



NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Midlatitude cyclones: General characteristics, areas where they form and conditions necessary for their formation	
Concepts			Midlatitude cyclone; converging; deflect; coriolis force; pressure belts; air mass; polar front; jet stream		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Assign learners to define midlatitude cyclone Explain some general characteristics using synoptic chart Draw a globe to demonstrate areas of formation Discuss with them conditions necessary for their formation 				<ul style="list-style-type: none"> Define midlatitude cyclone Observe characteristics on the drawn chart Indicate areas of formation in a globe Discuss with educator conditions necessary for their formation 			Home work	Text book Chalk board Synoptic chart Globe

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Midlatitude cyclones: stages of development and related weather conditions;	
Concepts			Cold front; warm front; warm sector; cold sector; backing; veering; occlusion; cold front occlusion; warm front occlusion			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Use a chart or draw sketch to demonstrate stages of development Demonstrate cold front conditions through a drawn sketch/ chart 				<ul style="list-style-type: none"> Define some concepts, and summarise asked content Identify depicted stage with its characteristics Predict weather conditions through demonstrated sketch 			Class work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Midlatitude cyclones: warm and occluded fronts continues;	
Concepts			Cold front; warm front; warm sector; cold sector; backing; veering; occlusion; cold front occlusion; warm front occlusion			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: cold front conditions Demonstrate warm front conditions through a drawn sketch/ chart Draw cold front and warm front occlusion Assign them to draw and label fully the cross sections 				<ul style="list-style-type: none"> State conditions brought by cold front Predict weather conditions through drawn cross section Compare types of occlusion with focus to weather patterns Draw fully labelled cross sections: midlatitude cyclones; cold and warm fronts; occlusions 			Class work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Midlatitude cyclones: reading and interpreting satellite images and synoptic weather maps	
Concepts			Synoptic map; station model; isobars; pressure			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Display a synoptic map and satellite image on the chalkboard and ask them to identify midlatitude cyclones, observable characteristics; stage(s) depicted; weather patterns; isobars etc. Draw a station model and challenge them to name and give reasons for the weather elements recorded 				<ul style="list-style-type: none"> State conditions brought by warm front and both occlusions Identify midlatitude cyclones, observable characteristics; stage(s) shown; weather patterns; isobars etc. Name, describe and explain weather elements shown on the station model 			Class work Homework (weekend)	Text book Chalk board Synoptic weather map Satellite image(s)

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Tropical cyclones: general characteristics; areas where they form; factors necessary for their formation	
Concepts			Tropical cyclone; ITCZ; Eye; latent heat; adiabatic		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
<ul style="list-style-type: none"> Assign learners to define tropical cyclone Describe some characteristics, and challenge them to describe the rest, with contrast from <i>midlatitude cyclones</i> Discuss with them areas where they form and factors necessary for their formation 				<ul style="list-style-type: none"> Define tropical cyclone Describe some characteristics with contrast from learnt <i>midlatitude cyclones</i> Discuss with educator the areas where they form, distinguishing them from <i>midlatitude cyclones</i>, as well as recalling factors necessary for their formation 			Home work	RESOURCES Used Text book Chalk board Chart Globe

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Tropical cyclones: stages of development; associated weather patterns	
Concepts			Storm surge ; eye wall		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate stages using a chart Discuss with them weather conditions experienced as tropical cyclone passes Assign them to draw cross section: through a mature stage; 3D cross section; weather graph of a tropical cyclone 				<ul style="list-style-type: none"> State characteristics, areas where they form and conditions necessary for formation Identify characteristics and stages depicted Add with observant through a chart the weather conditions of a passing tropical cyclone Draw cross sections : mature stage; 3D cross section and weather graph 			Class work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Tropical cyclones: reading & interpreting satellite images and synoptic maps; case study on recent tropical cyclone that affected Southern Africa
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 Display a synoptic map and ask learners to identify characteristics; stage of development; weather patterns Assign learners to read and answer questions based on the recent tropical cyclone that affected Southern Africa 			<ul style="list-style-type: none"> Describe stages of development and explain with reasons the associated weather conditions Identify and explain characteristics; stage of development depicted; weather patterns Individually analyse and interpret a case study: <i>Tropical cyclone Funso threatens Southeast Africa</i> 			Class work (Activity 12:Focus)	Text book Chalk board Synoptic weather map

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Tropical cyclones: impact of tropical cyclones on human activities and the environment; strategies that help to prepare for and manage the effects of tropical cyclones	
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 Challenge learners to discuss the comparison, with emphasis to <i>short-term and long-term</i> impact of tropical cyclones on human activities, economy and the environment Discuss with them the strategies that help to prepare for and manage the effects of tropical cyclones 				<ul style="list-style-type: none"> Summarise elements of the synoptic weather map Discuss the <i>short-term and long-term</i> impact of tropical cyclones on the social, economic and environmental aspects Discuss with the educator the strategies that help to prepare for and manage the impacts of tropical cyclones 			Class work Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Subtropical anticyclones and associated weather conditions: location of high pressure cells that affect South Africa ; General characteristics of these high pressure cells	
Concepts			Kalahari High; ridge		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
<ul style="list-style-type: none"> Show using a globe where anticyclones lie Ask previous knowledge: two oceans affecting SA Display a chart/ draw a map of Southern Africa to assign learners to locate the high pressure cells Discuss with them the general characteristics of these high pressure cells 				<ul style="list-style-type: none"> Able to compare location of cyclones and high pressure cells Name and locate the oceans: Indian and Atlantic Locate the high pressure cells on a chart or drawn map of South Africa Discuss with the educator the general characteristics of the high pressure cells 			Class work	RESOURCES Used Text book Chalk board Chart Globe

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Subtropical anticyclones and associated weather conditions: anticyclonic air circulation around South Africa and its influence on weather and climate
Concepts			Inversion layer; thermal (heat) low		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Illustrate on the chalkboard the anticyclonic influence on climate in winter Critically explain the weather in the interior Instruct learners to illustrate and describe anticyclonic influence on climate during summer 			<ul style="list-style-type: none"> Provide a brief overview on general characteristics of anticyclones and their location Observe and describe the influence on South Africa Compare the position of the inversion layer in winter and summer Illustrate and describe anticyclonic influence on climate during winter 			Class work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Subtropical anticyclones and associated weather conditions: travelling disturbances associated with anticyclonic circulation- moisture front, line thunderstorms
Concepts			Trough of low pressure; moisture front;		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Draw the map of South Africa/ use a chart to demonstrate the moisture front and high pressure cells by the learners Critically explain how line thunderstorms occur and ask learners to predict impacts of line thunderstorms 			<ul style="list-style-type: none"> Provide an overview of how Anticyclones influence SA's weather and climate Demonstrate the position of the moisture front and high pressure cells with their circulation Predict impacts, and suggest possible safety measures to take during thunderstorms 			Home work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Subtropical anticyclones and associated weather conditions: Coastal low pressure systems and berg winds; reading and interpreting satellite images and synoptic maps that illustrate weather associated with anticyclonic conditions	
Concepts			Berg wind	Duration		1 Hour		
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
<ul style="list-style-type: none"> Recap and feedback: moisture front and line thunderstorm Demonstrate through a drawing the position of the coastal low and Kalahari HP Discuss with learners what a berg wind is, how it occurs, conditions needed and its impact Analyse a synoptic map or satellite image to let them interpret weather associated with anticyclonic conditions 				<ul style="list-style-type: none"> Define moisture front and briefly discuss how line thunderstorms occur Locate the coastal low and the Kalahari HP Discuss with teacher how, when do berg winds occur as well as providing impacts Interpret a satellite image/ synoptic map for the anticyclonic influence on SA's weather conditions 			Class work (Berg winds: activity 18; Focus) Home work for the weekend (Activity 8.3; Top class)	RESOURCES Used Text book Chalk board Chart Satellite images



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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Informal class test: midlatitude cyclones; tropical cyclones; subtropical anticyclones and associated weather conditions	
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 in a proper way. 				<ul style="list-style-type: none"> Receive question papers and answer sheets while silently attempting the test 			Informal class test	Question papers Annexures Answer sheets



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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Valley climates: the micro-climate of valleys (the effect of the slope aspect); development of anabatic and katabatic winds	
Concepts			Micro-climate; Slope aspect; shadow zone; Upslope wind; anabatic wind or valley wind; down slope wind; katabatic wind or mountain wind			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define micro-climate Draw two valleys to let learners comment on slope aspect in two hemispheres Draw two valley winds to let learners differentiate the characteristics of each valley wind 				<ul style="list-style-type: none"> Define micro-climate Comment on slope aspect in two hemispheres Differentiate between anabatic and katabatic winds through observed sketch 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Valley climates: inversions; frost pockets and radiation fog; the influence of local climates on human activities- settlement and farming;	
Concepts			Inversions; frost pocket; radiation fog; thermal belt; smog		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Critically discuss with learners the concepts of inversion, frost pocket and radiation fog, thermal belt and smog using a picture (previous exam annexure) Demonstrate how local climate influence human activities so that learners suggest types of vegetation or crops grown in the different parts of the valley 				<ul style="list-style-type: none"> Distinguish with an aid of a diagram the types of valley winds and their characteristics Apply their understanding of concepts like inversion, frost pocket, thermal belt and smog in a shown picture/ diagram Suggest types of crops by comparing the thermal belt and the bottom section of the valley 			Home work	Text book Chalk board Picture/ chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban climate: reasons for differences between rural and urban climates; urban heat island- causes and effect
Concepts			Hygroscopic nuclei; isotherm; urban heat island; prevailing wind; temperature inversion; inversion layer		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to try and compare the micro climate of a city with emphasis to temperature, rainfall, humidity and speed Distinguish between heat island and pollution dome ,and challenge learners to enumerate causes of an urban heat island and pollution dome Draw the heat island during the day and night Discuss with them the effects (environmental, economic and health of people) of a heat island and pollution dome, and let them provide sustainable solutions on both 				<ul style="list-style-type: none"> Compare the micro climate of a city with emphasis to temperature, rainfall, humidity and speed Enumerate activities in the urban environment that cause an urban heat island and pollution dome Simply draw a free hand sketch of a pollution dome during the day and night Discuss with the teacher the effects of heat island and pollution dome, and provide solutions on both 		Class work (<i>based on heat island, isothermic map</i>) Home work/ investigation for the weekend (<i>pollution dome</i>)	Text book Chalk board Chart/ isothermic map

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Drainage systems in SA: use of topographic maps to identify stream order and density; discharge of a river	
Concepts			Stream order		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
<ul style="list-style-type: none"> Ask learners to differentiate stream order and drainage density Demonstrate on the chalkboard the law of stream ordering Challenge learners to use topographic maps given to identify the order of stream as well as comparing drainage densities 				<ul style="list-style-type: none"> Differentiate stream order and drainage density Observe and practice on the chalkboard how stream order is determined Use topographic maps given to identify the stream order as well as comparing drainage densities 			Oral presentation <i>(stream order and drainage density calculation)</i>	RESOURCES Used Text book Chalk board Topographic map

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Drainage systems in SA: types of rivers-permanent, periodic, episodic, exotic; drainage patterns-dendritic, trellis, rectangular, radial, centripetal, deranged and parallel; drainage density	
Concepts		Drainage pattern; geology; topography; strata; drainage density			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Draw the types of rivers and assign learners to match each with the correct description Draw different types of drainage patterns and order them to describe each type Instruct learners to compare drainage densities of drawn drainage basin 				<ul style="list-style-type: none"> Match each type of river with appropriate description Describe each of the drawn stream patterns and comment on the underlying rock structure Compare drainage densities of drawn drainage basins 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Drainage systems in SA: Important concepts- drainage basin, catchment area, river system, watershed, tributary, river mouth, source, confluence, water table, surface run-off and ground water
Concepts		Drainage basin, catchment area, river system, watershed, interfluvium, tributary, river mouth, source, confluence, water table, surface run-off and ground water			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Draw the water cycle and assign them to label the hydrological processes Draw a drainage basin and let them label it according to explained features of it Discuss with them the relationship that exists between surface run-off and ground water, as well as water table 				<ul style="list-style-type: none"> Label the water cycle processes (grade 10 content) Label the drawn drainage basin according to the conceptual descriptions Discuss with the teacher the relationship that exists between surface run-off and ground water, as well as a deep insight to the water table 		Class presentation (features of the drainage basin)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Drainage systems in SA: Discharge of a river- laminar and turbulent flow; <u>Topographic maps:</u> contours and landforms; cross section
Concepts			Laminar flow; turbulent flow; velocity; storm hydrograph		Duration		1 Hour
EDUCATOR ACTIVITIES			LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> • Draw two sketches for learners to distinguish the two types of river discharge • Discuss with them the factors that influence turbulent flow • Lead and demonstrate to them how to identify landforms using contours as well as drawing cross sections 			<ul style="list-style-type: none"> • Distinguish the two types of river discharge through observable characteristics • Discuss with the educator the factors that influence turbulent flow • Identify landforms using contours as well as demonstrating skill of drawing cross sections 			Class work Home work (weekend)	Text book Chalk board Topographic maps

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Fluvial processes: river profiles-transverse profile, longitudinal and their relationship to different stages of a river; identification and description of fluvial landforms, e.g. meander, natural levee, waterfall, rapids and deltas
Concepts			Longitudinal profile; transverse profile; temporary base levels; vertical erosion; permanent base level; meander; sheet flow; levees; alluvium; meander scars; meander neck; distributaries		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Display a chart so that learners distinguish, identify and explain types of river profiles Discuss with the aid of diagrams the fluvial landforms, characteristics, how they form and their importance in each stage 				<ul style="list-style-type: none"> Distinguish, identify and explain types of river profiles Discuss with educator the characteristics of each, how is formed, resultant benefit of landforms as well as dominant work of the river and its shape at each stage 		Class work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Fluvial landforms : description of landforms continues (oxbow lakes, flood plains, braided streams); river grading; rejuvenation of rivers; features e.g. knick points, terraces, incised meanders
Concepts			Oxbow lakes; flood plains; braided streams		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Continuation for the description of fluvial landforms, how they form and their importance Vividly explain the concept of river grading and using a sketch for learners to compare a graded and ungraded river Discuss with learners the concept of rejuvenation and resultant features 				<ul style="list-style-type: none"> May describe the previous landforms taught and explaining how they are formed Identify features of a graded and ungraded river Discuss with the educator the concept of rejuvenation and resultant features 		Home work	Text book Chalk board Chart

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Fluvial processes: river capture (stream piracy)- the concepts of abstraction and river capture, associated features (captor stream, captured stream, misfit stream, elbow of capture, wind gap); superimposed and antecedent drainage patterns	
Concepts			Captor stream; captive stream; misfit; elbow of capture; wind gap; abstraction; superimposed; antecedent		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Diagrammatically explain how stream piracy occurs Assign learners to enumerate factors resulting to capture and explaining the impact of misfit and captor stream on environment, economy and the people Differentiate superimposed and antecedent drainage patterns 				<ul style="list-style-type: none"> Give a short description of the three courses of a river Label the features of river capture Enumerate factors leading to capture as well as explaining the impact of beheaded and pirate stream (after rejuvenation) Diagrammatically represent superimposed and antecedent drainage patterns 			Class work Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Catchment and river management: importance of managing drainage basins and catchment areas	
Concepts			Catchment area; riparian zone; isohyet		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Instruct learners to distinguish between drainage basin and a catchment area Discuss with learners the importance of managing drainage basins and catchment areas as well as assigning them to give reasons why basins and catchment areas need to be managed 				<ul style="list-style-type: none"> Provide a brief overview of superimposed and antecedent drainage patterns Differentiate between drainage basin and a catchment area State reasons why drainage basins and catchment areas need to be managed 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Catchment and river management: impact of people on drainage basins and catchment areas; case study of one catchment area management strategy in South Africa	
Concepts			Wetland; flash flooding; desalination; effluent		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 how people impact on drainage basins and catchment areas Ask learners to suggest management strategies of wetlands Assign them to read and answer questions based on the Olifants river drainage basin 				<ul style="list-style-type: none"> Recall why drainage basins must be controlled Discuss with the educator how people impact on drainage basins and catchment areas Suggest some management strategies on wetlands/ drainage basins/ catchment areas Read case study based on the Olifants river drainage basin and attempt questions 			Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Informal class test: valley climates; urban climates; drainage systems in South Africa; Fluvial processes; catchment and river management	
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 class test	Question papers Annexures Answer sheets

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Data handling task: Term one scope of work (climate and weather and geomorphology)
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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GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work techniques: reading and interpreting weather maps, satellite images and other related data; map and Orthophoto interpretation- includes reading and analysis of physical and constructed 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 revision based on reading and interpreting weather maps, satellite images and other related data Assign them to analyse constructed features on maps 				<ul style="list-style-type: none"> Interpret weather maps, satellite images and other related data Analyse constructed features on maps 			Class work	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work techniques/ Topographic maps: reading and interpreting weather maps, satellite images and other related data; map and Orthophoto interpretation- includes reading and analysis of physical and constructed 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 revision based on applying map-reading skills to maps and photos Demonstrate skills for determining magnetic north, true north , magnetic declination, magnetic bearing, true bearing and area 				<ul style="list-style-type: none"> Apply map-reading skills on maps and photos Calculate magnetic declination, Magnetic bearing, true bearing and area 		Class work	Text book Chalk board Topographic maps Orthophoto Calculator

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Topographic maps: gradient; intervisibility and grid referencing
Concepts			Gradient ; intervisibility		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Demonstrate to them the skill of calculating gradient, interpretation of it as well as determining intervisibility 				<ul style="list-style-type: none"> Calculate gradient on given altitude on both topographic and Orthophoto maps, as well as interpreting it 		Class work	Text book Chalk board Topographic maps Orthophoto maps Calculator

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and Orthophoto maps: interpreting vertical aerial photographs; identifying features on Orthophoto maps	
Concepts			Orient		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Engage learners in interpreting aerial photographs and orientation of features in an Orthophoto map 				<ul style="list-style-type: none"> Interpret aerial photographs and orient features in an Orthophoto map 			Home work	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Aerial photographs and Orthophoto maps: identifying of features on Orthophoto maps continues; comparing an Orthophoto map with a topographic map	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Continuation of the identification of features in an Orthophoto map Lead and assign learners on the comparison between the topographic map and Orthophoto (scale, man-made features, natural features etc.) 				<ul style="list-style-type: none"> Continue identifying features in an Orthophoto map Compare between the topographic and Orthophoto map with emphasis to scale, man-made features, natural features etc. 			Class work	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: examination of GIS information for different catchment areas	
Concepts			GIS; artificial satellite; remote sensing			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Discuss with learners the examination of GIS information for different catchment areas 				<ul style="list-style-type: none"> Discuss with the teacher the examination of GIS information for different catchment areas 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: developing a “paper GIS” from existing maps, photographs or other records on layers of tracing paper	
Concepts			Isohyet		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			RESOURCES Used	
<ul style="list-style-type: none"> Discuss with learners the way of developing a “paper GIS” from existing maps, photographs or other records 				<ul style="list-style-type: none"> Discuss with the teacher the way of developing a “paper GIS” from existing maps, photographs or other records 			Assessment Activity Class work Home work (weekend)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Revision: weather and climate	
Concepts			Concepts on weather and climate			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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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Revision : Geomorphology	
Concepts			Concepts covered on geomorphology			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> • Presentation of learners based on given geomorphological content topics • Identify gaps and close them through a collaborative emphasis 				<ul style="list-style-type: none"> • Present individually on geomorphological content topics given by teacher • Possibly seek clarities and revisit the content given to demonstrate a clear picture of the lesson delivered 			Individual presentation (topics given individually and prior presentation)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Formal task administered: Task 2 Test (Climate and weather and Geomorphology)	
Concepts			Concepts taught through term one scope (External paper)			Duration	2 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			RESOURCES Used	
Formal test administered and invigilated under internal arrangement				Formally attempt test under school supervision (internal invigilators)			Assessment Activity Formal test (Section A: Theory; Section B: Map work)	Question papers Annexures Topographic maps Orthophoto maps

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TERM 2 BEGINS





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Study of settlements: concept of settlement; site and situation	
Concepts			Settlement; situation; dry point settlement; wet point settlement; function		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define a settlement Close gaps/ misconceptions through explaining the concept in details Draw a mind map to distinguish the concept of site and situation 				<ul style="list-style-type: none"> Define settlement (Grade 8 content) Realise factual information and possibly seek clarities Classify given factors as either factors of site or situation on the chalkboard 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Study of settlement: rural and urban settlement; settlement classification according to size	
Concepts			Rural settlement; urban settlement; economic activities; primary; secondary; tertiary; quaternary		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: concept of settlement , site and situation Draw a table for learners to differentiate rural and urban settlements according to population size; economic activities; services and land use patterns Explain briefly the classification of settlement according to size and complexity 				<ul style="list-style-type: none"> Recall some definitions explained previously Differentiate rural and urban settlements according to the given characteristics Classify settlement according to size and complexity and state the largest and smallest settlement 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Study of settlement: settlement classification according to pattern and function	
Concepts			Pattern; function; Infrastructure; multifunctional; unifunctional; metropolises ; dispersed settlement; nucleated settlement			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback : previous lesson Group learners so that they are able to classify settlement according to pattern and function while giving reasons 				<ul style="list-style-type: none"> Classify settlement according to size and complexity Group themselves and classify settlement according to pattern and function while stating reasons for each classification 			Class work Home work (weekend)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlement: how site and situation affect the location of rural settlements	
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 to learners the physical factors that influence site and situation of settlement and challenge them to brainstorm those influencing economically 				<ul style="list-style-type: none"> Recall settlement patterns and their differences, as well as function Brainstorm economic factors that affect site 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlements : classification of rural settlement according to pattern and function	
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 Ask learners to recall types of rural settlement patterns learnt earlier Challenge learners to describe advantages and disadvantages of living in the types of settlements 				<ul style="list-style-type: none"> Recall how site and situation influence location of rural settlements Recall types of rural settlement patterns (nucleated and dispersed) Describe merits and curses of living in the settlement patterns 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlements: reasons for different shapes of settlements- round, linear, T-shaped, cross road	
Concepts			Settlement shape		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: previous lesson Draw different shapes/ present on a chart and ask learners to name and outline reasons for the drawn settlement shapes 				<ul style="list-style-type: none"> Recall advantages and disadvantages of nucleated and dispersed settlements Name and outline reasons for the drawn settlement shapes 			Class work	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlements: land use in rural settlements	
Concepts			Land use; subsistence farming; commercial farming; agroprocessing; aquaculture; mariculture			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Define land use and ask learners to differentiate commercial and subsistence farming Assign them to describe land use of rural areas 				<ul style="list-style-type: none"> Recall the different shapes of rural settlements Differentiate with the help of the teacher the types of farming Describe land use of rural areas in a given activity 			Class work (Activity 10: Focus)	Text book Chalk board
							Home work (weekend)	

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlement issues: rural-urban migration	
Concepts			Rural urban migration; rural depopulation; urbanisation; selective outward migration; ageing population; apartheid; colonial government; legacy; pull factors (centrifugal forces); push factors (centripetal forces)			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define rural-urban migration Assign them to group a long list of factors according to push and pull factors 				<ul style="list-style-type: none"> Define rural-urban migration (Grade 10 content) Group given factors as push or pull factors 			Class work	Text book Chalk board Past Annexure for class work (<i>cartoon/ picture on rural-urban migration</i>)

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlement issues: causes and consequences of rural depopulation	
Concepts			Rural depopulation; mechanisation ; service centre; rural decay; footloose industries		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 causes and consequences of rural depopulation on people and assign to learners to discuss on the economy's perspective 				<ul style="list-style-type: none"> Outline push and pull factors of rural-urban migration Discuss in groups the causes and consequences of rural depopulation on the economy 			Class work Home work (Activity 13: Focus)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlement issues: case study that illustrates effects of rural depopulation and strategies to address them
Concepts			Communal tenure system; sustainable development strategies; rural development		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 read the case study on rural depopulation and challenge them to give an overview theme Group learners so that they brainstorm strategies to address any effects of rural depopulation from the case study 				<ul style="list-style-type: none"> Recall causes and consequences of rural depopulation on the people Read the case study and extract some effects of rural depopulation Brainstorm strategies to address effects extracted from the case study 		Class work	Text book Chalk board Case study (<i>on rural depopulation</i>)

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlement issues: social justice in rural areas, such as access to resources and land reform	
Concepts			Social justice; social injustice; rural land reform			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Describe social justice and ask learners to define social injustice Draw a mind map to discuss with learners the land reform programme 				<ul style="list-style-type: none"> Define social injustice Discuss with the teacher the land reform programme and may give examples 			Home work (weekend)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Rural settlement issues: social justice in rural areas such as access to resources and land reform continues	
Concepts			Beneficiary; claim disputes; compensation; expropriation; food security; willing seller/ willing buyer principle		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Continuation for the discussion of the land reform programmes Discuss with learners the challenges for land reform in South Africa 				<ul style="list-style-type: none"> Recall on the definition of land reform Discuss with educator the three land reform programmes Outline and discuss other land reform obstacles 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlements: the origin and development of urban settlements-urbanisation of the world population	
Concepts			Urban growth; level of urbanisation; rate of urbanisation			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to recall the definition of urban settlement Discuss with them the origin of urban settlements 				<ul style="list-style-type: none"> Recall the definition of urban settlement Discuss with the educator the origin of urban settlement 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlements : the origin and development of urban settlements continues- development of the world's urban settlements; world's urbanisation trends	
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 globe and ask learners to make a summary on the distribution of the world's urban settlements and the trend thereof 				<ul style="list-style-type: none"> Recall the origin of urban settlements Draw up a summary on the distribution of the world's urban settlements and the trend thereof 			Home work	Text book Chalk board Globe

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlements: how site and situation affect the location of urban settlements	
Concepts			Location		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to recall the differences between site and situation in <i>rural areas</i> Discuss with them how site and situation affect the location of urban settlements 				<ul style="list-style-type: none"> Recall the differences between site and situation in <i>rural areas</i> Discuss with the teacher how site and situation affect the location of urban settlements 			Class work Home work (weekend)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlements: classification of urban settlements according to function, such as central places, break of bulk, trade and transport, specialised cities, junction towns, gateway towns or gap towns	
Concepts			Accessible; aerotropolis		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Assign learners to recall classification of <i>rural settlements</i> according to function Display a chart characteristics of the types of urban settlements and assign learners to pick and display pictures to the relevant category 				<ul style="list-style-type: none"> Recall classification of <i>rural settlements</i> according to function Pick and match pictures to the relevant characteristics and paste on the chart 			Class work	Text book Chalk board Chart Pictures (<i>different types of urban settlements</i>)

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban hierarchies: the concepts of urban hierarchy, central place, threshold population, sphere of influence, range of goods	
Concepts			Hierarchy; Conurbation; megalopolis; urban sprawl; central place; convenience goods; range; sphere of influence; threshold population		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Assign learners to recall on the hierarchy of rural settlement Draw a diagram for learners to fit in the urban hierarchy of settlements Discuss with learners the concept of central place theory and other related concepts outlined above 				<ul style="list-style-type: none"> Recall on the hierarchy of rural settlement Fit in the urban hierarchy of settlements Discuss with teacher the central place theory and other related concepts outlined above 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban hierarchies: lower and higher order functions and services; lower and higher order centres	
Concepts			Low order centres; low order functions and services; high order centres; high order functions and services; anomaly		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: concepts of urban hierarchy Explain with an aid of a graph the demonstration of low and high order centres 				<ul style="list-style-type: none"> Define concepts related to urban hierarchies Label a graph demonstrating the relationship between size of settlement population and number of functions provided 			Class work Homework for the weekend (<i>Activity 18.4: Top class</i>)	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban structure and patterns: internal structure and patterns of urban settlements: land use zones; concept of urban profile	
Concepts			Land use zone; green belts; buffer zone; density; gated communities or estates		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Define land use and challenge learners to comment on the comparison between land use in <i>rural</i> and urban areas Discuss with them the pattern and profile of the urban area Display a chart for them to identify land use zones referring to the explained characteristics by the educators 				<ul style="list-style-type: none"> Comment on the comparison between land use in <i>rural</i> and urban areas Discuss with teacher the pattern and profile of the urban area Identify land use zones referring to the explained characteristics by the educators 			Class work	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban structure and functions: factors influencing the morphological structure of a city	
Concepts			Morphological ; street pattern			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: land use zones and urban profile Represent a chart describing factors influencing urban structure and assign learners to paste relevant picture Display a drawn chart for street patterns, and ask learners to characterise each thus stating advantages and disadvantages 				<ul style="list-style-type: none"> Recall on different land use zones with their characteristics Paste relevant picture depicting factors influencing morphological structure of an urban area Characterise each depicted street pattern, and state problems encountered as well as benefits thereof 			Home work (Activity 24: Focus)	Text book Chalk board Charts

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban structure and function: models of urban structure e.g. multiple nuclei model, the modern American-western city, the Third World city and the South African city	
Concepts			Model; suburbs; commute; tram; ethnic; slum; globalisation; migrant labour		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Demonstrate using the chart the models, and challenging learners to compare the land use zones from each model 				<ul style="list-style-type: none"> State and describe the street patterns Compare different land use zones from each model displayed 			Class work	Text book Chalk board Chart

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban structure and patterns: changing urban patterns and land use in South African cities		
Concepts			Invasion and succession; façadism; gentrification/chealsification; ghetto			Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used	
<ul style="list-style-type: none"> Recap and feedback: models Remind learners about differences between centrifugal and centripetal forces Discuss with them changing urban patterns and land use 				<ul style="list-style-type: none"> State and briefly describe the models of urban structure Give examples of centrifugal and centripetal forces particularly on the city Discuss with the educator changing urban patterns and land use 			Class work Home work (weekend)		Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlement issues: recent urbanisation patterns in South Africa	
Concepts			Counter-urbanisation			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain briefly the recent patterns and order learners to refer on their books (page 224: Focus) so that they interpret the graph related to urbanisation rates in South Africa 				<ul style="list-style-type: none"> Recall urban renewal strategies Refer on their text books and interpret the graph related to urbanisation in South Africa between 1904 and 2012 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlement issues: urban issues related to rapid urbanisation- lack of planning, housing shortage , pollution	
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, in a form of a table the urban issues, while instructing them to outline some possible solutions 				<ul style="list-style-type: none"> Recall on urbanisation rates in South Africa Draw a table on their exercise books and outline possible solutions to lack of planning ,housing shortage and pollution 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlement issues: urban issues related to rapid urbanisation continues- overcrowding, traffic congestion, problems with service provision; urban decay or urban blight	
Concepts			Gridlock; GEAR; RDP; Subsidy; urban decay or blight; urban sprawl; sustainable; incentives; refurbishment		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Continuation for the discussion with learners, in a form of a table the urban issues, while instructing them to outline some possible solutions 				<ul style="list-style-type: none"> Name urban issues discussed previously Continue drawing a table on their exercise books and outline possible solutions to overcrowding, traffic congestion, problem with service provision and urban blight or decay 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlement issues: the growth of informal settlements and associated issues- case studies from the world and South Africa	
Concepts			Informal settlement; shebeen; cooperative ; slums			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 influx of informal settlements: cause, results and solutions 				<ul style="list-style-type: none"> Recall on some urban issues discussed previously Mention the results of informal settlements and provide solutions 			Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Urban settlement issues: case studies of how selected urban areas in South Africa are managing urban challenges- to include environmental, economic and social justice concerns	
Concepts			Restitution		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 silently read the case study on urban challenges and answer the questions thereof 				<ul style="list-style-type: none"> Describe characteristics of informal settlements Read the case study (page 237: Focus) and attempt the set of questions underneath it 			Class work (<i>case study: Focus</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: applying map skills and techniques-scale, contours, cross sections
Concepts			Conventional signs; landform; relief; section line; section grid		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to name and distinguish in details the types of scales on both maps Demonstrate how to identify or draw cross sections of landforms through conventional signs 				<ul style="list-style-type: none"> Name and differentiate the types of scales on both maps (Grade 9, 10, 11 content) Practice drawing cross sections using evident landforms and conventional signs like contour lines 		Home work	Text book Chalk board Topographic maps Orthophoto maps Tracing paper Calculator

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: map and photo interpretation- including reading and analysis of physical and constructed features	
Concepts			No related concepts			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute maps and ask learners to identify, read and analyse physical and constructed features available from the maps 				<ul style="list-style-type: none"> Read, identify and analyse physical and constructed features available from the maps including national roads, secondary roads, railways, dams, reservoirs, wind pumps; levee's; meanders; settlements etcetera 			Class work	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: map and photo interpretation- including reading and analysis of physical and constructed features	
Concepts			No related concepts			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Distribute maps and ask learners to identify, read and analyse physical and constructed features available from the maps 				<ul style="list-style-type: none"> Read, identify and analyse physical and constructed features available from the maps including national roads, secondary roads, railways, dams, reservoirs, wind pumps; levee's; meanders; settlements etcetera 			Home work (weekend)	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: GIS concepts- remote sensing, resolution; spatial and attribute data
Concepts			Remote sensing; resolution; spatial data; attribute data; vector data; raster data; spectral resolution		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Discuss with learners the concepts in GIS Draw a table to distinguish attribute and spatial data with further insight to vector and raster data 				<ul style="list-style-type: none"> Discuss with the educator the concepts in GIS Give examples of vector and raster data 		Class work	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: data standardisation, data sharing and data security; data manipulation-data integration, buffering, querying and statistical analysis	
Concepts			Data standardisation; data sharing; data security; data manipulation, data integration, buffering, querying ; statistical analysis , georeferencing; database, digitise; data output, GPS, proximity analysis, input data			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Unpack data standardisation and Assign learners to give advantages and disadvantages of related concepts 				<ul style="list-style-type: none"> Recall the definitions of concepts learnt previously State advantages and disadvantages of the concepts related to GIS e.g. buffering 			Home work	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems: application of GIS by government and the private sector, relate to weather and settlement topics discussed above	
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 application of GIS by government and the private sector 				<ul style="list-style-type: none"> Recall the definitions of GIS concepts Discuss with the educator the application of GIS by government and the private sector to address aspects in climate and weather, geomorphology and settlement geography 			Class work	Text book Chalk board Topographic maps Orthophoto maps

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems developing a 'paper GIS' from existing maps, photographs or other records on layers of tracing paper
Concepts			Thematic maps		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 ways of developing GIS from maps, photographs and other records on layers of tracing paper 				<ul style="list-style-type: none"> Summarise the previous lesson, stressing main points Use a tracing paper to do data overlay e.g. integrating a river, church and a road 		Home work for the weekend (<i>Activity 35: Focus</i>)	Text book Chalk board Topographic maps Orthophoto maps Tracing paper

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	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 thorough 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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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Revision : Climate and weather	
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 climate and weather 			Presentation	Text book Chalk board Charts Synoptic maps Past papers

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LESSON PREPARATION

GRADE	12	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	12	SUBJECT	GEOGRAPHY	Date		Content	Revision : Settlement geography	
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 settlement studies 			Presentation	Text book Chalk board Chart Past papers

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LESSON PREPARATION

GRADE	12	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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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Mid-year exam : Climate and weather, geomorphology (P1: 225 and P2:75)	
Concepts			Low order type of questions set externally		Duration		(p1)3 Hours : (p2)1.5 hrs	
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 department 				<ul style="list-style-type: none"> Formally attempt questions on strict monitoring under exam conditions in the school 			Mid-year exam (Paper 1 and 2)	Text book Chalk board

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TERM 3 BEGINS





NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Structure of the economy : economic sectors (primary, secondary, tertiary and quaternary; economic sector's contribution to the South African economy-value, employment	
Concepts			Sector, extractive, economy, GDP, GGP, marginal			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define economy Explain to them the economic sectors and ask them to give examples to each sector Discuss with them the economic sector's contribution to the economy 				<ul style="list-style-type: none"> Explain the concept of economy Provide examples of each of the four economic sectors Discuss with the teacher the economic sector's contribution to South African economy 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Structure of the economy : use of statistical and graphical information
Concepts			Statistical, correlate		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: the four economic sectors Refer learners to their textbooks to analyse statistical and graphical representation 				<ul style="list-style-type: none"> Discuss the importance of the economic sectors to South Africa's GDP Analyse graphs and statistical records using their textbooks 		Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Agriculture : contribution of agriculture to the South African economy	
Concepts			Agriculture, Diversified , pastoral farming			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 the concept of agriculture Discuss with them agricultural sector's contribution to the economy 				<ul style="list-style-type: none"> Explain which sector contributes the most and least to the economy brainstorm what agriculture entails Discuss with the teacher the economic sector's contribution to South African economy 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Agriculture : the role of the small-scale farmers and large-scale farmers	
Concepts			GM seeds, monoculture , hydroponic farming, biotechnology			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Recap and feedback: previous lesson Explain the role of large scale farming to the economy and challenge them to explain that of the small scale 				<ul style="list-style-type: none"> Give a summary on contribution of agriculture to the economy Explain the role of small-scale farming to the economy and give examples 			Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Agriculture : main products produced- home market, export market; factors that favour and hinder agriculture in south Africa, e.g. climate, soil, land ownership and trade	
Concepts			Value-added products		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 main products produced Explain factors that favour agriculture and assign them to state and discuss factors that hinder agriculture in south Africa 				<ul style="list-style-type: none"> Describe the role of small scale and large scale farming to the economy Discuss with the teacher the main products produced State and discuss factors that hinder farming in South Africa 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Agriculture: the importance of food security in South Africa – influencing factors; case studies related to food security in South Africa	
Concepts			Food security, food insecurity, famine, sustainable agriculture, co-operative farming		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to define food security Close the misconceptions by explaining food security in a broader context Read the case study for learners and assign them to outline reasons why GM crops are important in SA, and to discuss some solutions to maintain food security 				<ul style="list-style-type: none"> Give different views about food security Explain the concept of food insecurity and stating the cause Outline reasons why GM crops are important in SA, and discuss possible strategies to reduce food insecurity 			Class work	Text book Chalk board Case study

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Mining : contribution of mining to the South African economy ; significance of mining to the development of South Africa	
Concepts			Link industry, reserves ,JSE , SASOL			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to group themselves into two groups or more Explain to them that one group will discuss the importance of mining, with reference to agriculture and the other one explaining the significance of mining to the development of SA 				<ul style="list-style-type: none"> Group themselves into two groups or more One group discuss the importance of mining and the other one explaining the significance of mining to the development of South Africa 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Mining : factors that favour and hinder mining in SA; a case study of one of South Africa's main minerals in relation to the above points	
Concepts			Nationalisation, open cast mining, proximity, thermal gradient, capital, by-product		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Instruct learners to group themselves into two groups or more Explain to them that one group will discuss the factors promoting mining, with reference to agriculture and the other one discussing the factors that restrict mining in SA Assign them to read a case study and answer the questions set on it 				<ul style="list-style-type: none"> Group themselves into two groups or more One group discuss the factors favouring mining and the other one discussing the factors that limiting mining in South Africa Read a case study in a group and answer the questions individually after a cooperative discussion 			Class work (<i>case study on SISHEN IRON ORE MINE: Top class pg. 336</i>)	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Secondary and tertiary sectors: contribution of secondary and tertiary sectors to the South African economy. Types of industries, e.g. heavy, light, raw material orientated, market orientated, footloose industries, ubiquitous industries and bridge (break of bulk) industries	
Concepts			Manufacturing, mass production, formal economic activity, industry, periphery, ubiquitous, break of bulk, functional magnetism, agglomeration		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 contribution of secondary and tertiary sectors to SA's economy Draw a table on the chalkboard and ask learners to fill it up, vividly focusing on the types of industries 				<ul style="list-style-type: none"> Seek clarities from previous lesson/ case study Discuss with teacher the contribution of secondary and tertiary sector to SA's economy Fill up a table drawn on the chalk board to distinguish types of industries 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Secondary and tertiary sectors :factors influencing industrial development in SA, e.g. raw materials, labour supply, transport and infrastructure, political intervention, competition and trade	
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 factors favouring industrial development in SA Assign learners to explain factors hindering industrial development in SA 				<ul style="list-style-type: none"> Enumerate the types of industries Discuss with teacher the factors hindering industrial development in SA Explain factors hindering industrial development in SA 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Secondary and tertiary sectors: South Africa's industrial regions; Gauteng (PWV), Durban-Pinetown, Port Elizabeth-Uitenhage South-western Cape	
Concepts			PWV, Petrochemical		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 discuss with learners the SA industrial regions 				<ul style="list-style-type: none"> Describe factors favouring industrial development Discuss with the teacher the industrial regions in SA 			Class work	Text book Chalk board Map

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Secondary and tertiary sectors :factors influencing their location-main industrial activities	
Concepts			Industrial inertia, hinterland		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 factors influencing the location of industries in SA 				<ul style="list-style-type: none"> Locate on a drawn map the industrial regions Discuss with teacher the factors influencing the location of industries in SA 			Home work (weekend)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Secondary and tertiary sectors; Strategies for industrial development :case studies on SA's main industrial activities; overview of apartheid and post-apartheid development strategies	
Concepts			Centralisation, decentralisation, counter-urbanisation, deconcentration, parastatal, homelands		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 read and analyse briefly the case study on their textbooks Discuss with them the apartheid and post-apartheid strategies for industrial development 				<ul style="list-style-type: none"> Describe briefly the factors influencing location of industrial regions Read and analyse the case study on their textbooks Discuss with the educator the apartheid and post-apartheid strategy for industrial development 			Class work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Strategies for industrial development :concept and distribution of industrial development zones (IDZs)	
Concepts			Industrial development zone, free trade zone		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 indicating IDZI's in South Africa and briefly describe with learners each 				<ul style="list-style-type: none"> Describe post-apartheid strategies for Industrial development Describe with teacher each of the IDZs 			Class work	Text book Chalk board Map

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Strategies for industrial development: case studies of two special development initiative (SDIs)	
Concepts			Spatial development initiative			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 spatial development initiatives Assign learners to read and attempt a case study based on the Maputo Development Corridor SDI 				<ul style="list-style-type: none"> Describe briefly the concept of IDZ Discuss with the teacher the spatial development initiatives Read and attempt questions on the case study 			Class work (Case study: Focus: page 303/304)	Text book Chalk board

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LESSON PREPARATION

GRADE	12	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	12	SUBJECT	GEOGRAPHY	Date		Content	Informal sector :concept and characteristics of informal sector employment	
Concepts			Informal sector			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Ask learners to define the informal sector Explain the concept of informal sector and ask learners to describe it, referring to the pictures displayed 				<ul style="list-style-type: none"> Define the informal sector Provide examples and characteristics of the informal sector employment 			Class work	Text book Chalk board Pictures

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Informal sector :reasons for high informal sector employment I SA	
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 Write factors leading to informal sector and ask learners to discuss each aspect 				<ul style="list-style-type: none"> Recall the characteristics of informal sector and distinguish it from <i>informal settlement</i> Discuss each aspect which is the reason why people venture into the informal sector 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Informal sector :challenges facing SA's informal sector; case studies to illustrate the above in the SA's context	
Concepts			UIF, Job security, stokvels, economic recession			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 enumerate challenges facing SA's informal sector while displaying a chart illustrating cartoons or pictures and case study to highlight some common challenges 				<ul style="list-style-type: none"> Provide reasons for high informal sector employment in SA Enumerate challenges, and may identify those illustrated through cartoons or pictures 			Class work	Text book Chalk board Cartoons Pictures

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Formal task: Test based on term 3 content	
Concepts			Covered from economic geography of South Africa			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 (economic geography of SA)	Question papers

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work skills :consolidation of map skills from Grades 10, 11 and 12
Concepts			No related concept		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Remind learners on the methodology of calculating area, distance, gradient, vertical exaggeration, magnetic bearing, magnetic declination and determining true bearing 				<ul style="list-style-type: none"> Practice on their map work exercise books how to calculate area, distance, gradient, vertical exaggeration, magnetic bearing, magnetic declination and determining true bearing 		Class work	Text book Chalk board Calculators Maps (Orthophoto and topographic)

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Map work skills :map and orthophoto interpretation- includes reading and analysis of physical and constructed features	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Scaffold learners on interpreting Orthophoto and topographic maps with emphasis on reading and analysis of physical and constructed features 				<ul style="list-style-type: none"> Read and analyse physical and constructed features using the Orthophoto and topographic maps 			Class work	Text book Chalk board Calculators Maps (Orthophoto and topographic)

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Topographic maps :applying map-reading and techniques- scale, contours, cross sections
Concepts			No related concept		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Remind learners on the methodology of applying map reading skills as well as using scales and contours to construct landforms with the use of contours 				<ul style="list-style-type: none"> Apply reading skills as well as using scales and contours to construct landforms with the use of contours 		Class work	Text book Chalk board Calculators Maps (Orthophoto and topographic) Pencils/markers

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Topographic maps :grid referencing
Concepts			No related concept		Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Explain to learners how grid referencing is determined for the location of features 				<ul style="list-style-type: none"> Determine the grid reference of some landforms or features evident from the topographic maps 		Class work Home work (weekend)	Text book Chalk board Maps (Orthophoto and topographic) Pencils

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems (GIS) :examination of a selection of satellite images; GIS concepts- remote sensing and resolution ; spatial data and attribute data- vector and raster data	
Concepts			Remote sensing, resolution, spatial data, attribute data, vector data, raster data		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	
							RESOURCES Used	
<ul style="list-style-type: none"> Examine with learners the selection of satellite images Discuss with learners the GIS concepts Draw a table to allow learners distinguish between vector and raster data 				<ul style="list-style-type: none"> Examine the selection of satellite images Define some concepts of GIS Distinguish between vector and raster data 			Home work	Text book Chalk board

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems (GIS) :data standardisation, data sharing and data security; data manipulation-data integration, buffering, querying and statistical analysis	
Concepts			data standardisation, data sharing and data security; data manipulation-data integration, buffering, querying and statistical analysis		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Discuss with learners the GIS concepts data standardisation, data sharing and data security; data manipulation-data integration, buffering, querying and statistical analysis including 				<ul style="list-style-type: none"> data standardisation, data sharing and data security; data manipulation-data integration, buffering, querying and statistical analysis Discuss with the educator 			Class work	Text book Chalk board

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems (GIS) :developing a “paper GIS” from existing maps, photographs or other records on layers of tracing paper	
Concepts			No related concept		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Remind learners on the ways of developing a “paper GIS” from existing maps, photographs or other records on layers of tracing paper 				<ul style="list-style-type: none"> Recall, and practice on the ways of developing a “paper GIS” from existing maps, photographs or other records on layers of tracing paper 			Class work Home work (weekend)	Text book Chalk board Tracing paper

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LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Using atlases :examining maps; comparing information from different maps	
Concepts			Thematic map			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Examine with learners the thematic maps Discuss with learners the comparison of information from different thematic maps with respect to population growth, HIV/Aids, literacy and wealth etc. 				<ul style="list-style-type: none"> Examine with the teacher the thematic maps shown from their textbook Compare information from different thematic maps with respect to population growth, HIV/aids, literacy and wealth 			Class work	Text book Chalk board Atlases

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Revision : Term 1-3 content
Concepts			Concepts relevant to all Grade 12 content			Duration	1 Hour in a week
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Formulating groups to present on given content particularly all terms. 				<ul style="list-style-type: none"> Group themselves to present on the content starting from term 1 to term 3. 		Continuous Presentation (all Grade 12 content)	Text book Chalk board Synoptic maps Charts

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Formal task :preparatory (trial) examination
Concepts			Concepts related in Grade 12 scope of work			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Trial examination administered under strict conditions at school 				<ul style="list-style-type: none"> Trial examination attempted through internal arrangement and on the date stipulated on the external time table 		Formal task (trial examination: paper 1 and paper 2)	<p>From invigilator: Question papers Answer sheets Orthophoto and topographic maps</p> <p>From learners: Calculators Pencils protractors Pens</p>

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	12	SUBJECT	GEOGRAPHY	Date		Content	Revision and networking : grade 12 content	
Concepts			All concepts available in Grade 12 Geography			Duration		Weekly revision sessions
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
<ul style="list-style-type: none"> Exercises various revision techniques/ turn around strategies , including networking, extra classes and other helpful methodology to prepare learners for final examination 				<ul style="list-style-type: none"> Use different sources of information including past papers, internet, radio programmes, attending seminars, using revision programmes, Moses Kotane programmes, newspapers (<i>inkonyane</i>) and other helpful sources to prepare themselves for final examination 			Case studies Presentations Home works Class works Group discussions	Text book Chalk board Atlases Orthophoto maps Topographic maps Protractor Calculator Synoptic charts Other charts Newspapers Handouts Booklets etc.

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