

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
CAPS TOPICS	<p>Orientation from Social Sciences (Gr 9) to History (Gr 10-12):</p> <p>Reference to content mapping from Gr 9 (Term 4 content) into the FET phase: e.g. Gr 9: The 1948 National Party and Apartheid - link with Gr 10 Topic 6: The South African War and Union</p> <p>Gr 10 PoA:</p> <p>Outline the expectations of the Gr 10 Programme of Assessment</p> <p>Skills consolidation:</p> <p>Outline skills for Source-Based Questions:</p> <p>Extraction; Selection of relevant information from Sources; Explanation of Concepts in context; Analysis & Interpretation; Visual Source analysis; etc.</p> <p>Paragraph writing:</p> <p>Paragraph writing skills & Marking Rubric</p> <p>Essay writing:</p> <p>Essays writing skills & the Marking Matrix: (focusing on Content knowledge and Presentation skills)</p> <p>PEEL method:</p> <p>Using the PEEL method to write a good paragraph</p>	<p>Topic 1: World around 1600</p> <p>COMPULSORY</p> <p>Songhai: An African Empire in the 15th and 16th centuries (around 1340 to 1591)</p> <ul style="list-style-type: none"> The Songhai Empire under Sonni Ali: Government and society Travel and trade in Songhai at the height of its power (Arab, Italian and Jewish merchants at Timbuktu) Learning and culture Fall of the Empire: Moroccan invasion of 1591 <p>and any <u>one</u> of the following two topics:</p> <p>Ming (China): A world power in the 14th and 15th centuries (1368 to 1644)</p> <p>Essay focus</p> <ul style="list-style-type: none"> The Ming Dynasty: Government and society Travel and trade: Ship building, navigation (compass), Chinese mariners mapping the world trade and influence along the Asian sea routes <p>Source based</p> <p>Treasure fleet expeditions of Zheng He from 1405 to 1433</p> <ul style="list-style-type: none"> Scientific and cultural achievements of the Ming dynasty China looks inwards after 1433 <p>OR</p> <p>Mughal (India) 1526 to 1858</p> <p>Essay focus</p> <ul style="list-style-type: none"> The Mughal Empire: Government and society Trade in the Indian Ocean and Islamic world Astronomy and technology (seamless celestial globe) <p>Source based</p> <ul style="list-style-type: none"> Architecture in the 16th and 17th centuries: The Taj Mahal Britain and the end of the Mughal Empire <p>N.B. There is a choice between Ming (China) and Mughal (India), Songhai is compulsory</p>	<p>Topic 2: European expansion and conquests during the 15th to 18th centuries</p> <p>CHOOSE ANY ONE OF THE CASE STUDIES</p> <p>America: Spanish conquest</p> <p>OR</p> <p>Africa: Portugal and the destruction of the Indian Ocean trade</p> <p>OR</p> <p>The Dutch East Indian Company</p> <p>Each of the case studies include:</p> <p>Source based</p> <ul style="list-style-type: none"> The processes of conquest and colonialism How colonisation led to the practice of slavery <p>Essay</p> <ul style="list-style-type: none"> The impact of slave trading on societies The consequences to the indigenous societies and in the world 	<p>Plan heritage project</p> <ul style="list-style-type: none"> What is meant by heritage and public representations? Memory and oral histories as heritage The importance of the conservation of heritage sites, monuments, and memorials 	<p>Heritage</p> <ul style="list-style-type: none"> Debates around heritage issues and the way in which the past is represented Heritage topic given to learners 	<p>Skills:</p> <ul style="list-style-type: none"> Concepts Working with source: Extraction (according to the source... quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question <p>The following tasks should have been completed by the end of Term 1:</p> <p>Task 1: Source-based OR Essay (50 marks)</p> <p>Songhai</p> <p>Time: 1 hour</p> <p>Standardised Test 1: Source-based and Essay (100 marks)</p> <p>Time: 2 hours</p> <p>Section A:</p> <p>Source-based questions</p> <p>Question 1: and 2</p> <p>China OR India OR European Expansion</p> <p>Section B:</p> <p>Essay questions:</p> <p>Question 3 and 4:</p> <p>China OR India OR European Expansion</p> <ul style="list-style-type: none"> Cognitive levels Lower order – 40 % Middle order – 40% Higher order – 20% 					
							<p>CONCEPTS, SKILLS AND VALUES</p> <p>Concepts: Dynasty, peasants, decrees, etc.</p> <p>Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills</p> <p>Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question</p> <p>Values: Human rights, dignity, unity, justice</p>	<p>Concepts:</p> <p>Colonialism, slave trade, expansion, conquests, etc.</p> <p>Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills</p> <p>Values: Human rights, dignity, unity, justice</p>	<p>Preparation for Heritage Investigation</p> <p>Consolidation of skills needed for the Heritage Investigation</p>		
REQUISITE PRE-KNOWLEDGE	Empires, kingdoms				Colonialism and expansion						

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RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> Textbook/s www.education.gov.za , telematics, South African History Online, other LTSM																																										
INFORMAL ASSESSMENT REMEDIATION	Recommendation: Three informal tasks as per CAPS in preparation for the formal assessment task Informal activities should include the following: Understand the content covered, working with sources (understanding the information in sources, analysing, interpreting, evaluating, comparing and ascertaining the reliability, usefulness and limitations of sources Paragraph writing skills (uses evidence and own knowledge to write a coherent paragraph) Essay writing skill: Introduction linked to the question Using the PEEL method How to develop and support the line of argument Conclusion linked to the introduction						Preparation for heritage assignment Consolidation of skills needed for the heritage assignment		Consolidation: Revision																																		
SBA (FORMAL ASSESSMENT)	<ul style="list-style-type: none"> Task 1: Source-based task or essay task: The World around 1600 (Songhai) 								Revision of source-based and essay writing skills		Task 2: Standardised Test 1 = 100 marks																																
TERM 1 CONTENT COVERAGE	Have I covered and informally assessed all Term 1 source-based and essay topics?																																										
<table border="1"> <thead> <tr> <th>Topic 1: World around 1600</th> <th>Yes</th> <th>No</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> Songhay (Compulsory) </td> <td></td> <td></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> Ming (China) or India (Choice) </td> <td></td> <td></td> <td></td> </tr> <tr> <th>Topic 2: European expansion</th> <td></td> <td></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> America: Spanish conquest </td> <td></td> <td></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> Africa: Portugal and the destruction of the Indian Ocean trade </td> <td></td> <td></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> The Dutch East India Company </td> <td></td> <td></td> <td></td> </tr> </tbody> </table>											Topic 1: World around 1600	Yes	No	Comments	<ul style="list-style-type: none"> Songhay (Compulsory) 				<ul style="list-style-type: none"> Ming (China) or India (Choice) 				Topic 2: European expansion				<ul style="list-style-type: none"> America: Spanish conquest 				<ul style="list-style-type: none"> Africa: Portugal and the destruction of the Indian Ocean trade 				<ul style="list-style-type: none"> The Dutch East India Company 				Teacher signature: _____ Date: _____ HOD/DH signature: _____ Date: _____ District/sub district monitor: _____ Date: _____				
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2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
CAPS TOPICS	Topic 3: French Revolution (source-based and essay) FRANCE IN 1789: Source based Causes of the French Revolution <ul style="list-style-type: none"> What is a revolution? The conditions in France that made a revolution probable by 1789 Casting off the ancient regime The new ideas of liberty, equality, fraternity and individual freedom, and the meaning of these in the context of the late 18th century Essay Course of the French Revolution: <ul style="list-style-type: none"> The significant events during the revolution The role of ordinary people in the revolution The impact of the revolutionary ideas on the rest of the world 				Topic 4: Transformations in Southern Africa after 1750 (source-based and essay) WHAT WAS SOUTH AFRICA LIKE IN 1750? Political changes from 1750 to 1820 SOURCE BASED Only ONE case study to be taught <ul style="list-style-type: none"> Expansion of southern Tswana chiefdoms The rise of Ndwandwe kingdom under Zwide Political revolution (TWO case studies, Legacy of Shaka) <ul style="list-style-type: none"> In the east: Break-up of the Ndwandwe kingdom under Zwide and the rise of the Zulu state and consolidation under Dingane OR Legacy of Shaka Rise of Ndebele kingdom under Mzilikazi Rise of Basotho under Moshoeshoe (1820-1835) The role of Boer, Kora and Griqua raiders (broad outline) Other states and paramountcy's: Gaza, Swazi, Pedi, Mpondo (broad outline) LEGACY OF SHAKA <ul style="list-style-type: none"> How has Shaka been remembered? How Shaka has been portrayed – past and present (or representations of Shaka) Sources, evidence for our histories of Shaka Why was Shaka portrayed in this way? 				Revision and consolidation of Term 2 topics	The following tasks should have been completed by the end of Term 2: Task 3: Heritage (50 marks) Task 4: Mid-Year Exam Total: 100 marks Time: 2 Hours Section A: Source-based questions <u>Question 1 and 2:</u> French Revolution OR a case study under political changes (1750-1820) Section B: Essay questions: <u>Question 3 and 4:</u> French Revolution OR A case study under political revolution (1820-1835)		
CONCEPTS, SKILLS AND VALUES	Concepts: Revolution, freedom, equality, brotherhood, bourgeoisie, absolute monarch, autocrat, despot, democracy Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction and, or conclusion linked to the question Values: Equality, justice, dignity, unity				Concepts: Mfecane, transformation, expansion Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and, or conclusion linked to the question Values: Human rights, dignity, unity, justice				Skills: <ul style="list-style-type: none"> Working with source: extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question Mid-year exam (100 marks) Cognitive levels Lower order – 40 % Middle order- 40% Higher order- 20% 			
REQUISITE PRE-KNOWLEDGE	Oppression and revolts and American Revolution				Mfecane, difaqane, transformations chiefdoms, kingdom							
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	www.education.gov.za, Telematics, South African History Online, other LTSM											
INFORMAL ASSESSMENT REMEDIATION	Activities using past papers should include working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills				<ul style="list-style-type: none"> Preparation for standardised test: Exam skills Essay: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question 							

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
SBA (FORMAL ASSESSMENT)	<ul style="list-style-type: none"> Task 3: Completion and submission of heritage presentations (50 marks) 								Task 4: June controlled test (100 marks)			
TERM 2 CONTENT COVERAGE	Have I covered and informally assessed all term 2 source-based and essay topics?											
	Topic 3: France in 1789	Yes	No	Comments				Teacher signature: _____ Date: _____ HOD/DH signature: _____ Date: _____ District/sub district monitor: _____ Date: _____				
	<ul style="list-style-type: none"> What is revolution? 											
	<ul style="list-style-type: none"> Conditions in France that made revolution probable in 1789 											
	<ul style="list-style-type: none"> Causes of the Revolution 											
	<ul style="list-style-type: none"> Course of the Revolution 											
	Topic 4: Transformation in SOUTHERN Africa after 1750											
	<ul style="list-style-type: none"> Political changes from 1750 to 1820 (ONE case study) 											
	<ul style="list-style-type: none"> Case Study (any ONE – Batswana Chiefdom, Zulu Kingdom, Basotho Kingdom) 											
	<ul style="list-style-type: none"> Political Revolution (TWO case studies) 											
	<ul style="list-style-type: none"> Legacy of Shaka 											

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 10 (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 TOPICS	Topic 5: Colonial expansion after 1750 Source-based and OR essay HOW DID COLONIAL EXPANSION INTO THE INTERIOR TRANSFORM SOUTH AFRICA? Britain takes control of the Cape (Source based) <ul style="list-style-type: none"> Indigenous population driven out or drawn into labour force Changing labour patterns: ending of slave trade (1807) and slavery (1834) at the Cape and control of labour Expanding frontiers and trade Boer response to British control: trekking into the interior Xhosa responses: Co-operation and conflict, including cattle killing The Zulu kingdom and the colony of Natal (Essay: Choose ONE subtopic) <ul style="list-style-type: none"> The need for controlled labour force: indentured Indian labourers (sugar), also labourers for railways and coal The Anglo-Zulu war Co-operation and conflict on the Highveld <ul style="list-style-type: none"> The Boer Republics and the Basotho kingdom under Moshoeshoe as a case study 				Topic 6: South African War and Union Source-based and essay Background to the South African War: (Source based) <ul style="list-style-type: none"> Mining capitalism (Brief) <ul style="list-style-type: none"> Influx of capital and development of mining companies and stock exchange as well as technologies Emergence of classes: Capitalists, the middle class and workers Creation of racially divided industrial labour force – the legislation of job reservation and low black wages, creating structural insecurity for white workers and breeding racism South African War from 1899 to 1902 (Source based) <ul style="list-style-type: none"> South Africa on the eve of the war Britain increasing interest in South Africa with the discovery of minerals Political and economic struggle for control of the goldfields Essay <ul style="list-style-type: none"> End of the war: Peace negotiations Role and experiences of women in the war Role and experiences of black South Africans in the War 				Source-based questions <ul style="list-style-type: none"> Analyse sources Phrasing of level 1,2 and 3 questions Approach to source-based questions Paragraph writing Revision of essay writing <ul style="list-style-type: none"> Analysis of question Introduction linked to question Using relevant evidence to develop a line of argument Conclusion linked to introduction and question 				The following tasks should have been completed by the end of Term 3 Task 5: Source-based OR Essay (50 marks) Task 6: Standardised Test 2 (100 marks) Time: 2 Hours Section A: Source-based questions <u>Question 1 and 2:</u> Background South African War, South African War 1899 - 1902 Section B: Essay questions: <u>Question 3 and 4</u> Background of South African War, South African War 1899 - 1902			
CONCEPTS, SKILLS AND VALUES	Concepts: Colonialism, indigenous populations, frontiers Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Values: Human rights, dignity, unity, justice				Concepts: Boer Republics, Scorched earth policy Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question Values: Human rights, dignity, unity, justice				Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question				<ul style="list-style-type: none"> Source based and essay (100 marks) 			
REQUISITE PRE-KNOWLEDGE	Colonialism, indigenous population, frontiers				<ul style="list-style-type: none"> Republic Scorched earth policy 											
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	www.education.gov.za , telematics, South African History Online, other LTSM				www.education.gov.za , telematics, South African History Online, other LTSM				www.education.gov.za , telematics, South African History Online, other LTSM							
INFORMAL ASSESS; REMEDIATION	Activities using past papers should include: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question				Activities using past papers should include: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question											

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
SBA (FORMAL ASSESSMENT)	Task 5: Source-based or essay task: Transformation								Task 6: Standardised Test 2		
TERM 3: CONTENT COVERAGE	Have I covered and informally assessed all Term 3 source-based and essay topics?										
	Topic 5: Colonial expansion after 1750										
	<ul style="list-style-type: none"> British take control of the Cape 	Yes	No	Comments			Teacher signature: _____				
	<ul style="list-style-type: none"> The Zulu kingdom and the colony of Natal 						Date: _____				
	<ul style="list-style-type: none"> Cooperation and conflict in the highveld 						HOD/DH signature: _____				
	Topic 6: South African War and Union										
	<ul style="list-style-type: none"> Background to the South African War: Mining capitalism 						Date: _____				
	<ul style="list-style-type: none"> South African War from 1899 to 1902 						District/sub district monitor: _____				
	<ul style="list-style-type: none"> Role and experiences of women in the war 						Date: _____				
	<ul style="list-style-type: none"> Role and experiences of black South Africans in the war 										

2023/24 ANNUAL TEACHING PLANS: HISTORY: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-10
CAPS TOPICS	Topic 7: The Native Land Act of 1913 <ul style="list-style-type: none"> Economic and social impact – Sol Plaatje The precursor of Apartheid pattern 			REVISION FOR SOURCE-BASED QUESTIONS <ul style="list-style-type: none"> Analyse sources Phrasing of level 1,2 and 3 questions Approach to source-based questions Paragraph writing 	REVISION FOR ESSAY QUESTIONS <ul style="list-style-type: none"> Analysis of question Introduction linked to question Using relevant evidence to develop a line of argument Conclusion linked to introduction and question 	Task 7 One three (3) hour paper Total marks = 150 Learners must answer three (3) questions <ul style="list-style-type: none"> One essay (50) + One source-based (50) + Source-based <u>OR</u> essay (50) Section A: Source-based questions <ol style="list-style-type: none"> Colonial Expansion: Britain takes control of the Cape South African War & Union: Background to The South African War South African War & Union: The South African War 1899 – 1902 OR The Native Land Act of 1913 Section B: Essay questions <ol style="list-style-type: none"> Colonial Expansion: The Zulu Kingdom OR cooperation and conflict on the Highveld South African War & Union: Background to the South African War South African War & Union: The South African War (1899 - 1902) – End of War
CONCEPTS, SKILLS AND VALUES	Skills: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question					
REQUISITE PRE-KNOWLEDGE	Colonial Conquests Conflict between races					
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	www.education.gov.za/telematics/ South African History Online/other LTSM http://tiny.cc/97jifz http://tiny.cc/0bkjtz					
INFORMAL ASSESSMENT REMEDIATION	Activities using past papers should include: Working with source: Extraction (according to the source..., quote evidence from the source, definitions or concepts), interpretation (comment on, explain, what do you think?), comparison of sources, usefulness, paragraph writing skills Essay writing skills: Analysing the question, write an introduction, developing a line of argument and conclusion linked to the question					
FORMAL ASSESSMENT	Final examinations					