

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Maps and globes										
CONTENT AND CONCEPTS	Orientation of learners to Grade 8: Welcome learners to Grade 8 Geography/Social Sciences as a subject Explain the programme of assessment (formal and informal) Revise concepts from the content of Grade 7, Term 1, e.g., local maps and street maps, line scales and word scales, different scales for different maps, small and large-scale maps, calculating distances on maps Introduction to the topic: Map skills Baseline Assessment	Maps and atlases			The Globe			Satellite images	Revision and consolidation	Formal assessment	
		Kinds of scale in an atlas (world, regional, local) Scale: Review line and word scales Introduce ratio scales (number scales)	Calculate distances between settlements using different scales (global and South Africa) Locate major current events or places in the news on a map NB: this should be ongoing throughout the year	Latitude and longitude: Degrees and minutes Using the atlas index to find places on a map	Hemispheres: (Review from Grade 6) The earth's rotation on its axis: Day and night World time, time zones and the international dateline South African Standard Time	The Earth's revolution around the sun: The angle of the axis, equinox, solstice and the change in angle of the midday sun	Seasonal changes in lengths of day and night Seasonal temperature changes	How satellite images are used What satellite images look like Information from satellite images: Water, vegetation, land use and cloud patterns		Test: map skills: • Maps and atlases • The globe • Satellite images 50 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	• Identify and extract information from visual sources such as photographs • Draw maps, sketches and simple illustrations • Write in a structured way: Writing coherent sentences • Provide reasoned explanations										
RESOURCES TO ENHANCE LEARNING	• Atlas • Ruler and 360° protractor • YouTube videos • Internet (Google Earth) • Globe • World map • Newspapers/magazines										
INFORMAL ASSESSMENT	• Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework/classwork/worksheet • Informal assessment should be source-based • A minimum of two activities per week										
SBA (FORMAL ASSESSMENT)	Test: Map skills 50 marks										

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Climate regions										
CONTENT AND CONCEPTS	Factors that influence temperature and rainfall and South Africa's climate			Holidays / School holiday	Factors that influence temperature and rainfall and South Africa's climate		Climate around the world	Climate regions of the world	Revision and consolidation	Formal assessment	
	Introduction to the topic Climate Regions Baseline Assessment 1. Distance from the equator (latitude) Compare Mbombela and George Physical map of South Africa to show the location of cities	2. Distance from the sea Compare Johannesburg and Cape Town Physical map of South Africa to show the location of cities	3. Height above sea level (altitude) Compare Johannesburg and Cape Town Physical map of South Africa to show the location of cities		4. Ocean currents Compare Durban and Port Nolloth Physical map of South Africa to show the location of cities	5. Mountains (relief) Compare Umtata and Durban Physical map of South Africa to show the location of cities Differences between weather and climate Elements of weather (temperature, humidity, winds and precipitation) Physical map of South Africa to show the location of cities	Kinds of climate: • Tropical • Subtropical • Temperate Bar and line graphs • Desert • Semi-desert, • Continental • Polar, • Mediterranean • Tundra • High mountain	Map with climate regions Links between climate regions and factors that influence temperature and rainfall		Controlled test Term 1 content: 25 marks Term 2 content: 50 marks Map skills, source- based questions, paragraph and essay writing Total: 75 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	• Identify and extract information from visual sources such as photographs • Draw maps, sketches and simple illustrations • Write in a structured way: Writing coherent sentences • Provide reasoned explanations										
RESOURCES TO ENHANCE LEARNING	• Atlas • Ruler and 360° protractor • YouTube videos • Internet (Google Earth) • Globe • World map • Newspapers/magazines										
INFORMAL ASSESSMENT	• Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions such as writing in their books, reading from their books, etc. • Homework/classwork/worksheet • Informal assessment should be source-based • A minimum of two activities per week										
SBA (FORMAL ASSESSMENT)	Controlled Test Term 1: 35 marks – Map Skills Term 2: 40 marks - Climate regions Type of questions: Source-based, paragraph and essay writing Total: 75 marks										

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
CAPS TOPIC	Settlement									
CONTENT AND CONCEPTS	Rural settlements	Urban settlements		Land use on aerial photographs and large-scale maps		Urbanisation			Revision, consolidation	Formal assessment
	Introduce the topic settlement and the project for submission late in the term Types of rural settlements (isolated farmsteads; hamlet; village), including economic activities: Farming, mining, forestry and fishing Baseline Assessment	Land use within urban settlements, including the central business district and zones for light and heavy industry Focus only on the characteristics of land use zones The content above is used as build-up for project	Residential areas (high, middle and low income), shopping centres, services and recreation Focus only on the characteristics of land use zones The content above is used as build-up for project	What aerial photographs look like (oblique and vertical) Information from aerial photos: Natural and constructed features The content above is used as build-up for project	Identifying land uses in urban settlements (aerial photographs and large-scale maps) The content above is used as build-up for project	Concept of urbanisation: Why cities are growing – push and pull forces of migration in Africa with a focus on South Africa Review and extend from Grade 6: “Why people live where they do” The content above is used as build-up for project	Overview of urbanisation in South Africa, including issues associated with apartheid population controls The content above is used as build-up for project	Social issues related to the rapid growth of cities, such as housing and service provision (including healthcare and education) The content above is used as build-up for project		Finalisation and submission of project 50 marks
SKILLS AND VALUES	- Identify and extract information from visual sources such as photographs - Draw maps, sketches and simple illustrations - Write in a structured way: Writing coherent sentences - Provide reasoned explanations									
RESOURCES TO ENHANCE LEARNING	- YouTube videos - Internet (Google Earth) - Pictures showing urban areas and land use - Newspapers/magazines - The use photographs and simple, shaded land use maps									
INFORMAL ASSESSMENT	- Homework/classwork/worksheet - Informal assessment should be source-based - A minimum of two activities per week									
SBA (FORMAL ASSESSMENT)	Project 50 marks		Introduce the project for submission later in the term		Monitoring the project		Monitoring the project		Submission of project	

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 8 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
CAPS TOPIC	Transport and trade								
CONTENT AND CONCEPTS	Trade and transport around the world		Trade and transport in South Africa*		People and transport in urban areas		Revision and consolidation	Formal assessment	
	Introduction of the topic Transport and Trade Reasons for trade* Links between trade and transport with examples to illustrate *(Review from Grade 6) Baseline Assessment	Different modes of transport and their uses: Sea, air, road, rail and pipelines	Major roads, railways, airports and harbours in South Africa (map) Case study of a selected South African harbour: - Reasons for location - Main exports and imports - Specialized ships, such as container ships, tankers, passenger liners and bulk carriers for specialized cargo - Links with other transport systems, such as road, rail and pipelines *The focus here should be on national, as opposed to urban or regional, patterns of transport use	Advantages and disadvantages of road and rail transport Requirements for future transport networks	Public transport systems in urban areas, such as buses and trains mini-bus taxis Private modes of transport, such as cars and bicycles	Transport issues, such as cost for commuters, traffic congestion and pollution Public transit strategies, such as rapid transport systems, subsidized public transport, bus and cycle lanes, park and ride and car-free zones		End-of-year examination Term 3 content: 35 marks Term 4 content: 40 marks Source-based questions, paragraph and essay writing Total: 75 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	- Identify and extract information from visual sources such as photographs - Draw maps, sketches and simple illustrations - Write in a structured way: Writing coherent sentences - Provide reasoned explanations								
RESOURCES TO ENHANCE LEARNING	- YouTube videos - Internet (Google Earth) - Pictures showing different transport modes used in trade - Newspapers/magazines								
INFORMAL ASSESSMENT	- Homework/classwork/worksheet - Informal assessment should be source-based - A minimum of two activities per week.								
SBA (FORMAL ASSESSMENT)	End Year Examination Term 3: 35 marks- Settlement Term 4: 40 marks - Transport and trade Type of questions: Source-based and paragraph writing Total marks: 75								

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 8 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	The Industrial Revolution in Britain and southern Africa from 1860 Focus: Changes during the Industrial Revolution in Britain and the beginning of the Industrial Revolution in South Africa brought about by diamond mining and Britain’s increasing interests in South Africa										
CONTENT AND CONCEPTS	Orientation of learners for Grade 8: Explain the programme of assessment (formal and informal) Revise concepts from the content of Grade 7, Term 2, e.g. wealth from the slave trade Introduction to the topic: The Industrial Revolution in Britain and Southern Africa Baseline Assessment	Changes during the Industrial Revolution in Britain				Southern Africa before 1860		Diamond mining in Kimberley from1867 onwards		Revision	Formal assessment
		Discuss the types of revolutions The economy before the Industrial Revolution	What was the Industrial Revolution? Social changes during the Industrial Revolution	Urbanisation and changing living conditions, lives of the working class, including overcrowded housing, poverty and workhouses Mines and factories Child labour in the mills and mines	Labour resistance Trade union movements and working-class organisations Increased power and wealth of Britain and Western European economies	Map and brief description of political settlement Indentured labour from India to work on sugar plantations India as a British colony Reasons why Indian labour was imported to Natal	Conditions under which indentured labourers lived and worked Passenger Indians from 1867 onwards	British takeover of diamond-rich land in Griqualand West Diamond mining and the development of a monopoly	What happened to black claim-owners? Formation of companies by Cecil John Rhodes and Barnato Regulating supply and the price of diamonds: One man, one claim		Test: 42 marks source-based questions 8 marks paragraph writing 50 marks No essay writing Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	- Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people - Using more than one kind of written information (books, magazines, newspapers and websites)										
RESOURCES TO ENHANCE LEARNING	- Social Sciences textbook - Internet (Google) - Atlas - Oral history/interviews - Newspapers/magazines - World map - YouTube videos - Globe										
INFORMAL ASSESSMENT	- Oral assessment: Simple questions and answers - Learners should be able to answer simple questions using words such as “who”, “what”, “where”, “when”, “why” and “how” - Homework/classwork/worksheet - Informal assessment should be source-based										
SBA (FORMAL ASSESSMENT)	Test: Source-based questions and paragraph writing 50 marks										

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 8 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	The Mineral Revolution in South Africa Focus: Changing balance of power in South Africa brought about by gold mining and the foundations of racial segregation										
CONTENT AND CONCEPTS	Revise from Term 1: The definition of the concept of “Industrial Revolution in Britain” Changes during the Industrial Revolution in Britain People living in South Africa by 1860 The discovery of diamonds and the British take-over of diamond-rich land in Griqualand West Diamond mining, focusing on the monopoly that developed and labour issues Baseline Assessment	Britain, diamond mining, increasing labour control and expansion		Holidays / School holiday	Deep-level gold mining on the Witwatersrand in 1886		The mineral revolution as a turning point in South African history		Consolidation and revision	Formal assessment	
		Increasing labour control over black workers: Migrant labour and close compounds Further land dispossession and defeat of African kingdoms: The Xhosa in 1878	Further land dispossession and defeat of African kingdoms: The Pedi and Zulu in 1879 The conditions underground		The Randlords and the formation of the Chamber of Mines Impact of migrant labour on families	Skilled and unskilled white workers Anti-Indian legislation Forms of Labour Resistance The city of Johannesburg	The shifting balance of power: - Defeat of the Boer Republics in 1902 - African Political Organisation (APO) in 1902 - Transvaal Indian Congress (TIC) in 1903 - Bambatha Rebellion in 1906 - Union in 1910	Formation of South African Native National Congress (SANNC) in 1912 (later renamed ANC): - Satyagraha Campaign of 1913–1914 - Land Act of 1913 - Map of southern Africa in 1913 compared to 1860		Controlled test: Term 1: 35 marks Source-based questions: 17 marks Paragraph writing: 8 marks Term 2: 40 marks Source-based questions: 30 marks Essay writing: 20 marks Total: 75 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	- Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people - Using more than one kind of written information (books, magazines, newspapers and websites)										
RESOURCES TO ENHANCE LEARNING	- Social Sciences textbook - World map - Oral history/interviews - Atlas - Internet (Google) - Newspapers/magazines - Globe - YouTube videos										
INFORMAL ASSESSMENT	- Oral assessment: Simple questions and answers - Homework/classwork/worksheet - This should be source-based										
SBA (FORMAL ASSESSMENT)	Controlled Test: Term 1: 35 marks - The Industrial Revolution in Britain and Southern Africa from 1860 Term 2: 40 marks - The Mineral Revolution in South Africa Source-based questions and paragraph and essay writing Total: 75 marks										

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 8 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	The scramble for Africa Focus: Causes and results of European colonisation of the African continent, with special focus on the Ashanti kingdom (colonised by the British as the Gold Coast, and today the independent African country of Ghana)										
CONTENT AND CONCEPTS	Revise the following topics: - The impact of Transatlantic slave on Africa - How the growth of industrialisation in Europe paved the way for the scramble for Africa - Introduction of the topic: The Scramble for Africa Baseline Assessment	European colonisation of Africa in the late 19th century				Case study: the Ashanti Kingdom			Revision and consolidation	Revision and consolidation	Formal assessment
		European colonisation of Africa in the late 19th century: The Berlin Conference of 1884	Map of Africa showing different colonising countries Causes of colonisation	Patterns of colonisation: Which countries colonised which parts of Africa Why European powers were able to colonise Africa so quickly	Results of colonisation	The Ashanti and their early contact with European traders and explorers	The British and the colonisation of the Gold Coast	Results of colonisation for the Ashanti Kingdom and Britain	Focus on practicing essay writing	Focus on practising essay writing	Test: Source-based questions and paragraph writing: 30 marks Essay writing: 20 marks 50 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	- Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people - Using more than one kind of written information (books, magazines, newspapers and websites)										
RESOURCES TO ENHANCE LEARNING	- Social Sciences textbook - World map - Oral history/interviews - Atlas - Internet (Google) - Newspapers/magazines - Globe - YouTube videos										
INFORMAL ASSESSMENT	- Oral assessment: Simple questions and answers - Learners should be able to follow simple instructions - Homework/classwork/worksheet - This should be source-based										
SBA (FORMAL ASSESSMENT)	Test: Source-based questions, Paragraph and Essay writing 50 marks										

2025 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 8 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
CAPS TOPIC	World War I (1914–1918) Focus: Causes of World War I and aspects of people’s experience at home and war								
CONTENT AND CONCEPTS	Reasons why World War I broke out	Reasons why World War I broke out: Immediate cause	Aspects of experiences in World War I		Women in Britain during World War I		Revision and consolidation	Formal assessment	
	Introduction of topic: WW1 - Nationalism - Industrial economies - Control of seas - Colonisation and empire Baseline Assessment	Assassination of the archduke of Austria at Sarajevo Countries in Europe that fought: Allied powers vs Central powers	Conscription and Propaganda in Britain Conscientious objectors Trench warfare on the Western Front Music and poetry	World War I and South Africa: Battle of Delville Wood in 1919 Sinking of Mendi in 1917	Changing roles of women in the workplace in Britain during World War I Emmeline Pankhurst and the campaign for the vote for women in Britain	The defeat of Germany and the Treaty of Versailles		Controlled Test Term 3: 35 marks Source-based questions: 27 marks Paragraph writing: 8 marks Term 4: 40 marks Source-based questions: 20 marks Essay writing: 20 marks Total: 75 marks Low order: 30% Middle order: 50%	
SKILLS AND VALUES	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event								
RESOURCES TO ENHANCE LEARNING	- Atlas - Internet (Google) - Globe - YouTube videos - World map - Newspapers/magazines - Oral history/interviews								
INFORMAL ASSESSMENT	- Classwork/homework - Discuss and debate - Answer paragraphs and essay questions (written) - Answer source-based questions (written)								
SBA (FORMAL ASSESSMENT)	End Year Examination Term 3: 35 marks - The Scramble for Africa Term 4: 40 marks - World War I (1914–1918) Total: 75 marks								