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2026 National Recovery ATP: Grade 10 – Term 1: HISTORY GAUTENG

PLEASE NOTE: THE BREAKDOWN OF CONTENT SERVE AS A GUIDE TO CONTENT FOCUS

TERM 1 (53 days)	Week 1 14 - 16Jan (3 days) 3%	Week 2 19 – 23 Jan (5 days) 6%	Week 3 26 – 30 Jan (5 days) 9%	Week 4 02 – 06 Feb (5 days) 12%	Week 5 09 - 13 February (5 days) 16%	Week 6 16 – 20 February (5 days) 18%	Week 7 23 – 27 February (5 days) 21%	Week 8 02 - 06 March (5 days) 24%	Week 9 09 - 13 March (5 days) 27%	Week 10 16 – 20 March (5 days)	Week 11 23 – 27 March (5 days)
CAPS Topics	**Orientation from Social Sciences (Gr 9) to History (Gr 10 – 12):** **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 **Gr 10 PoA:**	**CAPS TOPIC 1: World Around 1600:** **COMPULSORY** **Songhai: An African Empire in the 15th and 16th centuries (around 1340 to 1591)** • 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; and • Fall of the Empire: Moroccan invasion of 1591.			**Topic 2: European Expansion and conquests during the 15th to 18th centuries:** America: Spanish conquest **OR** Africa: Portugal and the destruction of the Indian Ocean Trade **OR** The Dutch East Indian Company. **Each of the case studies include:** **SOURCE-BASED FOCUS** • The processes of conquest and			**Plan Heritage Project** • 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	**Heritage** • Debates around heritage issues and the way in which the past is represented • **Heritage topic given to learners** • **Discuss the criteria for assessment**	**Skills:** • 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	

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	Orientation from Social Sciences (Gr 9) to History (Gr 10 – 12): **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 **Gr 10 PoA:** Outline the expectations of the Gr 10 Programme of Assessment **Skills Consolidation:** Outline skills for Source-Based Questions: Extraction; Selection of relevant information from Sources; Explanation of Concepts in context; Analysis & Interpretation; Visual Source analysis; etc. **Paragraph writing:** Paragraph writing skills & Marking Rubric **Essay writing:** Essays writing skills & the Marking Matrix: (focusing on Content knowledge and Presentation skills) **PEEL method:** Using the PEEL method to write a good paragraph	**CAPS TOPIC 1: World Around 1600:** **COMPULSORY** **Songhai: An African Empire in the 15th and 16th centuries (around 1340 to 1591)** • 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; and • Fall of the Empire: Moroccan invasion of 1591. **AND ANY ONE OF THE FOLLOWING TWO TOPICS** **Ming (China): a world power in the 14th and 15th centuries (1368 to 1644):** **ESSAY FOCUS** • 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 treasure fleet expeditions of Zheng He from 1405 to 1433 **SOURCE-BASED FOCUS** • Scientific and cultural achievements of the Ming dynasty; and • China looks inwards after 1433. **OR** **Mughal (India) 1526 to 1858** **ESSAY FOCUS** • The Mughal Empire: government and society • Trade in the Indian Ocean and Islamic world • Astronomy and technology (seamless celestial globe) **SOURCE-BASED FOCUS** • Architecture in the 16th and 17th centuries: the Taj Mahal; and • Britain and the end of the Mughal Empire. **N.B. There is a choice between Ming (China) and Mogul (India). Songhai is compulsory**	**Topic 2: European Expansion and conquests during the 15th to 18th centuries:** America: Spanish conquest **OR** Africa: Portugal and the destruction of the Indian Ocean Trade **OR** The Dutch East Indian Company. **Each of the case studies include:** **SOURCE-BASED FOCUS** • The processes of conquest and Colonialism • How colonisation led to the practice of slavery **ESSAY FOCUS** • The impact of slave trading on societies; and • The consequences on the indigenous societies and in the world		**Heritage** • Debates around heritage issues and the way in which the past is represented • **Heritage topic given to learners** • **Discuss the criteria for assessment**	**The following tasks should have been completed by the end of Term 1:** **Task 1: Source-Based OR Essay (50 marks)** **Songhai** **Time: 1 hour** **Standardized Test 1: Source-Based and Essay** **(100 marks)** **Time: 2 hours** **Section A:** **Source-based Questions** Question 1 and 2 China OR India OR European Expansion **Section B:** **Essay Questions:** Question 3 and 4: China OR India OR European Expansion • **Cognitive levels** • **Lower order – 40 %** • **Middle order- 40%** **Higher order- 20%**
Concepts, skills and values	***Concepts*** **:** Dynasty / Peasants/ Decrees etc. **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		***Concepts:*** Colonialism / Slave Trade, Expansion, conquests etc. 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		Preparation for Heritage Investigation Consolidation of Skills needed for the Heritage Investigation • Provide a learner's research plan (date, venue, time, etc.) • Monitoring of the research plan by the teacher • Formulation of research questions (questionnaire)	

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			• Undertaking interviews • Presentation of findings (in an essay form) • Recommendations or lessons learned		
Requisite pre-knowledge	Empires / Kingdoms	Colonialism and expansion			
Resources to enhance learning	• Text book/s • www.education.gov.za / Telematics / South African History Online/ other LTSM / Provincial Education websites				
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 supportthe line of argument/ Conclusion linked to the introduction.		Preparation for Heritage Investigation Consolidation of Skills needed for the Heritage Investigation	Consolidation: Revision	
SBA (Formal Assessment)	**Task 1: Source-based Task or Essay Task: The World around 1600**			Revision of source-based and essay writing skills	**Task 2: Standardized Test 1 = 100 Marks:**

TERM 1 CONTENT COVERAGE

Have I covered and informally assessed all term 1 source-based and essay topics?

TOPIC 1: WORLD AROUND 1600			
	Yes	**No**	**Comments**
• **Songhai (Compulsory)**			
• **Ming (China) or India (Choice)**			
TOPIC 2: EUROPEAN EXPANSION			
• **America: Spanish Conquest**			
• **Africa: Portugal and the destruction of the Indian Ocean Trade.**			
• **The Dutch East India Company**			

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Date: _____

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TERM 2 (54 days)	Week 1 8 – 10 Apr (3 days) 30%	Week 2 13 - 17 Apr (5 days) 33%	Week 3 20 – 24 April (5 days) 36%	Week 4 28 – 30 April (3 days) 39%	Week 5 04 - 08 May (5 days) 42%	Week 6 11 - 15 May (5 days) 45%	Week 7 18 – 21 May (5 days) 48%	Week 8 25 – 29 May (5 days) 51%	Week 9 1 - 5 June (5 days) 54%	Week 10 8 – 12 June (5 days)	Week 11 16 – 19 June (4 days)	Week 12 22 – 26 June (5 days)
CAPS Topics	**Topic 3: French Revolution (Source-based and Essay)** **FRANCE IN 1789:** **SOURCE-BASED FOCUS** **Causes of the French Revolution** • 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 QUESTION FOCUS** **Course of the French Revolution**: • 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 FOCUS** **(ONE Case Study to be taught)** • Expansion of southern Tswana chiefdoms (Tswana kingdom) • The rise of Ndwandwe kingdom under Zwide (Zulu kingdom) **Political revolution (1820 – 1835)** **ESSAY FOCUS** **(TWO Case Studies to be taught)** • In the east: break-up of the Ndwandwe kingdom and the rise of the Zulu state and its consolidation under Dingane and **Legacy of Shaka** OR…… • Rise of Ndebele kingdom under Mzilikazi • Rise of Basotho kingdom under Moshoeshoe (1820 – 1835) • The role of Boer, Kora and Grigua raiders **(broad outline)** • Other states and paramountcies: Gaza, Swazi, Pedi, Mpondo **(broad outline)** **OR** **LEGACY OF SHAKA (1820 – 1835)** • How has Shaka been remembered? • How Shaka has been portrayed - past and present (or representations of Shaka) • Sources/evidence for our histories of Shaka; and • 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: Reintroduction of Mid-Year Exam** **Total: 100 Marks** **Time: 2 Hours** **Section A:** **Source-based Questions** Question 1 and 2 French Revolution OR a Case Study under Political changes (1750 – 1820) **Section B:** **Essay Questions:** Question 3 and 4: 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:** • 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 • **Standardized Test: Source Based and Essay (100 marks)**		

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Requisite pre-knowledge	Oppression and Revolts and American Revolution.	Mfecane / Difaqane / Transformations Chiefdoms/ kingdom	• **Cognitive levels** • **Lower order – 40 %** • **Middle order- 40%** • **Higher order- 20%**	
Resources (other than textbook) **to enhance learning**	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 supportthe line of argument/ Conclusion linked to the introduction.			
• **SBA (Formal Assessment**	• **Task 3: Completion and submission of Heritage Presentations (50 marks)**		**Task 4: Midyear/ June Examination: ONE PAPER) (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
• What is Revolution?			
• Conditions in France that made Revolution probable in 1789			
• Causes of the Revolution			
• Course of the Revolution			
Topic 4: Transformation in southern Africa after 1750			
• Political changes from 1750 to 1820: One Case Study			
• Batswana Chiefdom/ Zulu Kingdom/ Basotho Kingdom			
• Political Revolution: Two Case Studies			
• Legacy of Shaka			

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2026 National Recovery ATP: Grade 10 – Term 3: HISTORY

TERM 3 (46 days)	Week 1 21 – 24 July (4 days) 57%	Week 2 27 - 31 July (5 days) 60%	Week 3 3 - 7 Aug (5 days) 63%	Week 4 11 - 14 Aug (4 days) 66%	Week 5 17 – 21 Aug (5 days) 69%	Week 6 24 - 28 Aug (5 days) 72%	Week 7 31 Aug – 04 Sept (5 days) 75%	Week 8 07 - 11 Sept (5 days) 78%	Week 9 14 – 18 Sept (5 days) 81%	Week 10: 21 – 23 Sept (4 days) 84%	
CAPS topics	**Topic 5: Colonial expansion after 1750** **HOW DID COLONIAL EXPANSION INTO THE INTERIOR TRANSFORM SOUTH AFRICA?** **SOURCE-BASED FOCUS** **Britain takes control of the Cape** • 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 **ESSAY FOCUS (CHOOSE ONE SUB-TOPIC)** **The Zulu kingdom and the colony of Natal** • The need for controlled labour force: indentured Indian labourers (sugar), also labourers for railways and coal • The Anglo – Zulu war **OR** **Co-operation and conflict on the Highveld** • the Boer Republics, and the Basotho kingdom under Moshoeshoe**, as a case study**				**Topic 6: South African War and Union (Source-based and Essay)** **SOURCE-BASED FOCUS** **Background to the South African War:** • mining capitalism • Influx of capital and development of mining companies and stock exchange as well as technologies **ESSAY FOCUS** • 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 **SOURCE-BASED FOCUS** **South African War from 1899 to 1902** • 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 FOCUS** • 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** • Analyse sources • Phrasing of level 1,2 and 3 questions • Approach to source-based questions • Paragraph writing **Revision of Essay writing** • 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** **<u>Task 5</u>: Source-Based OR Essay (50 marks)** **<u>Task 6</u>: Standardised Test 3 (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	• **Source based and essay (100 marks)**

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			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	Colonialism/Indigenous population/Frontiers	• 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	**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 supportthe line of argument/ Conclusion linked to the introduction.			
SBA (Formal Assessment	**Task 5: Source-based or Essay Task: Colonial Expansion**		**Task 6: Standardised Test 3**	
TERM 3: CONTENT COVERAGE				

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2026 National Recovery ATP: Grade 10 – Term 4: HISTORY

TERM 4 (47 days)	Week 1 6 -9 Oct (4 days) 87%	Week 2 12 – 16 Oct (5 days) 90%	Week 3 19 - 23 Oct (5 days) 93%	Week 4 26 – 30 Oct (5 days) 96%	Week 5 2 – 6 Nov (5 days) 99% - 100%	Week 6 – Week 10 9 Nov – 9 Dec (5 days)
CAPS Topics	**The Native Land Act of 1913** • **Economic and social impact – Sol Plaatje** • **The precursor of Apartheid pattern**			**REVISION FOR SOURCE-BASED QUESTIONS** • Analyse sources • Phrasing of level 1,2 and 3 questions • Approach to source-based questions • Paragraph writing	**REVISION FOR ESSAY QUEWSTIONS** • 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** **- One Essay (50) +** **- One Source-Based (50) +** **- One other question (50)** **Section A: Source – based questions** **1. Colonial Expansion: Britain takes control of the Cape** **2. South African War & Union: Background to The South African War** **3. South African War & Union: The South African War 1899 – 1902 OR The Native Land Act of 1913** **Section B: Essay questions** **4. Colonial Expansion: The Zulu Kingdom OR cooperation and conflict on the Highveld** **5. South African War & Union: Background to the South African War** **6. 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/97jjfz http://tiny.cc/0bkjfz					
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 supportthe line of argument/ Conclusion linked to the introduction.					
Formal Assessment	**Final Examinations**					

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Programme of Assessment: GR 10

TERM	TASK	MARKS	TERM WEIGHTING	SBA WEIGHTING
1	1. Source Based or Essay	50	40	10
	2. Standardized Test	100	60	20
2	3. Heritage Investigation	50	40	20
	4. Midyear/ June Examination: ONE PAPER)	100	60	20
3	5. Source Based or Essay	50	40	10
	6. Standardized Test	100	60	20
			SBA MARK	**100 (40%)**
			FINAL EXAMINATION	**150 (60%)**
			SBA (40%) + EXAM (60%) = 100%	