



## 2026 ANNUAL TEACHING PLANS: SOCIAL SCIENCES: GRADE 9 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 Skills Geography					Events leading up to and World War II: 1919–1945 History					
CONTENT AND CONCEPTS	Baseline Assessment  Orientation of learners for Grade 9: <ul style="list-style-type: none"><li>Explain the programme of assessment (formal and informal)</li></ul> Introduce the topic: <ul style="list-style-type: none"><li><b>Map skills (focus: topographic and orthophoto maps)</b></li></ul> <b>1:50 000 topographic maps:</b> Read map symbols to identify: <ul style="list-style-type: none"><li>Natural features on topographic maps</li><li>Constructed features on topographic maps</li></ul>	Focus: topographic map		Orthophoto maps	Revision & Formal assessment	The rise of Nazi Germany			World War II in Europe	World War II in the Pacific	Revision & Formal Assessment
		<b>Contour lines:</b> <ul style="list-style-type: none"><li>Height clues on topographic maps</li><li>Concept of contour lines</li><li>Steep and gentle slopes (description of gradient)</li></ul> <b>1:50 000 topographic maps</b> Contour patterns showing river valleys, hills, mountains, ridges and spurs	<b>1:50 000 topographic maps:</b> <ul style="list-style-type: none"><li>Contour patterns showing river valleys, hills, mountains, ridges and spurs</li><li>Scale and measuring distance on topographic maps</li><li>Using line and ratio scales</li><li>Co-ordinates to locate features</li></ul>	<b>1:10 000 orthophoto maps</b> <ul style="list-style-type: none"><li>Vertical aerial photographs (review Grade 8)</li></ul> Orthophoto images made from aerial photographs <ul style="list-style-type: none"><li>How height is shown on orthophoto maps</li></ul> Contour lines on orthophoto maps: Identifying features	<b>Test : Map Skills</b> <b>50 marks</b>	<b>Baseline Assessment</b> <b>Orientation of learners for Grade 9:</b> Briefly review Grade 8, Term 4 work: World War I (1914–1918) Introduction to the topic: Events leading up to and World War II: 1919–1945  <b>Baseline Assessment</b>  The rise of Nazi Germany  End of World War I, Weimar Republic, Treaty of Versailles in 1919 and brief summary of German punishments	Hitler and the Nazis during the 1920s The Great Depression of 1929 and its effects on Germany Reasons for public support for the Nazi Party and the 1932 and 1933 elections The Enabling Act of 1933 and dictatorship (including concentration camps for opponents)	Nuremberg Laws and loss of basic rights of Jewish people in 1935 Persecution of political opponents, Jehovah's Witnesses, Roma (gypsies), homosexuals, Slavs, black people and disabled people Nazi Germany as an example of a fascist state (compared with democracy)	Nazi's aggressive expansionist foreign policy for <i>lebensraum</i> (very briefly) Outbreak of World War II: Axis vs Allies Extermination camps and genocide, the Holocaust and the Final Solution Examples of resistance to Nazism in Germany: Warsaw Ghetto Uprising End of World War II in Europe	America in the War vs Japan: Pearl Harbour <ul style="list-style-type: none"><li>Japanese Americans forcibly moved into internment camps in USA</li></ul> Japanese prisoner-of-war camps for Allied soldiers	<b>Test:</b> 42 marks source-based questions 8 marks paragraph writing  <b>50 marks</b>
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Draw maps, sketches and simple illustrations</li><li>Write in a structured way: Writing coherent sentences</li><li>Provide reasoned explanations</li></ul>					<ul style="list-style-type: none"><li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li><li>Using more than one kind of written information (books, magazines, newspapers and websites)</li></ul>					
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Atlas</li><li>Ruler and 360° protractor</li><li>YouTube videos</li><li>Internet (Google Earth)</li><li>Globe</li><li>World map</li><li>Newspapers/magazines</li></ul>					<ul style="list-style-type: none"><li>Social Sciences textbook</li><li>Internet (Google)</li><li>Oral history/interviews</li></ul>					
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment: Simple questions and answers</li><li>Learners should be able to follow simple instructions, such as writing in their books, reading from their books, etc.</li><li>Homework/classwork/worksheet</li><li>Informal assessment should be source-based</li><li>A minimum of two activities per week</li></ul>										
<b>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.</b> <ul style="list-style-type: none"><li>Discipline selected to be taught in the first 4 weeks will be assessed in <b>WEEK 5, MARKED, AND RECORDED.</b></li><li>The remaining discipline will be the <b>ONLY</b> one that will be assessed at the end of the Term as stipulated in the ATP</li><li>INSTANCES WHERE <b>TWO TEACHERS</b> TEACH THE SUBJECT, THE <b>OLD (2025) ATP</b> MUST BE UTILISED AND A FORMAL ASSESSMENT WILL BE ADMINISTERED AT THE <b>END OF THE TERM.</b></li><li>PROVINCES, DISTRICTS, OR CIRCUITS THAT ADMINISTER <b>COMMON ASSESSMENT</b>, QUESTION PAPERS SHOULD BE <b>PREPARED AND SENT</b> TO SCHOOLS IN ADVANCE FOR ADMINISTRATION AS DIRECTED BY THE ATP.</li></ul>											



## 2026 ANNUAL TEACHING PLANS: SOCIAL SCIENCES: GRADE 9 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	Development issues					The Nuclear Age and the Cold War						
CONTENT AND CONCEPTS	Development		Factors affecting development	Opportunities for development	Formal assessment	World War II in the Pacific	End of World War II in the Pacific	Definition of superpowers and the meaning of “Cold War”	Areas of conflict and competition between thesuperpowers in the ColdWar	Division of Germany in1946 and the building of the Berlin Wall	Formal assessment	
	Baseline Assessment Introduction of the topic. Development issues Meaning of development, including economic, social, and environmental aspects	Ways of measuring development  The Human Development Index (HDI): education, GDP per capita	Reasons for differences in development: <ul style="list-style-type: none"><li>Historical factors such as colonialism</li><li>Trade imbalances: Unfair trade</li></ul> Technology and industrialization <ul style="list-style-type: none"><li>Health and welfare</li><li>Education</li><li>Political stability</li></ul> Alternative development, particularly alternatives to industrialization	Sustainable development, including economic, social and environmental factors  Sustainable development, including economic, social and environmental factors	Controlled Test Term 1 content: 35 marks Term 2 content: 40 marks Map skills, data-response questions, paragraph 75 marks	Baseline Assessment Introduction to the topic:  Nuclear Age and Cold War Increasing tension between the Allies after the end of World War II in Europe USSR (communism) vs USA and the West (capitalism)	Atomic bombs and the beginning of the nuclear age  When, where, why, and how did WWII come to an end?  Atomic bombs and the beginning of the nuclear age Why did the USA drop the bombs? Was it justified?	Areas of conflict and competition between the superpowers in theCold War  Brief definition and explanation of “armsrace”	Brief definition and explanation of “space race”	The end of the Cold War in 1989 The fall of the Berlin Wall in 1989 The fall of the Soviet Union in 1991 (covered very briefly)	Controlled Test Term 1 content: 35 marks Term 2 content: 40 marks Source-based questions, paragraphs, and essay writing 75 marks	
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Draw maps, sketches and simple illustrations</li><li>Write in a structured way: Writing coherent sentences</li><li>Provide reasoned explanations</li></ul>					<ul style="list-style-type: none"><li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li><li>Using more than one kind of written information (books, magazines, newspapers and websites)</li></ul>						
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>Atlas</li><li>Ruler and 360° protractor</li><li>YouTube videos</li><li>Internet (Google Earth)</li><li>Globe</li><li>World map</li><li>Newspapers/magazines</li></ul>					<ul style="list-style-type: none"><li>Social Sciences textbook</li><li>Internet (Google)</li><li>Oral history/interviews</li><li>Bring together information from sources</li><li>Decide about what information to use from sources</li><li>Contrast information from sources (compare two or more different points of view)</li><li>Give reasons why historians, writers, etc. come to differing conclusions</li><li>Discuss or debate and develop points of view and provide evidence from sources</li></ul>						
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Oral assessment: Simple questions and answers</li><li>Learners should be able to follow simple instructions such as writing in their books, reading from their books, etc.</li><li>Homework/classwork/worksheet</li><li>Informal assessment should be source-based</li><li>A minimum of two activities per week</li></ul>											
<b>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.</b> <ul style="list-style-type: none"><li>Discipline selected to be taught in the first 4 weeks will be assessed in <b>WEEK 5, MARKED, AND RECORDED.</b></li><li>The remaining discipline will be the <b>ONLY</b> one that will be assessed at the end of the Term as stipulated in the ATP</li><li>INSTANCES WHERE <b>TWO TEACHERS</b> TEACH THE SUBJECT, THE <b>OLD (2025) ATP</b> MUST BE UTILISED AND A FORMAL ASSESSMENT WILL BE ADMINISTERED AT THE <b>END OF THE TERM.</b></li><li>PROVINCES, DISTRICTS, OR CIRCUITS THAT ADMINISTER <b>COMMON ASSESSMENT</b>, QUESTION PAPERS SHOULD BE <b>PREPARED AND SENT</b> TO SCHOOLS IN ADVANCE FOR ADMINISTRATION AS DIRECTED BY THE ATP.</li></ul>												



## 2026 ANNUAL TEACHING PLANS: SOCIAL SCIENCES: GRADE 9 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	Surface forces that shape the Earth					Turning points in modern South African history since 1948				
CONTENT AND CONCEPTS	Weathering		Erosion and deposition	The impact of people on soil erosion	Revision & Formal assessment	History				
	Baseline Assessment	Difference between weathering, erosion, and Deposition	Rivers: Features of erosion and depositional along a river course: <ul style="list-style-type: none"><li>Waterfalls and rapids</li><li>Gorges and canyons</li></ul> Rivers: Features of erosion and depositional along a river course: <ul style="list-style-type: none"><li>Meanders</li><li>Oxbow lakes</li></ul> Rivers: Features of erosion and depositional along a river course: Levees and deltas	Human contribution to erosion through agriculture, construction and mining Case study: Agriculture as a contributor to erosion	Test: Data response question and paragraph writing  50 marks	Baseline Assessment	The Universal Declaration of Human Rights after World War II Brief definition and explanation of racism(30 minutes)	SACP banned ANC programme of action	1960: Formation of the PAC in 1959	Revision & Formal assessment
	Introduction to the topic: <b>Surface forces that shape the Earth</b> Concept of weathering: <ul style="list-style-type: none"><li>Physical weathering</li><li>Chemical weathering</li><li>Biological weathering</li></ul>	Impact of human activities on weathering				Introduction to the topic: <b>Turning point in modern South African History since 1948</b> guidelines and criteria for oral history and research project Suggested topic: How apartheid affected people's lives and how people responded Research any apartheid law and interview a person who was affected by that law and determine how he or she responded	1948 National Party and apartheid Main apartheid laws in broad outline Case study: Group Areas Act: Sophiatown forced removal  1950s: Repression and non-violent resistance to apartheid	Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid The Defiance Campaign (including the influence of Mahatma Gandhi)  Freedom Charter Treason Trial  Women's March Brief biographies: Helen Joseph OR Lillian Ngoyi and their roles in resistance to apartheid	Sharpeville Massacre and Langa March: Causes, leaders, events and short-term and longer-term consequences Sharpeville massacre and Langa March: Causes, leaders, events, short-term and longer-term consequences	Submission of the project 50 marks
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Draw maps, sketches, and simple illustrations</li><li>Write in a structured way: Writing coherent sentences</li><li>Provide reasoned explanations</li></ul>					<ul style="list-style-type: none"><li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people</li><li>Using more than one kind of written information (books, magazines, newspapers and websites)</li></ul>				
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>YouTube videos</li><li>Internet (Google Earth)</li><li>Pictures showing urban areas and land use</li><li>Newspapers/magazines</li><li>The use of photographs and simple, shaded land use maps</li></ul>					<ul style="list-style-type: none"><li>Social Sciences textbook</li><li>Internet (Google)</li><li>Oral history/interviews</li></ul>				
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Homework/classwork/worksheet</li><li>Informal assessment should be source-based</li><li>A minimum of two activities per week</li></ul>									

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- 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.**
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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	Resource use and sustainability				Turning points in South African history in 1960, 1976 and 1990					
CONTENT AND CONCEPTS	Geography				History					
	Resources use	Sustainable use of resources	Food resources	Revision & Formal assessment	1976: Soweto uprising		1990: Release of Nelson Mandela and the unbanning of liberation movements		Revision & Formal assessment	
	<b>Baseline assessment</b>  Introduction to the topic:  <b>Resource use and sustainability</b>  Uses of natural resources:Renewable and non-renewable  Effects of unwise use of resources: Over-fishing the oceans	Ways resources may be used sustainably: Sustainable fishing  Role of individuals in choosing more sustainable resource use, such as reducing pressure on resourcesand lowering their carbon footprint	Concept of food security Role of science and technology in food production  Factory farming: Raising livestock at high density Genetic modification of crops Appropriate technologies and farming techniques	<b>End -Year Examination</b>  Term 3 content 35 marks Term 4 content: 40 marks Data response questions, paragraphs  <b>75 marks</b>	<b>Baseline Assessment</b>  Introduction of the topic:  <b>Turning points in South African history in ,,,,</b>  Causes, leaders, events of 16 June, spiraling events that followed throughout the country, and longer-term consequences for resistance and repression  Causes, leaders, events of 16 June, spiraling events that followed throughout the country, and longer-term consequences for resistance and repression	Causes, leaders, events of 16 June, spiralling events that followed throughout the country, and longer-term consequences for resistance and repression	Events leading to 1994 election (in broad outline) Internal resistance and repression during the 1980s External pressure on the apartheid regime during the 1980s  The unbanning of political movements in 1990 Release of Mandela and other political prisoners in 1990 Negotiations and violence 1990–1994 The democratic election in 1994	<b>End-Year Examination</b>  Term 3 content 35 marks Term 4 content: 40 marks Source-based questions, paragraphs, and essay writing  <b>75 marks</b>		
SKILLS AND VALUES	<ul style="list-style-type: none"><li>Identify and extract information from visual sources such as photographs</li><li>Draw maps, sketches, and simple illustrations</li><li>Write in a structured way: Writing coherent sentences</li><li>Provide reasoned explanations</li></ul>					<ul style="list-style-type: none"><li>Being able to bring together information from text, visual material (including pictures, cartoons, television and movies), songs, poems, and interviews with people</li><li>Using more than one kind of written information (books, magazines, newspapers and websites)</li><li>Bring together information from sources</li><li>Decide about what information is important to use from sources</li><li>Investigate where the information came from (check whether the information is accurate)</li><li>Give reasons why historians, writers, etc. come to differing conclusions</li><li>Discuss or debate and develop points of view and provide evidence from sources</li></ul>				
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"><li>YouTube videos</li><li>Internet (Google Earth)</li><li>Pictures showing different transport modes used in trade</li><li>Newspapers/magazines</li></ul>					<ul style="list-style-type: none"><li>Social Sciences textbook</li><li>Internet (Google)</li><li>Oral history/interviews</li></ul>				
INFORMAL ASSESSMENT	<ul style="list-style-type: none"><li>Homework/classwork/worksheet</li><li>Informal assessment should be source-based</li><li>A minimum of two activities per week.</li></ul>									
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