



NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The Earth's energy balance: the unequal heating of the atmosphere-latitude and seasonal		
Concepts			Insolation			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Assign learners to define insolation (Grade 10 concept) Recap on how insolation influence unequal heating of the atmosphere Demonstrate using a globe and a torch how the atmosphere is heated with respect to latitudes and seasons 				<ul style="list-style-type: none"> Recall the definition of insolation Describe on their own, how the atmosphere is heated Indicate the temperature variation with reasons on the globe as a torch is lit to resemble energy 			Home work		Text book Chalk board Globe Torch

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The earth's energy balance: significance of Earth's axis and revolution around the sun	
Concepts			Revolution			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Use a globe to demonstrate the heating of the Earth on vertical axis and axis tilted  <p>Stanmorephysics.com</p>				<ul style="list-style-type: none"> Name the latitudinal lines and indicate areas experiencing variation on heat Name and describe seasons as depicted by the revolution around the sun 			Class work	Text book Chalk board Globe

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The earth's energy balance: transfer of energy and energy balance- role of ocean currents
Concepts			No related concept		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Display a map to demonstrate the ocean currents and assign learners to name the ocean current described according to its location  <p>Stanmorephysics.com</p>			<ul style="list-style-type: none"> Describe the seasons of the year Name the ocean currents described by the teacher in order to demonstrate an insight how it forms 			Class work	Text book Chalk board World map

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The earth's energy balance: continuation of the transfer of energy and energy balance- role of winds	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Display a chart illustrating the main wind systems and challenge learners to name and describe the winds shown on the latitudinal lines 				<ul style="list-style-type: none"> Name the ocean currents learnt previously Name the winds shown on the chart as linked on the latitudinal positions , and further describe their characteristics thereof 			Assessment Activity Class work Homework (weekend)	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation: global air circulation- a response to unequal heating of the atmosphere; world pressure belts
Concepts			Atmospheric pressure; divergence; convergence		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate using a globe the unequal heating and global air circulation, and further assign learners to label the pressure cell on a drawn map 			<ul style="list-style-type: none"> Name the major winds depicted on the world map Label the pressure cells on a drawn map to show an insight of their exact location 			Home work	Text book Chalk board Globe

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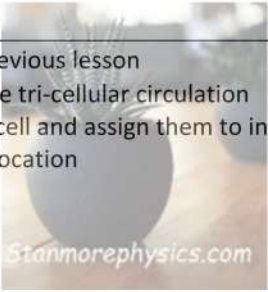
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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation: tri-cellular circulation- Hadley cell		
Concepts			Dew point; ITCZ			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the tri-cellular circulation particularly the Hadley cell and assign them to indicate on a globe their actual location 				<ul style="list-style-type: none"> Enumerate world pressure belts Discuss with the teacher the tri-cellular arrangement with emphasis to the Hadley cell while specifically indicating its exact location on a globe 			Home work		Text book Chalk board Globe

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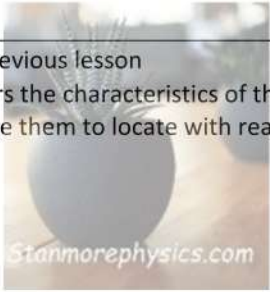
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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation: tri-cellular circulation- Ferrell and polar cells		
Concepts			Polar front; front			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners the characteristics of the Ferrell cell and challenge them to locate with reasons the polar cells 				<ul style="list-style-type: none"> Recall the characteristics of the Hadley cell Discuss with the teacher the Ferrell cell and locate with characteristics and reasons for the polar cells in a drawn diagram 			Class work		Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation :the relationship between air temperature, air pressure and wind
Concepts			Wind		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the relationship between atmospheric temperature, pressure and wind and allow learners to seek clarities in areas of misunderstanding 			<ul style="list-style-type: none"> Locate the Ferrell and polar cells on a rough sketch Discuss with the teacher the relationship between atmospheric temperature, pressure and wind while seeking clarities where possible 			Class work Home work (weekend)	Text book Chalk board

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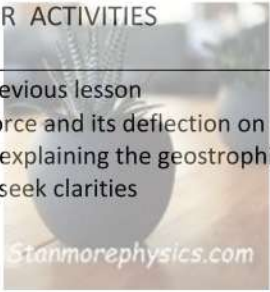




NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation: pressure gradient, coriolis force and geostrophic flow	
Concepts			Pressure gradient; PGF; coriolis force; Ferrel's law; geostrophic flow; geostrophic balance; friction			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Introduce the coriolis force and its deflection on both hemispheres as well as explaining the geostrophic flow while allowing them to seek clarities 				<ul style="list-style-type: none"> Describe the relationship between temperature, pressure and wind provide the reasons for the deflection of wind on both hemispheres 			Class work	Text book Chalk board



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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation : winds related to global air circulation-westerlies, tropical easterlies and polar easterlies
Concepts			Planetary winds		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate with an aid of a diagram the pressure belts and planetary winds while assigning them to name and locate the name of cells and their conditions and planetary winds intertwined in a drawn diagram 			<ul style="list-style-type: none"> Explain how the geostrophic flow blows Name and locate the name of cells (low or high) and planetary winds as depicted in a single drawn diagram 			Class work	Text book Chalk board Chart/ drawn sketch

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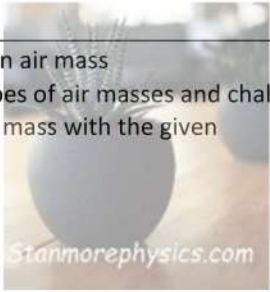
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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation: air mass characteristics	
Concepts			Air mass; monsoon			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define an air mass Name the four main types of air masses and challenge them to match each air mass with the given description 				<ul style="list-style-type: none"> Define air or air mass Match each type of air mass with the description rendered by the educator 			Home work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Global air circulation: winds related to regional and local air movement- monsoons, Fohn	
Concepts			Fohn; leeward; windward; lapse rate; DALR; WALR			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap on the previous lesson about air mass and further assign them to define a monsoon Demonstrate on the chalkboard how a winter monsoon looks like and allow them to illustrate on their own the summer monsoon Explain to them the characteristics of a Fohn wind 				<ul style="list-style-type: none"> Try define a monsoon on their own perspective Illustrate on the chalkboard how a summer monsoon occurs and provide characteristics Draw a sketch representing a Fohn wind on their exercise books 			Home work for the weekend (chosen investigation on regional and local air movements)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Informal class test/ quiz :the Earth's energy balance and global air circulation	
Concepts			Selected by the assessor to cover low order-type of questions			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute question papers and answer sheets while monitoring the test/quiz in a proper way. 				<ul style="list-style-type: none"> Receive question papers and answer sheets while silently attempting the test/ quiz 			Informal class test/ quiz	Question papers Annexures Answer sheets



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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: Africa's climate regions	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to differentiate between weather and climate Display a chart on the chalkboard illustrating the climatic regions and appoint learners to locate each of the regions and further discussing with them the characteristics of each region in relation to annual temperature and rainfall depicted through graphs 				<ul style="list-style-type: none"> Differentiate weather and climate Locate climatic regions on the map and further discuss with the educator some characteristics of each region in relation to graphical representation: annual rainfall and temperature 			Home work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: continuation of Africa's climate regions	
Concepts			Orographic rain; cyclonic rain			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain to learners how temperature, rainfall and seasonal changes influence the climate of regions and further assign learners to discuss local factors affecting the weather of places in Africa hence attempting a class work given 				<ul style="list-style-type: none"> Give characteristics of each climatic region Discuss local factors affecting the weather of places in Africa while attempting a class work given by the teacher 			class work (Focus: activity 8 pg. 94)	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: subsidence and convergence-link to rainfall
Concepts			Subsidence; convergence; adiabatic warming; DALR		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Illustrate and explain the process of subsidence on the chalkboard and allow learners to illustrate that of convergence Further discuss with them, through the aid of diagrams the effect of subsidence and convergence on rainfall in Africa 				<ul style="list-style-type: none"> Explain how temperature and rainfall influence the climate of a selected region Illustrate the process of convergence on the chalkboard and further explain it Discuss with the teacher the effect of subsidence and convergence on rainfall in Africa 		class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: the role of oceans in climate control in Africa	
Concepts			Maritime climate; seasonal temperature range; diurnal temperature range; continental climate; prevailing winds; onshore winds		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback Explain with an aid of diagrams the role of oceans on temperatures in Africa and allow learners to group themselves and report how the role of the ocean influence rainfall in Africa 				<ul style="list-style-type: none"> Illustrate briefly the process of subsidence Group themselves and one representative reports how the role of the ocean influence rainfall in Africa 			Home work (<i>for the weekend</i>)	Text book Chalk board

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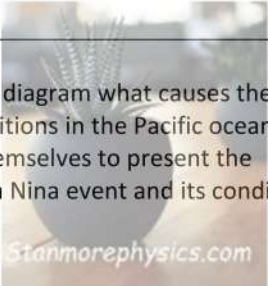
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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate : El Nino and La Nina processes.....
Concepts			El Nino; La Nina		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: Demonstrate through a diagram what causes the El Nino event and its conditions in the Pacific ocean, and allow them to group themselves to present the demonstration of the La Nina event and its conditions in the Pacific ocean 				<ul style="list-style-type: none"> Explain the role of ocean in influencing the temperature in Africa Group themselves and each group representative demonstrate the El Nino event and its conditions in the Pacific ocean 		home work	Text book Chalk board Chart/ pictures

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: the effects of El Nino and La Nina events on Africa's climate		
Concepts			No related concept			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: El Nino and La Nina events Link previous lesson by explaining the effect of El Nino in Africa while allowing learners to demonstrate that of La Nina event and further attempting a class work 				<ul style="list-style-type: none"> Describe the conditions of El Nino event Demonstrate the effect of La Nina event in Africa while answering questions based on a class work given by the teacher 			Class work		Text book Chalk board Newspaper article

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: reading and interpreting synoptic weather maps	
Concepts			synoptic weather map			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define synoptic weather map (Grade 10 content) Display a chart/ synoptic weather map on the chalkboard and allow learners to describe all weather elements evident 				<ul style="list-style-type: none"> Recall the definition of a synoptic weather chart Describe all visible weather elements from the chart or synoptic weather map 			Class work	Text book Chalk board Chart/ synoptic weather map



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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Africa's weather and climate: continuation of the reading and interpretation of synoptic weather maps	
Concepts			Isobars ; trough; ridge			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define an isobar Display a synoptic weather map and allow learners to interpret the synoptic weather map with emphasis on atmospheric pressure as well as other related symbols 				<ul style="list-style-type: none"> Recall the definition of an isobar Interpret the synoptic weather map with emphasis on atmospheric pressure as well as other related symbols 			Home work (<i>for the weekend</i>)	Text book Chalk board Synoptic weather map

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Drought and desertification: areas at risk- regional and local scale	
Concepts			Drought; desertification			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the areas at risk of drought and desertification 				<ul style="list-style-type: none"> Interpret the atmospheric pressure on the synoptic map Discuss with the teacher the areas at risk of drought and desertification 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Drought and desertification: causes of droughts	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the causes of droughts in greater details 				<ul style="list-style-type: none"> Compare the risks of drought and desertification in South Africa and Africa Discuss with the educator the causes of drought in greater details 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Drought and desertification: causes of desertification	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			ASSESSMENT ACTIVITY	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners the causes of desertification in greater details 				<ul style="list-style-type: none"> State the causes of drought Discuss with the teacher the causes of desertification in greater details 			Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Drought and desertification : effects of drought and desertification on people	
Concepts			GIS, satellite, spatial information/data			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback Discuss with learners the effects of drought and desertification on people 				<ul style="list-style-type: none"> State the causes of desertification Discuss with the teacher the effects of drought and desertification on people 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Drought and desertification : effect of drought and desertification on the environment e.g. differences in vulnerability	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the effect of drought and desertification on the environment 				<ul style="list-style-type: none"> Explain the effect of drought and desertification on people Discuss with the teacher the effect of drought and desertification on the environment 			Class work	Text book Chalk board Satellite images

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Drought and desertification : management strategies- case studies	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain the management strategies for the risks and effects of drought while allowing learners to read and interpret the case study by answering it on their exercise books 				<ul style="list-style-type: none"> Explain the differences in vulnerability Read and interpret the case study by answering it on their exercise books 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Informal quiz: Africa's weather and climate, and drought and desertification	
Concepts			Selected by the assessor to cover low-order type of question			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute question papers and answer sheets Monitor the test in an appropriate way 				<ul style="list-style-type: none"> Receive the question papers Silently attempt questions and after finishing, hand scripts to the teacher 			Informal quiz	Question papers Annexures Answer sheets

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Data handling task: Term one scope of work (the atmosphere)
Concepts			Selected by an assessor or low order-type of questions available in the task provided from the cluster level		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Formally distribute question papers possibly with annexures and monitor the formal task appropriately 				<ul style="list-style-type: none"> Receive and, formally attempt the task in a proper way and handing in to the invigilator after completion 		Formal task (Administered under exam conditions in schools)	Question papers Annexures Answer sheets

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and orthophoto maps: oblique and vertical aerial photographs- identifying landforms and features	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Engage learners in a detailed explanation of using oblique and vertical aerial photographs to identify ground features 				<ul style="list-style-type: none"> Compare different types of photos from different camera angles through illustrations 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and orthophoto maps: continuation of oblique and vertical aerial photographs- identifying landforms and features	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the table indicating different types of photos with their angles and allowing them to compare the advantages and disadvantages 				<ul style="list-style-type: none"> Name the different types of photos from different camera angles Compare the advantages and disadvantages of each type of photo represented on the table with other characteristics 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and orthophoto maps: use of tone, texture and shadow in the interpretation of photos	
Concepts			No related concepts		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the use of tone, texture and shadow in the interpretation of photos 				<ul style="list-style-type: none"> Give advantages and disadvantages of different photos Discuss with the educator the use of tone , texture and shadow in the interpretation of photos 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and orthophoto maps: continuation of the use of shape, size, colour, pattern and association in the interpretation of photos	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with them the use of shape, size, colour, pattern and association in the interpretation of photos 				<ul style="list-style-type: none"> Describe how to use tone, texture and shadows in the interpretation of photos Discuss with the teacher the use of shape, size, colour, pattern and association in the interpretation of photos 			Home work (<i>for the weekend</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and orthophoto maps: orthophoto maps- identifying features	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Assign them to identify features from the orthophoto given using the blocks 				<ul style="list-style-type: none"> Describe how to use shape, size, colour, pattern and association in the interpretation of photos Identify the location of features from an orthophoto map using blocks 			Class work (<i>focus : activity 18, pg. 43</i>)	Text book Chalk board Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and orthophoto maps: orienting aerial photographs and orthophoto maps with another map	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Assist through demonstration how to orient maps and photographs and further instruct them to identify feature from the orthophoto using a topographic map 				<ul style="list-style-type: none"> Name the block of a feature asked by the teacher Identify features from the orthophoto using a topographic map with focus to orientation 			Home work	Text book Chalk board Orthophoto map Topographic map

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: satellite images	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with them the characteristics of satellite images 				<ul style="list-style-type: none"> Recall the way of orientating maps Discuss with the teacher the characteristics of satellite images 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems : application of GIS to climatology and meteorology	
Concepts			Climatology; meteorology; precipitation			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to differentiate between climatology and meteorology Discuss with them how to apply GIS to climatology and meteorology 				<ul style="list-style-type: none"> Differentiate between climatology and meteorology Discuss with the teacher how to use GIS to climatology and meteorology 			Home work (<i>for the weekend</i>)	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Revision: the atmosphere; map work	
Concepts			Concepts on the atmosphere			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> • Collaborative study through given topics for learners to present in class • Close the gaps through emphasis and re-visiting the content 				<ul style="list-style-type: none"> • Present in a way of revising content topics that were given by the teacher • Seek clarity on their loopholes and may revisit their preparation 			Individual presentation (Topics given individually and prior presentation)	Text book Chalk board Synoptic weather maps Charts

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Formal task administered: Task 2 Test (the atmosphere)	
Concepts			Concepts taught through term one scope			Duration		2 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Formal test administered and invigilated under internal arrangement				Formally attempt test under school supervision (internal invigilators)			Formal test	Question papers Annexures Topographic maps Orthophoto maps

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TERM 2 BEGINS





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with horizontally layered rocks: characteristics and processes associated with the development of hilly landscapes and basaltic plateaus	
Concepts			Stratified rock; bedding plane; lava flow; dolerite sill; igneous rock; landscapes; plateau; sedimentary rock; sheet wash; gullies; badlands		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to recall the <i>igneous rock intrusion (Grade 10 content)</i> Discuss with them in greater details the characteristics and processes associated with hilly landscapes and basaltic plateaus 				<ul style="list-style-type: none"> Recall the <i>igneous rock intrusion</i> Discuss with the educator in greater details the characteristics and processes associated with hilly landscapes and basaltic plateaus 			class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with horizontally layered rock: characteristics and processes associated with the development of canyon landscapes and Karoo landscapes (mesa, butte and conical hill)
Concepts			Tectonic uplift; cap rock; mesas; buttes; pointed buttes; conical hills		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Critically explain how canyons form and draw a diagram to demonstrate Karoo landscapes thus allowing learners to match each landform and explain its formation thereof Possibly take them out to view and recognise any of the landscapes 			<ul style="list-style-type: none"> Describe the development of hilly and basaltic landscapes Match each landform with the drawn landform on the chalkboard thus trying to explain their formation Possibly go out of the classroom to view and recognise any of the learnt landscape 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with horizontally layered rock: concept of scarp retreat or back wasting	
Concepts			Scarp retreat; pediplain		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback : previous lesson Discuss with learners the concept of scarp retreat while demonstrating it on the chalkboard-and further assign them to do an activity 				<ul style="list-style-type: none"> Describe the Karoo landscapes and their characteristics Discuss with the teacher the concept of scarp retreat and further doing a class activity 			Class work (<i>activity 4: Focus</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with horizontally layered rock: utilisation of the learnt landscapes by people	
Concepts			Chemical weathering; mechanical weathering			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain the utilisation of hilly landscapes by people and allowing learners to discuss the utilisation of basaltic, canyon and Karoo landscapes in groups and present their findings in class 				<ul style="list-style-type: none"> Recall the concept of scarp retreat Discuss the utilisation of basaltic, canyon and landscapes in groups and then present their findings in class 			Home work (weekend)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with inclined/ tilted strata: characteristics and processes associated with the development of a scarp slope and a dip slope
Concepts			Homoclinal ridge; scarp slope; dip slope; mass wasting; undercutting; Homoclinal shifting		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate using a drawn sketch the dip and scarp slope and allow learners to brainstorm characteristics of each type of slope in greater detail 				<ul style="list-style-type: none"> Describe the utilisation of horizontally layered rocks by people Brainstorm characteristics of dip and scarp slope in greater detail 		Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with inclined/tilted strata: characteristics and processes associated with the development of a Homoclinal, ridge cuesta and hogsback	
Concepts			Cuesta; hogsback		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners with aid of diagrams the characteristics and processes associated with the development of a cuesta and hogsback 				<ul style="list-style-type: none"> Recall the characteristics of dip and scarp slope Discuss with the educator the characteristics and processes associated with the development of a cuesta and hogsback 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with inclined/ tilted rock strata: characteristics and processes associated with the development of a cuesta basin and cuesta dome	
Concepts			Cuesta dome; cuesta basin		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate with a diagram the cuesta dome and cuesta basin while assigning learners to label them and further differentiate between folding of strata forms anticlines and synclines 				<ul style="list-style-type: none"> Differentiate between a cuesta and a hogsback Label the cuesta dome and cuesta basin and further differentiating between folding of strata forms anticlines and synclines 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with inclined/ tilted strata: utilisation of the learnt landscape by people	
Concepts			Poort	Duration			1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Assign learners to brainstorm ways in which landscapes associated with inclined strata are utilised 				<ul style="list-style-type: none"> Differentiate between cuesta dome and cuesta basin Brainstorm ways in which landscapes associated with inclined strata are utilised 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with massive igneous rocks: identification of batholiths, laccoliths, lopoliths, dykes and sills	
Concepts			Batholith; laccoliths; lopoliths; dykes; sills		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: igneous intrusion (<i>Grade 10 content</i>) Explain to learners the formation of igneous intrusions and let learners describe their characteristics 				<ul style="list-style-type: none"> Recall the <i>igneous intrusion</i> Describe the characteristics of each type of igneous intrusion 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topography associated with massive igneous rocks: characteristics and processes associated with the development of granite domes and tors	
Concepts			Granite dome; exfoliation; tor; core stones		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the characteristics and processes associated with development of granite dome and tors and demonstrate through drawn sketches 				<ul style="list-style-type: none"> Recall the igneous rock intrusion Discuss with the teachers the characteristics and processes associated with development of granite dome and tors and demonstrate through drawn sketches 			home work (<i>activity 6: study & master</i>)	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	slopes: overview of South Africa's topography	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define slope Discuss with the learners the main relief regions of South Africa with the use of a map 				<ul style="list-style-type: none"> Define slope Discuss with the teacher the main relief regions of South Africa through the use of a map 			Class work	Text book Chalk board Relief map

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	slopes: types of slopes	
Concepts			Endogenic forces; exogenic forces; primary slopes; primary erosion slopes; secondary erosion slopes		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate through a diagram(s) the types of slopes and discuss with examples, the classification of slopes according to shape Assign learners to brainstorm the significance of slopes for human activity 				<ul style="list-style-type: none"> Give the characteristics of slopes Discuss with the teacher and giving examples the classification of slopes according to shape Brainstorm the significance of slopes for human activity 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Slope: Slope elements: crest, cliff (scarp slope, free face), talus (debris, scree slope and pediment)	
Concepts			Crest; free face; talus; scree; pediment; knick point			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Display a chart for learners to label the slope elements after giving characteristics of each slope element 				<ul style="list-style-type: none"> Name and describe slope shapes Label the slope elements after the teacher has given characteristics of each slope element in greater detail 			Class work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Slope : slope development over time and the concept of slope retreat	
Concepts			Sheetflow ;peneplain; down wasting; pediplain; back wasting; parallel retreat			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the slope development over time and the concept of slope retreat with an aid of diagrams 				<ul style="list-style-type: none"> Indicate with the help of a diagram the slope elements Discuss with the teacher the slope development over time and the concept of slope retreat with an aid of diagrams 			Home work (<i>weekend</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Mass movements and human responses: concept of mass movement	
Concepts			Mass movement			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define mass movement Name the factors influencing the degree and speed of mass movement while allowing learners to explain how each factor influence mass movement 				<ul style="list-style-type: none"> Define mass movement on their own perspective Explain the given factors how they influence the degree and speed of mass movement 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Mass movement and human responses: kinds of mass movements-soil creep, solifluction, landslides, rock falls, mudflows and slumps
Concepts			Soil creep; solifluction; earth flow ; mudflow; landslides and rock falls		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain to learners the different kinds of movements and further display a chart with pictures for learners to identify the kind of mass movement thereon 				<ul style="list-style-type: none"> Describe the concept of mass movement Identify the kinds of mass movement after recognising characteristics for each 		Class work (<i>activity 18: Focus . pg. 161</i>)	Text book Chalk board Chart with pictures

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Mass movements and human responses : the impact of mass movements on people and the environment	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback Explain to learners the impact of mass movements on people and assign them to explain the impact on the environment Referring them on a case study to read and answer it as a home work 				<ul style="list-style-type: none"> Describe the kinds of mass movements Explain the impact of mass movement on the environment Read a case study based on mass movement and answer it as a home work 			Home work <i>for the weekend (mudslide in Taiwan and Rock slide in Cairo: Focus, pg. 163)</i>	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Mass movements and human responses : strategies to prevent or minimise the effects of mass movement-South African case studies	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners the strategies to prevent or minimise the effects of mass movements Assign them to investigate a situation where they tried to minimise the effects of mass movements in their local area 				<ul style="list-style-type: none"> Explain the impact of mass movement on people Discuss with the teacher the strategies to prevent or minimise the effects of mass movements Take notes on the way to go about investigating how they tried and minimised the effect of mass movement in their local area (<i>pictures may be taken as evidence</i>) 			Home work <i>(Investigation for the weekend)</i>	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographic maps: :contours and landforms	
Concepts			Altitude; mean sea level; contour; contour interval; relief		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define contours (<i>Grade 9 and 10 content</i>) Asking learners to recall the ways of reading altitude on 1:50 000 maps and explaining them in greater detail as learnt in the previous grades 				<ul style="list-style-type: none"> Define contours Recall the ways of reading altitude on 1: 50 000 maps and explaining them in greater detail as learnt in Grade 9 and 10 			Class work	Text book Chalk board Topographic maps Orthophoto maps

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographical maps: contours and landforms continue.....	
Concepts			Landform; gentle slope; valley; plain; cliff; concave slope; convex slope; tributary; spur; sand dune; asymmetrical; island		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Scaffold learners on how to identify landforms using contours for them to be able to identify them on their own Discuss with them the symbols used on a 1: 50 000 topographic maps while allowing them to attempt an activity given 				<ul style="list-style-type: none"> Recall the ways of reading altitude Practice identifying landforms using contours lines Discuss with the educators the symbols used in a map and further attempting an activity given by the educator 			Class work (Activity 12: Focus)	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographical maps: cross-sections on 1: 50 000 topographical maps	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Guide learners how to draw cross sections on 1: 50 000 topographical maps 				<ul style="list-style-type: none"> Identify a landform through a contour line drawn Practice how to draw cross sections through guidance from the teacher 			Class work	Text book Chalk board Topographical maps

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographical maps: vertical exaggeration	
Concepts			Vertical exaggeration		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to try and define exaggeration Link the their definition with its importance and steps in calculating it while allowing them to practice a range of calculations 				<ul style="list-style-type: none"> Try defining exaggeration Practice calculating vertical exaggeration until getting them correct 			Class work	Text book Chalk board Topographical maps Orthophoto maps Calculators

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographical maps :intervisibility	
Concepts			Intervisibility		Duration			1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain to them the concept of intervisibility and challenge them to evaluate intervisibility through drawn cross sections 				<ul style="list-style-type: none"> Explain the importance of exaggerating a geographical feature Evaluate the intervisibility through drawn cross sections 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographical maps : gradient	
Concepts			Gradient		Duration			1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Guide learners on how to calculate gradient of a slope on topographical and orthophoto maps 				<ul style="list-style-type: none"> Describe intervisibility Calculate gradient through given points on topographical and orthophoto maps 			Home work <i>(for the weekend: calculating gradient)</i>	Text book Chalk board Orthophoto maps Topographical maps Calculator

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: spatially referenced data	
Concepts			Spatial; data; spatial data; features; database			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define data Guide learners on how to determine spatial data through spatial reference map with the use of co-ordinates 				<ul style="list-style-type: none"> Define data Determine spatial data through various ways using a spatial reference map 			Class work	Text book Chalk board Maps (orthophoto & topographic maps)

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: spatial and spectral resolution	
Concepts			Electromagnetic spectrum; electromagnetic radiation; spatial resolution; pixel; spectral resolution; K-symbol			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the comparison between spatial and spectral resolution using two pictures and allowing them to attempt a class activity 				<ul style="list-style-type: none"> Describe the ways of determining spatial referencing Discuss with the educator the comparison between spatial and spectral resolution hence attempting a class activity 			Class work	Text book Chalk board Two pictures

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: different types of data-and capturing different types of data from existing maps, photographs, field work or other records on tracing paper	
Concepts			Dimension; polygon; attribute		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate using a topographical and orthophoto map on how to identify types of data as well as assigning learners to describe advantages and disadvantages of two file formats (vector graphics and raster graphics) 				<ul style="list-style-type: none"> Differentiate between spatial and spectral resolution Describe advantages and disadvantages of vector and raster graphics 			Class work	Text book Chalk board Topographical map Orthophoto map Tracing paper

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork: observation	
Concepts			Hypothesis		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Explain the concept of field work and how it is carried Critically explain how observation is done in a scientific field of research and assigning learners to give examples 				<ul style="list-style-type: none"> Seek clarities in areas of misunderstanding Give examples for the application of observation in a field of research or investigation 			Home work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork: collecting and recording data	
Concepts			Primary data source; secondary data source			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: observation Discuss with learners how data is collected and allow them to enumerate ways of recording data and practically record data 				<ul style="list-style-type: none"> Describe observation in the field of research/ investigation Discuss with the teacher how data is collected and enumerate ways of recording data in a practical manner 			Home work	Text book Chalk board Graph paper

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork: processing, collating and presenting fieldwork findings	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: collecting and recording data Discuss with learners in greater detail how to collate, analyse and present fieldwork findings and further attempt an activity to be done as a home work 				<ul style="list-style-type: none"> Explain how data is collected Discuss with the educator how to collate, analyse and present fieldwork findings and further apply these scientific methods in an investigation given by the teacher to demonstrate the skill of conducting a fieldwork 			Home work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Map work task: content for term one and two	
Concepts			Assessed from the cluster level, covering low order type of questions		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute question papers and maps while monitoring the assessment through invigilation 				<ul style="list-style-type: none"> Receive question papers and maps while attempting questions according to the time stipulated 			Formal task (administered through strict invigilation)	Text book Chalk board Question papers (<i>To write on them</i>) Topographic maps Orthophoto maps

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Revision : The atmosphere	
Concepts			Presented by learners			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to present based on the topics provided prior, while giving emphasis 				<ul style="list-style-type: none"> Randomly selected to present on content based on the atmosphere 			Presentation	Text book Chalk board Charts Synoptic maps Past papers

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Revision : Geomorphology	
Concepts			Presented by learners			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Instruct learners to present based on the topics provided prior, while giving emphasis 				<ul style="list-style-type: none"> Randomly selected to present on content based on geomorphology 			Presentation	Text book Chalk board Charts Past papers

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Revision : map work	
Concepts			Presented by learners			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to present based on the topics provided prior, while assisting them on areas of weakness 				<ul style="list-style-type: none"> Randomly selected to present on content based on map work 			Presentation	Text book Chalk board Topographic maps Orthophoto maps Calculator

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Mid-year exam : The atmosphere, geomorphology	
Concepts			Low order type of questions set at a cluster level			Duration	(p1)and (p2)	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Exam monitored through internal arrangement of invigilators on the day stipulated by the school exam committee 				<ul style="list-style-type: none"> Formally attempt questions on strict monitoring under exam conditions in the school 			Mid-year exam <i>(Paper 1 and 2)</i>	Question papers Annexures Maps (topographical and orthophoto) Calculators

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TERM 3 BEGINS





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development : terminology associated with development such as developed, developing, more economically developed countries (MEDCs) and less economically developed countries (LEDCs), and industrialised countries	
Concepts			Development		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Ask learners to define development Draw a mind-map on the chalkboard to illustrate terminology used in developed and developing countries and allowing learners to brainstorm reasons to the given terminology 				<ul style="list-style-type: none"> Explain the concept of development Brainstorm reasons to the terminologies evident in the mind-map 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development :looking at development across the globe; the North-South divide	
Concepts			Gross National Income; Gross National Income per capita		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Refer learners to their textbooks to analyse development across the globe 				<ul style="list-style-type: none"> Describe terminologies referring to developed and developing countries Analyse development of the world given by the World bank 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development: the concept of development- economic, social, and sustainable.....	
Concepts			Development; infrastructure; sanitation; basic needs; sustainable development		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: North-South divide Discuss with them critically, the concept of development in an economic, social and sustainable context while challenging them to give examples to each pillar 				<ul style="list-style-type: none"> Explain the North-South divide Discuss with the educator critically, the concept of development in an economic, social and sustainable context while challenged to give examples to each pillar of development 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development :continuation of the concept of development- appropriate scale and spatial aspects	
Concepts			Co-operative; SADC; trade barrier; malaria; greenhouse gases		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners the scale and spatial aspects of development using a table given 				<ul style="list-style-type: none"> Give a summary on the economic, social and sustainable aspects of development Discuss with the teacher the scale and spatial aspects of development using a table given 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development : economic, social and demographic indicators of development- GNP, GDP, HDI, Gini-coefficient, Life expectancy and infant mortality	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners the economic, social and demographic indicators of development while assigning them to attempt an activity 				<ul style="list-style-type: none"> Differentiate between scale and spatial aspects of development Discuss with the teacher the economic, social and demographic indicators of development while assigned to attempt an activity 			Class work (<i>Focus: activity 5, pg. 186</i>)	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development: examples to illustrate differences in development from a local and regional context.....	
Concepts			Ground water		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: indicators of development Discuss with learners the examples of development from a local and regional context through the analysis of case studies 				<ul style="list-style-type: none"> Enumerate indicators of development Discuss with the teacher the examples of development from a local and regional context through the analysis of case studies 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The concept of development : continuation of the examples to illustrate differences in development from a global context	
Concepts			No related concepts		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback : previous lesson Divide learners in groups of 8, and each given a millennium development goal to argue about it and present it in class while embedding some facts to development 				<ul style="list-style-type: none"> Compare and contrast development in a local and regional scale Divide themselves in groups of 8 and each to argue a point on a millennium development given while embedding some facts to development 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Frameworks for development : factors that affect development, including access to resources, energy, history, trade imbalances and population growth	
Concepts			Colony		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			RESOURCES Used	
<ul style="list-style-type: none"> Draw a mind-map on the chalkboard to illustrate factors affecting development Discuss with learners the factors that affect development 				<ul style="list-style-type: none"> Copy the mind-map on their exercise books Discuss with the teacher the factors that impact on development 			Assessment Activity	Text book Chalk board
				Class work				

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Frameworks for development: continuation of the factors that affect development including education and training, natural resource limitations and environmental degradation	
Concepts			Natural resources; degradation; Environmental Impact Assessment		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Continuation of the discussion with the learners the factors that affect development particularly education and training, natural resource limitations and environmental degradation 				<ul style="list-style-type: none"> Describe some of the factors learnt previously Continuation of the discussion with the teacher the factors that affect development particularly education and training, natural resource limitations and environmental degradation 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Frameworks for development: Development models-free market model such as Rostow’s model with its limitations and criticisms, core and periphery models with their application at different scales.....	
Concepts			Models, modernisation; capitalism; tertiary sector		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners what they understand by models Discuss with learners the free market model and the core-periphery model with emphasis on the stages, limitations and characteristics thereof 				<ul style="list-style-type: none"> Define a model Discuss with the educator the free market model and the core-periphery model with emphasis on the stages, limitations and characteristics thereof 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Frameworks for development: continuation of development models- sustainability models with their economic, social and environmental elements	
Concepts			No related concepts			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Draw a mind-map on the chalkboard to illustrate the sustainability model and allow learners to give examples of each element 				<ul style="list-style-type: none"> Summarise the free market and core-periphery models Give examples of the economic, societal and environmental elements 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Frameworks for development :community based development, including approaches to rural and urban development (with examples from around the world)	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Ask learners to describe community-based development Assign them to group themselves into two groups so that they debate on the approaches to rural community development stressing the factors affecting rural development Explain the approaches to urban community development 				<ul style="list-style-type: none"> Describe community-based development Group themselves to debate on the approaches to rural community development stressing the factors affecting rural development Compare approaches of rural development to those explained by the teacher 			Home work	Text book Chalk board

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LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Frameworks for development: continuation of the community based development with examples from around the world	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the case study on rural and urban community-based development and let them answer questions that follow 				<ul style="list-style-type: none"> Compare approaches to rural development and urban development Discuss with the teacher the case study on rural and urban community-based development and further attempt questions thereon 			Class work (<i>case study: Focus: pg. 200</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Trade and development : international trade and world markets		
Concepts			Commodities; barter; terms of trade; balance of trade; balance of payment			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Ask learners to define trade Explain to learners international trade and world markets while allowing them to analyse the model of international trade Discuss with them the world markets commodities traded with emphasis on trends based on the contribution of each commodity over the years 				<ul style="list-style-type: none"> Define trade Analyse the model of international trade Discuss with the teacher the world markets commodities traded with emphasis on trends based on the contribution of each commodity over the years 			Home work		Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Trade and development: types of trading relationships, including-free trade, trade barriers, subsidies and fair trade	
Concepts			Trade bloc; tariff; sweatshop; customs; protectionism; plantation		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the types of trading relationships and assign learners to copy and complete a table based on trading relationships and development around the world 				<ul style="list-style-type: none"> Describe commodities traded Discuss with the teacher the types of trading relationships and then copy and complete a table based on trading relationships and development around the world 			Class work (<i>Activity 13: Focus; pg. 208</i>) Home work (<i>for the weekend</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Trade and development: the concept of globalisation and its impact on development	
Concepts			Globalisation; SARS; liberalisation; transnational/multinational corporations			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define globalisation Explain broadly the concept of globalisation and discuss with learners the impact of globalisation on development 				<ul style="list-style-type: none"> Define globalisation Discuss with the teacher the impact of globalisation on development 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Trade and development: continuation of the impact of globalisation on development	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the examples from around the world: globalisation and development 				<ul style="list-style-type: none"> Describe the impact of globalisation on development Discuss with the teacher the examples from around the world: globalisation and development 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Trade and development: export-led development-critically examined (with examples from around the world)	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Ask learners to define export Link export and development so that such is discussed with learners for an insight of its approach to development, agricultural contribution to development as well as discussing how the latter can stimulate development 				<ul style="list-style-type: none"> Define the term 'export' Discuss with the teacher the export-led development through agricultural contribution to development as well as discussing how export-orientated industry can stimulate development 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Trade and development: continuation of the export-led development	
Concepts			Communist; socialist; peasantry			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to brainstorm the meaning of the multiplier effect Discuss with them the multiplier effect on export-led development and further assign them to read Case study based on China so that they gain an insight on development 				<ul style="list-style-type: none"> Brainstorm the meaning of multiplier effect Discuss with the educator the multiplier effect on export-led development and further read a Case study based on China so as to gain an insight on development in various parts of the world 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Development issues and challenges: the role of woman in development- gender issues related to power, access to resources and attitudes	
Concepts			Gender; Gender Inequality Index; informal sector; permaculture		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define gender Discuss with them gender inequality and development in terms of power, access to resources and attitudes as well as vividly evaluating the effect of HIV/AIDS on women's development 				<ul style="list-style-type: none"> Define gender Discuss with the educator gender inequality and development in terms of power, access to resources and attitudes as well as evaluating the effect of HIV/AIDS on women's development 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Development issues and challenges: the effect of development on the environment	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson List development activities impacting on the environment and challenge learners to evaluate how each impact on the natural environment 				<ul style="list-style-type: none"> Describe the role of woman in development Evaluate how listed development activities impact on the natural environment 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Development issues and challenges: continuation of the effect of development on the environment
Concepts			Environmental Impact Assessment; carbon emissions; carbon footprint		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Ask learners to brainstorm how to manage development and environment in a given development project 				<ul style="list-style-type: none"> List the development activities impacting on the environment Brainstorm how to manage development and the environment in a development project suggested by the educator 		Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Development issues and challenges: the role of the state and business in development in South Africa , including central control by the state, weak state control and public or private partnerships	
Concepts			Tender; food security agroprocessing; knowledge economy; RDP;		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with the learners the role of the state and business in development in South Africa with reference to central control, weak state control and public or private partnerships 				<ul style="list-style-type: none"> Explain how to manage development and the environment Discuss with the educator the role of the state and business in development in South Africa with reference to central control, weak state control and public or private partnerships 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The role of development aid: concept of development aid and development co-operation	
Concepts		Aid				Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define aid Link the definition of aid with development so that learners brainstorm examples of development aid and co-operation rescuing poor countries 				<ul style="list-style-type: none"> Define aid Brainstorm a wide range of development aids and corporation that link to rescued poor countries 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The role of development aid: types of development aid-technical, conditional and humanitarian	
Concepts		Humanitarian; capital intensive			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: development aid and corporation Draw a table on the chalkboard as well as writing a long list of examples referring to the types of aids and further allowing learners to fill the table with relevant example 				<ul style="list-style-type: none"> Name examples of development aids/ corporation Fill in the drawn table with relevant examples enumerated by the teacher 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	The role of development aid: impact of aid on development (including case studies of development aid-positive and negative)	
Concepts		No related concept			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback List impacts of foreign aid and co-operation and allow learners to classify as either positive and negative Refer learners to a cartoon so that they read and analyse it while answering the questions set 				<ul style="list-style-type: none"> List and describe the types of aids Classify the listed impacts as either positive or negative Read and analyse a cartoon while answering questions based on it 			Class work (<i>Activity 24: Focus; pg. 234,235</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Formal task: research/ essay : Based on Term 3 content	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute question papers to learners Explain to them the instruction and all aspects to be followed when writing a research or essay, then set a due date for submission. 				<ul style="list-style-type: none"> Receive question papers Write down important aspects to be followed when attempting the research or essay and may seek clarities 			Research/ essay (due date stipulated for submission)	Question papers Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Map work skills :locating exact position- degrees, minutes and seconds
Concepts			Co-ordinates		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Demonstrate on the map how to determine the exact position in degrees and minutes as well as seconds while allowing them to practice on their own 				<ul style="list-style-type: none"> Determine the location of exact position in degrees, minutes and seconds 		Class work	Text book Chalk board Topographical maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Map work skills : Relative position- direction and magnetic bearing	
Concepts			Direction; bearing; magnetic declination; magnetic bearing			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to recall the definition of direction and demonstrate how it is determined using a compass Lead them on the determination of magnetic bearing and calculating declination through sequenced steps while giving them an activity to practice on their own 				<ul style="list-style-type: none"> Recall the definition of direction and demonstrate how it is determined using a drawn compass Calculate magnetic bearing and declination through given details from a topographic map 			Class work	Text book Chalk board Topographical maps Calculator

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Map work skills :scale- word, ratio and line scale; distance- measuring distances and converting to ground distance along a straight line ; calculating area	
Concepts			Scale; linear scale		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Ask them to list the types of scales and give examples to each (<i>Grade 9 and 10 content</i>) Provide them with more calculations of determining distance and calculating area 				<ul style="list-style-type: none"> List and give examples on the types of scales Attempt an activity where they calculate distance and area through various units and scales given by the educator 			Class work	Text book Chalk board Topographical maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Using atlases :map reading- comparing information from different maps	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Remind learners how to exercise map reading comparing information from different maps 				<ul style="list-style-type: none"> Practice comparing information from different maps 			Class work	Text book Chalk board Atlases Maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Using atlases :using the index; locating places on different maps using degrees and minutes	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Remind learners how to read the index as well as locating places on different maps using degrees and minutes 				<ul style="list-style-type: none"> Practice reading the index as well as locating places on different maps using degrees and minutes 			Class work	Text book Chalk board Topographical maps Orthophoto maps

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Date _____





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Formal task: Test based on term 3 content	
Concepts			Covered from development geography			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute question papers and read instructions Monitor the formal writing of the test 				<ul style="list-style-type: none"> Receive question papers Attempt the formal test 			Formal test (development geography)	Question papers

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Revision : Term 3 content: development geography and map work	
Concepts			All concepts covered in term 3			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Allow learners to present information based on term 3 work as a way of revision 				<ul style="list-style-type: none"> Present information based on term 3 work as a way of revision 			Class work	Text book Chalk board Calculators Maps (Orthophoto and topographic)

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TERM 4 BEGINS





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Using resources :the relationship between resources and economic development		
Concepts			Resources; economic development ; infrastructure			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Ask learners to define a resource and give examples Display a chart on the chalkboard resembling how examples of resources are an important factor in economic development and assign learners to execute their understanding of the relationship between resources and economic development through a given activity 				<ul style="list-style-type: none"> Define a resources and give examples Execute their understanding of the relationship between resources and economic development through a given class activity 			Class work		Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Using resources :exploitation and depletion of resources
Concepts			No related concept		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap on previous lesson Explain the two categories of resources and allow learners to give reasons why natural resources are being depleted and degraded 				<ul style="list-style-type: none"> Describe economic development Give reasons why natural resources are being depleted and degraded 		Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

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Date _____





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Using resources : concepts of sustainability and sustainable use of resources	
Concepts			Sustainability		Duration			1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback : previous lesson Discuss with learners the concept of sustainability and relating it to any case study given so as to execute an insight of the concept 				<ul style="list-style-type: none"> Differentiate between renewable and non-renewable resources Discuss with the teacher the concept of sustainability and relating it to a case study given by the educator 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Soil and soil erosion :how soils are formed; soil as a resources	
Concepts			Minerals; organic matter; micro-organisms; organisms; biota; humus; strip cropping; rejuvenate		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define soil and soil erosion Display a chart showing a simplified soil profile and ask learners to label the horizon after they are given characteristics of each level Discuss with them the positive impact of humans on soil-forming processes 				<ul style="list-style-type: none"> Define soil and soil erosion Label on the chart the soil horizons Discuss with the teacher the positive impact of humans on soil-forming processes 			Home work	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Soil and soil erosion :causes of soil erosion- human, animal, physical, and past and present; evidence of soil erosion in South Africa	
Concepts			Vegetation; agent; arid; desertification			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain the human agents of erosion and those of animals while assigning learners to brainstorm the physical processes Discuss with the learners the evidence of soil erosion in South Africa and assign learners to bring their own photos indicating the latter 				<ul style="list-style-type: none"> Explain the causes of soil erosion Brainstorm the physical processes Discuss with the teacher the evidence of soil erosion in South Africa and assign learners to bring their own photos indicating the latter 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Soil and soil erosion :effects of soil erosion on people and the environment	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain the off-site effects of soil erosion and assign them to describe the on-site effects on people and the environment 				<ul style="list-style-type: none"> Summarise the evidence of soil erosion Describe the off-site effects of soil erosion on people and the environment 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Soil and soil erosion :management strategies to prevent and control soil erosion	
Concepts			Over-fishing; by-catch; desalination			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Discuss with learners the management strategies to prevent and control soil erosion 				<ul style="list-style-type: none"> Summarise the effects of soil erosion on people and the environment Discuss with the educator the management strategies to prevent and control soil erosion 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Conventional energy sources and their impact on the environment :maps and graphs to show thermal, hydro and nuclear energy production in South Africa	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define energy Discuss with learners the thermal, hydro and nuclear energy production in South Africa and assign them to draw a map to show power stations in South Africa using a provided guideline 				<ul style="list-style-type: none"> Define energy Discuss with the teacher the thermal, hydro and nuclear energy production in South Africa and assign them to draw a map to show power stations in South Africa using a provided guideline 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Conventional energy sources and their impact on the environment :thermal electricity generation using coal- outline the principles and processes ; the impact of coal mining and thermal power stations- environmental despoliation, solid waste, waste gases and acid rain	
Concepts			Power station; pulverise; turbine; generator; seams; environmental restoration; colliery pollutants; acid rain		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to name types of electricity they know Discuss with learners the thermal electricity generation using coal, the impact of thermal power stations on the environment and let them to evaluate the impact of coal mining in the environment 				<ul style="list-style-type: none"> Name the types of electricity Discuss with the teacher the thermal electricity generation using coal while evaluating the impact of coal mining to the environment 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Conventional energy sources and their impact on the environment :case study of nuclear energy- advantages and disadvantages; South Africa’s potential to meet long term energy needs using conventional sources
Concepts			Carbon footprint; greenhouse gas; radioactive; tsunami; Kyoto Protocol; reserve; nuclear power; hydro power		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Assign learners to silently read the case study and give a summary thereof Explain to them the advantages and disadvantages of using nuclear energy and further assign them to present on South Africa’s potential to meet long-term needs using conventional resources after given a guide line 				<ul style="list-style-type: none"> Read the case study and summarise it Present findings on South Africa’s potential to meet long term needs using conventional sources and having guided by the educator 		Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Non-conventional energy sources :solar energy-examples from South Africa	
Concepts			Subsidise			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define solar energy Discuss with learners solar energy and quoting South African examples 				<ul style="list-style-type: none"> Define solar energy Discuss with the teacher the solar energy and looking at South African examples 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Non-conventional energy sources: wind energy- examples South Africa and the world	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to describe wind energy Explain to them the advantages of wind energy and instruct them to evaluate the disadvantages given thereof 				<ul style="list-style-type: none"> Describe the meaning of wind energy Evaluate the disadvantages of wind energy on a local and global context 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Non-conventional energy sources :future of non-conventional energy in South Africa; possible effects of using more non-conventional energy on the South African economy and the environment	
Concepts			Biofuels; biomass; geothermal energy;		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: wind energy Discuss with the learners the future of non-conventional energy in South Africa with focus to government and ESKOM's intervention Explain to them the effects of using non-conventional energy on the economy and allow them to explain the effects on the environment 				<ul style="list-style-type: none"> Read the case study and summarise it Present findings on South Africa's potential to meet long term needs using conventional sources and having guided by the educator Elucidate the effects of using non-conventional energy on the environment 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Energy management in South Africa :south Africa’s energy needs; energy management, towards greener economies and sustainable life styles-responsibilities	
Concepts			Going green; sustainable lifestyle		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson State the reasons why South Africa will need electricity in the near future and assigning learners to expand the reasons Explain the responsibilities of governments and businesses for energy management and allow learners to suggest those of individuals 				<ul style="list-style-type: none"> Explain the effects of using non-conventional energy to the economy Expand the given reasons as to why South Africa will need more electricity in the near future Suggest some responsibilities of individuals for energy management in South Africa 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Topographic maps (application and revision) : contours and landforms; cross sections on 1: 50 000 maps; vertical exaggeration; intervisibility; gradient	
Concepts			Concepts relevant to map work and covered in the content			Duration	1 Hour in a week	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute maps and; Provide learners some work to attempt based on drawing cross sections, calculating vertical exaggeration, determine intervisibility as well as calculating and justifying gradient in order to execute map work skills through continuous revision 				<ul style="list-style-type: none"> Receive topographic and orthophoto maps and; Practice drawing cross sections, calculating vertical exaggeration, determining intervisibility, calculating and justifying gradient so as to gain skills in map work as a way of continuous revision 			Class work	Text book Chalk board Topographical maps Orthophoto maps Calculator Tracing paper Pencil Ruler

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems (revision) : spatially referenced data; spatial and spectral resolution; different types of data-line, point, area and attribute; raster and vector data; capturing different types of data from existing maps, photographs, fieldwork or other records of tracing paper	
Concepts			Concept in GIS and related to the content covered		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to present content based on the sub-topics given as a way of revision and emphasising on crucial areas 				<ul style="list-style-type: none"> Present as logically instructed by the teacher based on the given subtopics and may seek clarities on areas of confusion 			Class work	Chalkboard Textbook Photographs Tracing paper Topographical maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Revision : the atmosphere, geomorphology, development, resources and sustainability and map work	
Concepts			All concepts included in Grade 11 content			Duration		Weekly revision sessions
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Allow learners to present content as a way of revision for each and every topic assigned to them 				<ul style="list-style-type: none"> Present content as a way of revision for each and every topic assigned by the teacher 			Presentations	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	11	SUBJECT	GEOGRAPHY	Date		Content	Final exam: term 1, 2, 3 and 4 content on : paper 1 (225 marks: 3 hrs) p2 (75 marks: 1.5 hrs)
Concepts			Low order type of concepts covered and selected in all terms		Duration		P1 (3hrs): p2 (1.5 hrs)
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Final exam administered formally under strict invigilation at school 				<ul style="list-style-type: none"> Attempt final exam according to the instructions adhered to in the question paper and answer sheet provided by the invigilator 		Formal task: End of year exam	From the invigilator: Question papers Answer sheets Maps (topographic and orthophoto) From the candidate: Blue/ blank ink pens Pencils Protractor Ruler Calculator

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