



2026 ANNUAL TEACHING PLANS: SOCIAL SCIENCES: GRADE 8 TERM 1

TERM 1 53 days	WEEK 1 14 -16 Jan 3 days	WEEK 2 19 – 23 Jan 5 days	WEEK 3 26 – 30 Jan 5 days	WEEK 4 02- 06 Feb 5 days	WEEK 5 09 – 13 Feb 5 days	WEEK 6 16 – 20 Feb 5 days	WEEK 7 23 -27 Feb 5 days	WEEK 8 02 – 06 Mar 5 days	WEEK 9 09 -13 Mar 5 days	WEEK 10 16 – 20 Mar 5 days	WEEK 11 23 – 27 Mar 5 days
CAPS TOPIC	Maps and globes Geography					The Industrial Revolution in Britain and Southern Africa History					
CONTENT AND CONCEPTS	Orientation of learners to Grade 8:	Maps and atlases	The Globe	Satellite images	Revision / Formal assessment	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 Discuss the types of revolutions The economy before the Industrial Revolution What was the Industrial Revolution? Social changes during the Industrial Revolution	Changes during the Industrial Revolution in Britain 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	Southern Africa before 1860 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	Diamond mining in Kimberley 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?	Diamond mining in Kimberley from 1867 onwards Formation of companies by Cecil John Rhodes and Barnato Regulating supply and the price of diamonds: One man, one claim	Revision / Formal Assessment Test: 42 marks source-based questions 8 marks paragraph writing 50 marks
	Introducing 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	53: (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 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 the 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. How satellite images are used What satellite images look like Information from satellite images: Water, vegetation, land use and cloud patterns	Test : Map Skills 50 marks						
SKILLS AND VALUES	<ul style="list-style-type: none">Identify and extract information from visual sources such as photographsDraw maps, sketches and simple illustrationsWrite in a structured way: Writing coherent sentencesProvide reasoned explanations					<ul style="list-style-type: none">Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with peopleUsing more than one kind of written information (books, magazines, newspapers and websites)					
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">AtlasRuler and 360° protractorYouTube videosInternet (Google Earth)GlobeWorld mapNewspapers/magazines					<ul style="list-style-type: none">Social Sciences textbookInternet (Google)Oral history/interviews					
INFORMAL ASSESSMENT	<ul style="list-style-type: none">Oral assessment: Simple questions and answersLearners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.Homework/classwork/worksheetInformal assessment should be source-basedA minimum of two activities per week										
NB: ADMINISTRATION OF FORMAL ASSESSMENT WILL BE DONE MID-TERM AND AT THE END OF THE TERM. WEEK 5 OR WEEK 10, depending on the length of the Term. <ul style="list-style-type: none">Discipline selected to be taught in the first 4 weeks will be assessed in WEEK 5, MARKED, AND RECORDED.The remaining discipline will be the ONLY one that will be assessed at the end of the Term as stipulated in the ATPINSTANCES WHERE TWO TEACHERS TEACH THE SUBJECT, THE OLD (2025) ATP MUST BE UTILISED AND A FORMAL ASSESSMENT WILL BE ADMINISTERED AT THE END OF THE TERM.PROVINCES, DISTRICTS, OR CIRCUITS THAT ADMINISTER COMMON ASSESSMENT, QUESTION PAPERS SHOULD BE PREPARED AND SENT TO SCHOOLS IN ADVANCE FOR ADMINISTRATION AS DIRECTED BY THE ATP.											

2026 ANNUAL TEACHING PLANS: SOCIAL SCIENCES: GRADE 8 TERM 2

TERM 2 54 days	WEEK 1 08 – 10 Apr 3 days	WEEK 2 13 – 17 Apr 5 days	WEEK 3 20 – 24 Apr 5 days	WEEK 4 28 -30 Apr 3 days	WEEK 5 04 – 08 May 5 days	WEEK 6 11 – 15 May 5 days	WEEK 7 18 – 22 May 5 days	WEEK 8 25 – 29 May 5 days	WEEK 9 01 – 05 Jun 5 days	WEEK 10 08 – 12 May 5 days	WEEK 11 17 – 19 Jun 3 days	WEEK 12 22 – 26 Jun 5 days
CAPS TOPIC	Climate regions Geography					The Mineral Revolution in South Africa History						
CONTENT AND CONCEPTS	Factors that influence temperature and rainfall and South Africa's climate			Climate around the world	Revision & Formal assessment	Introduction to the topic: 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 takeover of diamond-rich land in Griqualand West Diamond mining, focusing on the monopoly that developed, and labour issues Baseline Assessment	Britain, diamond mining, increasing ...	Deep-level gold mining	The mineral revolution as a turning point in South African history		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 and paragraph writing 75 marks		Increasing labour control over black workers: Migrant labour and close compounds Further land dispossession and defeat of African kingdoms: The Xhosa in 1878 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 the South African Native National Congress (SANNC) in 1912 (later renamed ANC): • Satyagrah a Campaign of 1913–1914 • Land Act of 1913 • Map of southern Africa in 1913 compared to 1860	Controlled Test Term 1 content: 25 marks Term 2 content: 50 marks Source-based questions, paragraphs, and essay writing 75 Marks	
SKILLS AND VALUES	<ul style="list-style-type: none">Identify and extract information from visual sources such as photographsDraw maps, sketches and simple illustrationsWrite in a structured way: Writing coherent sentencesProvide reasoned explanations					<ul style="list-style-type: none">Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with peopleUsing more than one kind of written information (books, magazines, newspapers and websites)						
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">AtlasRuler and 360° protractorYouTube videosInternet (Google Earth)GlobeWorld mapNewspapers/magazines					<ul style="list-style-type: none">Social Sciences textbookInternet (Google)Oral history/interviews						
INFORMAL ASSESSMENT	<ul style="list-style-type: none">Oral assessment: Simple questions and answersLearners should be able to follow simple instructions such as writing in their books, reading from their books, etc.Homework/classwork/worksheetInformal assessment should be source-basedA minimum of two activities per week											
NB: ADMINISTRATION OF FORMAL ASSESSMENT WILL BE DONE MID-TERM AND AT THE END OF THE TERM. WEEK 5 OR WEEK 10, depending on the length of the Term. <ul style="list-style-type: none">Discipline selected to be taught in the first 4 weeks will be assessed in WEEK 5, MARKED, AND RECORDED.The remaining discipline will be the ONLY one that will be assessed at the end of the Term as stipulated in the ATPINSTANCES WHERE TWO TEACHERS TEACH THE SUBJECT, THE OLD (2025) ATP MUST BE UTILISED AND A FORMAL ASSESSMENT WILL BE ADMINISTERED AT THE END OF THE TERM.PROVINCES, DISTRICTS, OR CIRCUITS THAT ADMINISTER COMMON ASSESSMENT, QUESTION PAPERS SHOULD BE PREPARED AND SENT TO SCHOOLS IN ADVANCE FOR ADMINISTRATION AS DIRECTED BY THE ATP.												

2026 ANNUAL TEACHING PLANS: SOCIAL SCIENCES: GRADE 8 TERM 3

TERM 3 46 Days	WEEK 1 21 – 24 Jul 4 days	WEEK 2 27 – 31 Jul 5 days	WEEK 3 03 - 07 Aug 5 days	WEEK 4 11 -14 Aug 4 days	WEEK 5 17 – 21 Aug 5 days	WEEK 6 24 – 28 Aug 5 days	WEEK 7 31 Aug -04 Sep 5 days	WEEK 8 07 – 11 Sep 5 days	WEEK 9 14 – 18 Sep 5 days	WEEK 10 21 – 23 Sep 3 days
CAPS TOPIC	Settlement Geography					The Scramble for Africa History				
CONTENT AND CONCEPTS	Rural settlements	Urban settlements	Land use on aerial and large-scale maps	Urbanisation	Revision & Formal assessment	Introduction of the topic: The Scramble for Africa Revise the following topics: <ul style="list-style-type: none">The impact of Transatlantic slave on AfricaHow the growth of industrialisation in Europe paved the way for Africa Baseline Assessment European colonisation of Africa in the late 19th century European colonisation of Africa in the late 19th century: The Berlin Conference of 1884	European colonisation of Africa in the late 19th century	Case study: the Ashanti Kingdom	Revision	Formal assessment
	Introducing the topic of 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 Residential areas (high, middle, and low income), shopping centers, services and recreation Focus only on the characteristics of land use zones. The content above is used as a build-up for the project	What aerial photographs look like (oblique and vertical) Information from aerial photos: Natural and constructed features Identifying land uses in urban settlements (aerial photographs and large-scale maps) Urbanisation Concept of urbanisation: Why cities are growing – push and pull forces of migration in Africa with a focus on South Africa The content above is used as a build-up for the project	Review and extend from Grade 6: “Why people live where they do” Overview of urbanisation in South Africa, including issues associated with apartheid population controls Social issues related to the rapid growth of cities, such as housing and service provision (including healthcare and education) Concept of urbanisation: Why cities are growing – push and pull forces of migration in Africa with a focus on South Africa The content above is used as a build-up for the project	Finalization and submission of the project 50 marks		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	Strengthening of essay writing skills	Test: Source-based questions and paragraph writing: 30 marks Essay writing: 20 marks 50 marks
	Monitoring the project	Monitoring the project	Monitoring the project							
SKILLS AND VALUES	<ul style="list-style-type: none">Identify and extract information from visual sources such as photographsDraw maps, sketches and simple illustrationsWrite in a structured way: Writing coherent sentencesProvide reasoned explanations					<ul style="list-style-type: none">Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with peopleUsing more than one kind of written information (books, magazines, newspapers and websites)				
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">YouTube videosInternet (Google Earth)Pictures showing urban areas and land useNewspapers/magazinesThe use of photographs and simple, shaded land use maps					<ul style="list-style-type: none">Social Sciences textbookInternet (Google)Oral history/interviews				
INFORMAL ASSESSMENT	<ul style="list-style-type: none">Homework/classwork/worksheetInformal assessment should be source-basedA minimum of two activities per week									

NB: ADMINISTRATION OF FORMAL ASSESSMENT WILL BE DONE MID-TERM AND AT THE END OF THE TERM. WEEK 5 OR WEEK 10, depending on the length of the Term.

- Discipline selected to be taught in the first 4 weeks will be assessed in **WEEK 5, MARKED, AND RECORDED.**
- The remaining discipline will be the **ONLY** one that will be assessed at the end of the Term as stipulated in the ATP
- INSTANCES WHERE **TWO TEACHERS** TEACH THE SUBJECT, THE **OLD (2025) ATP** MUST BE UTILISED AND A FORMAL ASSESSMENT WILL BE ADMINISTERED AT THE **END OF THE TERM.**
- PROVINCES, DISTRICTS, OR CIRCUITS THAT ADMINISTER **COMMON ASSESSMENT**, QUESTION PAPERS SHOULD BE **PREPARED AND SENT** TO SCHOOLS IN ADVANCE FOR ADMINISTRATION AS DIRECTED BY THE ATP.

TERM 4 47 days	WEEK 1 06 -09 Oct 4 days	WEEK 2 12 – 16 Oct 5 days	WEEK 3 19 – 23 Oct 5 days	WEEK 4 26 – 30 Oct 5 days	WEEK 5 02 – 06 Nov 5 days	WEEK 6 09 – 13 Nov 5 days	WEEK 7 16 – 20 Nov 5 days	WEEK 8 23 – 27 Nov 5 days	WEEK 9 30 Nov- 04 Dec 5 days	WEEK 10 07 – 09 Dec 3 days
CAPS TOPIC	Transport and trade Geography				World War I (1914–1918) Focus: Causes of World War I and aspects of people’s experience at home and war History					
CONTENT AND CONCEPTS	Trade and transport around the world	Trade and transport in South Africa*	People and transport in urban areas	Revision & Formal assessment	Reasons why World War I broke out: Immediate cause	Aspects of experiences in World War	Women in Britain during World War I	Revision & 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: <ul style="list-style-type: none">Reasons for locationMain exports and importsSpecialized ships, such as container ships, tankers, passenger liners and bulk carriers for specialized cargoLinks 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, and 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-Year Examination Term 3 content: 35 marks Term 4 content: 40 marks Source-based questions, paragraphs writing 75 marks	Introduction of topic: WW1 <ul style="list-style-type: none">NationalismIndustrial economiesControl of seasColonisation 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 wom en in Britain The defeat of Germany and the Treaty of Versailles	End-year Examination Term 3 content: 35 marks Term 4 content: 40 marks Source-based questions, paragraphs, and essay writing 75 marks		
SKILLS AND VALUES	<ul style="list-style-type: none">Identify and extract information from visual sources such as photographsDraw maps, sketches, and simple illustrationsWrite in a structured way: Writing coherent sentencesProvide reasoned explanations				<ul style="list-style-type: none">Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems, and interviews with peopleUsing more than one kind of written information (books, magazines, newspapers and websites)					
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none">YouTube videosInternet (Google Earth)Pictures showing different transport modes used in tradeNewspapers/magazines				<ul style="list-style-type: none">Social Sciences textbookInternet (Google)Oral history/interviews					
INFORMAL ASSESSMENT	<ul style="list-style-type: none">Homework/classwork/worksheetInformal assessment should be source-basedA minimum of two activities per week.									
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