

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 6 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPIC	Map skills (Focus: World)										
CONTENT AND CONCEPTS	Orientation of learners for Grade 6: Welcome learners to Grade 6 Geography/Social Sciences as a subject Revise concepts from the content of Grade 5, Term 1, e.g. the globe, the position of the equator, north and south poles, points of a compass and eight directions from a fixed point Introduction to the topic: Map skills	Atlases, global statistics and current events The different kinds of information provided in an atlas How the content page of an atlas is organised	Latitude and longitude			Scale			Revision and consolidation	Formal assessment	
			Latitude and longitude on a globe (degrees) The concept of a hemisphere: The northern and southern hemispheres are divided by the equator The eastern and western hemispheres are divided by the Greenwich Meridian and 180° longitude	Any place on the globe is in two hemispheres: North or south and east or west Location of South Africa in southern and eastern hemispheres	Latitude and longitude on a map (degrees): From a globe to a flat map Locate selected countries and cities in degrees of latitude and longitude Locate major current events or places in the news on a map NB: this should be ongoing throughout the year	Concept of scale Small and large-scale maps: Different scale for different maps: From world maps to street maps	Line scales Word scales Measuring straight-line distances between cities on a map	Measuring straight-line distances between cities on a map			
SKILLS AND VALUES	<ul style="list-style-type: none"> • Read and use sources in order to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as maps • Cross-reference information using different sources • Use and draw maps (street maps) • Provide reasoned explanations • Use and draw maps. 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Atlas globe, world map, newspapers, magazines, ruler, 360° protractor • YouTube /internet (Google Earth) 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • Oral assessment: Simple questions and answers • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework, classwork, worksheet • Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Test: map skills 40 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 6 (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	Trade (Focus: South Africa and the world)										
CONTENT AND CONCEPTS	Introduction to the topic: Trade (Focus: South Africa and the world)	Why people trade	What people trade	Resources and their value			Fair trading		Revision and consolidation	Formal assessment	
		Trade as the exchange of goods: Buying and selling of goods for money Exports and imports between South Africa and the world	Goods: Raw materials (primary products) Manufactured goods (secondary products) Skills and services	Values of selected raw materials and manufactured goods	Case study: From cocoa to chocolate	Case study: From gold to jewellery	Concepts of unfair and fair trade The human cost of unfair trade: Work and exploitation	Fair trade: Case of a positive project		Controlled test: Term 1: 15 marks Term 2: 25 marks 40 marks Source-based questions and paragraph writing Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> • Read and use sources in order to assimilate information • Identify and extract information from visual sources such as maps • Use information to describe, explain and answer questions about places • Provide reasoned explanations • Cross-reference information using different sources 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> • Atlas, newspaper/magazine articles on trade • YouTube • Daily goods for practical exchange activities • Tables and graphs for data handling 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> • Oral assessment: Simple questions and answers. • Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. • Homework, classwork, worksheet • Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Controlled test: Source based questions and paragraph writing Term1 content: 15 marks Term 2 content: 25 marks Total marks: 40										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 6 (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	Climate and vegetation around the world											
CONTENT AND CONCEPTS	Introduction to the topic: Climate and vegetation around the world Link the revision to Grade 5, Term 3's topic: The difference between climate and weather	Climate around the world The difference between climate and weather Hot, mild and cold climates of the world, including temperature maps of January and July		Wet and dry areas of the world, including annual rainfall map	Tropical rainforests Location on earth Climate: Temperature and rainfall patterns (monthly averages)		Hot deserts Location on earth Climate: Temperature and rainfall patterns (monthly averages)		Coniferous forests Location on earth Climate: Temperature and rainfall patterns (monthly averages)		Revision and consolidation	Formal assessment Test: source-based questions and paragraph writing 40 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	<ul style="list-style-type: none"> Identify and extract information from visual sources such as maps, tables and graphs Use information to describe, explain and answer questions about places Read and use sources in order to assimilate information Cross-reference information using different sources Provide reasoned explanations 											
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Atlas, world maps to show annual rainfall and summer and winter temperatures, graphs with monthly temperature and rainfall data Photographs of vegetation types, photographs of people in their environments You Tube, internet 											
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet. Informal assessment should be source-based 											
SBA (FORMAL ASSESSMENT)	Test : Source-based questions and paragraph writing Test: 40 marks											

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (GEOGRAPHY): GRADE 6 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	Population: Why people live where they do (Focus: South Africa and the world)									
CONTENT AND CONCEPTS	Introduction to the topic Population: Why people live where they do	Why people live where they do (South Africa)			People and provinces in South Africa		Population around the world	Revision and consolidation	Formal assessment	
		Reasons for location of settlements, such as climate, vegetation and natural features	Reasons for location of settlements: Laws (past and present), resources and human activities (such as mining, fishing and trade)	Concept of "rural" and "urban" Why people move from rural areas to towns and cities	Population distribution and population density (concepts) Population distribution in South Africa on a distribution map	Total population figures for each province (reading graphs) Average population density for each province (reading graphs)	Population distribution around the world Major cities and their population sizes (map). Case study of a major city to highlight the reasons for its location		Controlled test Term 3 content: 15 marks Term 4 content: 25 marks 40 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> Identify and extract information from visual sources such as maps, tables and graphs Cross-reference information using different sources Read and use sources to assimilate information Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as photographs Write in a structured way: Writing coherent sentences Provide reasoned explanations 									
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Atlas, world maps to show annual rainfall and summer and winter temperatures, graphs with monthly temperature and rainfall data Photographs of vegetation types, photographs of people in their environments You Tube, internet 									
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers. Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet Informal assessment should be source-based 									
SBA (FORMAL ASSESSMENT)	Controlled test: Source-based questions and paragraph writing Term 3 content: 15 marks Term 4 content: 25 marks Total: 40 marks									

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 6 (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	An African kingdom long ago in southern Africa: Mapungubwe											
CONTENT AND CONCEPTS	Orientation of learners to Grade 6: Welcome learners to Grade 6 History (Social Sciences) as a subject Explain the programme of assessment (formal and informal) Revise concepts from the content of Grade 5, Term 4, e.g. golden objects at Mapungubwe in Limpopo Introduction to the topic: An African Kingdom long ago in southern Africa Baseline assessment	Changes in societies in the Limpopo Valley between 900 AD and 1 300 AD: bigger, more organised and more complex	Settlements in the Limpopo Valley before Mapungubwe: K2 and Schroda	Mapungubwe: First state in southern Africa, 1220–1300			Change and continuity in East Coast trade with settlements inland	Change and continuity in East Coast trade with settlements inland	Revision and consolidation		Formal assessment	
				King and sacred leadership First stone-walled palace Significance of Mapungubwe Hill	First town Distinct social classes Golden rhinoceroses and other golden objects as symbols of royal power and political leadership	Trade across Africa and across Indian Ocean and beyond (globalisation) Goods traded People's journeys on foot: Routes, dangers, finding the way					Test: source-based and paragraph writing Source-based = 35 marks Paragraph writing = 5 marks Total = 40 marks Low order: 30% Middle order: 50% High order: 20%	
SKILLS AND VALUES	<ul style="list-style-type: none"> Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in the Limpopo Valley during the period under study Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument 											
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Atlas, worksheets South African map showing different provinces Newspapers, magazines, websites, etc. 											
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Learners should read and write for a part of every lesson Homework, classwork, worksheet Informal assessment should be source-based 											
SBA (FORMAL ASSESSMENT)	Test Source-based and paragraph writing 40 marks											

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 6 (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	Explorers from Europe find southern Africa										
CONTENT AND CONCEPTS	Revision of content and concepts taught in Term 1 Baseline assessment Introduction to the topic: Explores from Europe find Southern Africa	Reasons for European exploration The European Renaissance during the 15th and 16th centuries: A turning point in European history	Case studies: The contribution of: Leonardo da Vinci OR Galileo	New ideas and knowledge Inventions: • gunpowder • magnetic compass • caravel (including influence on Europe from elsewhere)	Reasons for exploring		European trade route to the East via southern Africa	Dias and his crew encounter the Khoikhoi in Mossel Bay 1488	The journey of Da Gama: Dutch East India Company (DIEC) journeys	Revision and consolidation	Formal assessment
					Curiosity about the world Looking for trade and profit	Spreading the Christian religion Crossing the sea and finding the East					
SKILLS AND VALUES	<ul style="list-style-type: none"> Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument. 										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Atlas, political map of the world Globe Worksheets Newspapers, magazines, websites, etc. 										
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet. Informal assessment should be source-based 										
SBA (FORMAL ASSESSMENT)	Controlled test: Source-based questions and paragraph writing Term 1: 15 marks Term 2: 25 marks 40 marks										

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 6 (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	Democracy and citizenship											
CONTENT CONCEPTS	Introduction to the topic: Democracy and citizenship Baseline assessment	How people govern themselves in a democracy Our national government The first democratic government in South Africa Start with project	Our national government			Rights and responsibilities of citizens in a democracy Case study: Fatima Meer: A leader in building democracy OR Pius Langa	Children's rights and responsibilities The Children's Charter of South Africa	National symbols since 1994: • Coat of arms • National flag • National anthem	Submission of the project	Feedback on the project 40 marks Low order: 30% Middle order: 50% High order: 20%		
SKILLS AND VALUES	<ul style="list-style-type: none"> Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument 											
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Atlas Worksheets Constitution of South Africa National flag Newspapers, magazines, websites, etc. 											
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Learners should read and write for a part of every lesson Homework, classwork, worksheet Informal assessment should be source based 											
SBA (FORMAL ASSESSMENT)	Project: To be introduced at the beginning of the topic Democracy and citizenship Marks: 40											

2023/24 ANNUAL TEACHING PLANS: SOCIAL SCIENCES (HISTORY): GRADE 6 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
CAPS TOPIC	Medicine through time									
CONTENT AND CONCEPTS	Revise content and concepts taught in Term 3 Introduction to the topic: Medicine through time Baseline assessment	Indigenous healing in South Africa: <ul style="list-style-type: none"> Physical causes of illness Spiritual healing Use of indigenous plants to cure diseases 	Some modern Western scientific medical discoveries				Revision and consolidation		Formal assessment	
			The fight against infectious disease Vaccination against smallpox and the role of Edward Jenner	The connection between germs and disease and the role of Louis Pasteur	The germs that cause TB and the role of Robert Koch	Brief overview of the discoveries that made surgery possible: <ul style="list-style-type: none"> Anaesthetics Avoiding infection Blood transfusions X-rays 	Heart surgery: Christiaan Barnard and the world's first heart transplant			Controlled test: source-based questions and paragraph writing Term 3 content: 15 marks Term 4 content: 25 marks Total: 40 marks Low order: 30% Middle order: 50% High order: 20%
SKILLS AND VALUES	<ul style="list-style-type: none"> Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument 									
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Social Sciences textbook Atlas Worksheets Newspapers, magazines, websites, etc. 									
INFORMAL ASSESSMENT	<ul style="list-style-type: none"> Oral assessment: Simple questions and answers Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc. Homework, classwork, worksheet Informal assessment should be source-based 									
SBA (FORMAL ASSESSMENT)	Controlled test: Source-based questions and paragraph writing. Term 3 content: 15 marks Term 4 content: 25 marks Total: 40 marks									