & C Investigation and Design skills	Electrical S & C Investigation skills	Electrical S & C Communication skills	Mechanical S & C Investigation skills	Mechanical S & C Investigation skills
Topics /Concepts, Skills and Values		<ul style="list-style-type: none"> Practical demonstration by the teacher on Magnetic and non – magnetic metals. Case study: Recycling scrap metals. Honest gleaners who collect scrap metal and deliver it to scrap metal dealers perform a valuable service to society. This good work is tainted by the criminal acts of thieves who steal copper telephone wire and steel manhole covers. 	<ul style="list-style-type: none"> Simple electric circuits. Demonstrate a simple electric circuit with an energy source (cell), switch, conductor and a light bulb or buzzer. Sketch the circuit showing how to use component symbols. Circuit diagram: Each learner draw a circuit diagram using the correct symbols for components 	<ul style="list-style-type: none"> Demonstration lesson: A simple electromagnet. Make a simple electromagnet made by winding insulated copper wire around an iron nail. When an electric current flow in the wire coil (solenoid) a magnetic field is created and this is amplified by the iron core. Switching the current off causes the magnetic field to fade away. (Note: electromagnetism is a key to a wide range of technologies making up our modern world.) 	<ul style="list-style-type: none"> Introductory lesson: All complex machinery consists of combinations of simple mechanisms. Machines can be designed to give the user a “mechanical advantage”. Introduce learners to cranks and pulleys. 	<ul style="list-style-type: none"> The crank – an adaptation of a second-class lever. The pulley – a type of wheel and axle. Revision: <ol style="list-style-type: none"> What is mechanical advantage? Strengthening frame structures
Requisite pre-knowledge		Preknowledge on Electromagnetism and perspective drawings	Metals and non-magnetic metals	Pre-knowledge on Electricity and circuit diagrams	Mechanisms	Pre-knowledge on simple mechanisms and levers
Resources (other than textbook) to enhance learning		Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources
Assessment	Informal Assessment: Remediation	Informal	Informal	N/A	N/A	Informal
	SBA (Formal)	Formal PAT 2 (Assignment) Investigate (30 marks)	Formal PAT 2 (Assignment) Design (40 marks)			

Subject:		Technology Grade: 7				
Term 3 & 4		Week 11	Week 12	Week 13	Week 14	Week 15
CAPS Topics		Electrical S & C Communication skills	Electrical S & C Communication skills	Electrical S & C Communication skills	Electrical S & C Communication skills	Electrical S & C Investigation skills
Topics /Concepts, Skills and Values		<ul style="list-style-type: none"> Learners must use their knowledge of structures and the drawing skills developed in earlier tasks, together with their new knowledge of magnetism ,electric circuits and electromagnets as well as their knowledge of cranks and pulleys to design and make a crane using an electro-magnet to sort out metal in a scrap yard. Case Study: Examine pictures of cranes in order to get ideas to be used in the learner's own designs Write a design brief with specifications and constraints for a crane with electromagnet. Sketch two possible designs for a suitable crane using single VP perspective. Draw a circuit diagram for the electromagnet (with a light to show when it is on). 	<ul style="list-style-type: none"> Revision: Revise the 3D oblique drawing technique; line types; scale; dimensions. Drawing: Each learner uses the Oblique technique to draw an idea for the crane chosen from the two ideas sketched the previous week. The idea should be drawn on squared paper (quadrant) using pencil and ruler. 	<ul style="list-style-type: none"> Flow chart: Each learner works out a flow chart detailing the sequence of manufacture of the crane with its electromagnet. 	<ul style="list-style-type: none"> Each team presents the design sketches, working drawings and functioning model to the class. They demonstrate how strong their electromagnet is and show that it releases the load when switched off. Each learner explains the role s/he played and shares the role of spokesperson. They explain the principles involved with the magnetic sorting and how their electro-magnet could be made stronger. They comment on the value of recycling and explain how sorting the metals into types, improves their scrap value. They enhance their presentation using posters giving an artist's impression of their completed crane and electromagnet in use. 	<ul style="list-style-type: none"> Learners investigate emergency situations that can lead to refugees: Find out what situations commonly result in people becoming refugees. Find out what initial problems are typically faced by refugees. What mix of people will usually be present? What are their needs for shelter? (Shelter will be addressed in the mini-PAT) What are their needs for food and water?
Requisite pre-knowledge		Electricity and electromagnetism	Electronic circuit diagrams and single vanishing point perspective drawings	3D – Oblique drawings, line types and flowcharts	Design sketches and Electromagnets	Research skills
Resources (other than textbook) to enhance learning		Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources
Assessment	Informal Assessment: Remediation	Formal	Formal	Informal	Informal	Informal
	SBA (Formal)	Formal Investigation 30 Marks	Formal Design 40 Marks	N/A	N/A	N/A

Subject:		Technology Grade: 7					
Term 3 & 4		Week 16	Week 17	Week 18	Week 19	Week 20	Week 21
CAPS Topics		Processing Investigation & Design skills	Processing Making and Evaluation skills	Processing Investigation skills	Processing Impact of Tech, Indigenous Tech and Investigation skills	Processing Making and Evaluation skills	
Topics /Concepts, Skills and Values		<ul style="list-style-type: none">Processing food: emergency foodInvestigate the types of food that can be supplied to occupants of a refugee camp. Design brief: learners write a design brief giving specifications of the types and quantities of food needed for a population of 100 refugees.Design: List the ingredients of a meal that will be nutritious as well as tasty, and which can be prepared under conditions likely to be found in a refugee camp.	<ul style="list-style-type: none">Write down the sequence of manufacture for the process of preparing one item from the meal described above.Learners prepare the item selected above.Learners evaluate the item in terms of flavour, texture and nutritional value.	<ul style="list-style-type: none">Learners investigate clothing worn by people in specialised occupations like the emergency services, e.g. fire department, NSRI or dangerous professions. Learners must investigate the following:Find out what textiles are used to make the clothing worn by fire fighters, orFind out what textiles are used to make the clothing worn by members of the NSRI.	<ul style="list-style-type: none">Scenario: Tragic shack fires or natural disasters like floods or earthquakes or political strife may create the need for emergency shelters to be erected for the victims. Learners design and make a simple emergency shelter for disaster victims. The shelter must be sturdy, waterproof, easy to erect and able to house a family of six for a month. Learners must be aware of the importance of health and safety issues.Investigate: Learners investigate materials and building techniques used by indigenous people for constructing housing in rural South Africa. Materials used in such construction is typically readily available, appropriate and environmentally friendly.Investigate: Learners compare materials and building techniques used by people setting up informal settlements. They compare these materials to those used by indigenous builders in terms of suitability, availability and environmental friendliness.Investigate: Learners find out what chemicals can waterproof a textile like canvasInvestigate: Learners find out about the burning characteristics of various textilesDesign brief: Learners write an appropriate design brief with specifications for producing a textile suitable for use in making an emergency shelter.	<ul style="list-style-type: none">Design: Learners sketch design ideas for an emergency shelter that can be transported to and erected at a site where people have become homeless.	<ul style="list-style-type: none">End of year test
Requisite pre-knowledge		Preknowledge on food processing in grade 6 in Natural sciences and Technology.	Preknowledge on food processing in grade 6 in Natural sciences and Technology.	Pre-knowledge on processing in grade 6	Preknowledge on indigenous technologies in the intermediate phase	Preknowledge on indigenous technologies in the intermediate phase	
Resources (other than textbook) to enhance learning		Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Siyavula workbook/ Applicable resources	Test/paper
Assessment	Informal Assessment: Remediation	Informal	Informal	Informal	N/A	Informal	N/A
	SBA (Formal)	N/A	N/A	N/A	N/A	N/A	TEST Total = 30 marks