


2026 OFFICIAL ATP – Term 1: GEOGRAPHY THE ATMOSPHERE

| TERM 1 53 days | WEEK 1 14 -16 Jan | WEEK 2 19 - 23 Jan | WEEK 3 26 -30 Jan | WEEK 4 & 5 2 – 13 Feb | WEEK 6 16 - 20 Feb | WEEK 7 23 – 27 Feb | WEEK 8 2-6 March | WEEK 9 9 – 13 March | WEEK 10+11 16-27 March |
|--|---|---|---|--|--|---|---|---|---------------------------|
| | 2.9% | 5.7% | 8.6% | 11.4% / 14.3% | 17.1% | 20% | 22.9% | 25.7% | 28.6% |
| CAPS TOPICS | Earth's Energy Balance | | Global Air Circulation | | Africa's Weather and Climate | | Droughts and Desertification | | |
| Topic, concepts, skills and values | Consolidation of Climatology from Grade 10. Unequal heating of the atmosphere: latitudinal and seasonal. | Significance of Earth's axis and revolution around the sun Transfer of energy and energy balance | Global air circulation- a response to unequal heating of the atmosphere -world pressure belts; tri-cellular circulation; the relationships between air temperature, air pressure and wind. | -Pressure gradient, Coriolis force and geostrophic flow -Winds related to global air circulation (westerlies, tropical easterlies, and polar easterlies- air masses characteristics and -Winds related to regional and local air movements; Monsoons and Föhn winds. | Subsidence and convergence: link to rainfall The role of oceans in climate control in Africa. | El Niño and La Niña;- (Basic knowledge- link to the weather conditions: not for examination purposes) Reading and interpreting synoptic weather maps | Causes of droughts; causes of desertification. | Effects of droughts and desertification on people and the environment. Management strategies – case studies | |
| Geographical Skills and Techniques | Mapwork Skills Oblique and vertical aerial photographs. orthophoto maps; and 1:50 000 topographical map | Mapwork Skills 1:50 000 Map referencing system Direction: 16 Cardinal points World map showing pressure belts and air circulation. | Mapwork Skills Consolidation of Grade 10 content Grid reference: Distance World map showing pressure belts and air circulation. | Mapwork Skills -True and Magnetic bearing Map of the world showing climate regions and climate data. Climate maps in atlases. Map of monsoon winds | Mapwork Skills Concept of GIS Applying concepts of remote sensing and how it works | Mapwork Skills cross-section | Mapwork Skills GIS Satellite images; and application of GIS to Climatology Maps showing the areas prone for droughts. Map and maps with infographics regarding desertification. | Mapwork Skills GIS Spatial object, lines, points, nodes and scales Maps showing the areas prone for droughts. Map and maps with infographics regarding desertification. | |
| Resources (other than textbook) to enhance learning | Atlases, Video clips | Atlases, Synoptic weather maps; Video clips. Satellite Images Topographical maps, Orthophoto map and Satellite images | | Atlases, Video clips, Newspaper articles, Rainfall graphs: Google Topographical maps, Orthophoto map and Satellite images | Atlases, video clips, newspaper articles, rainfall graphs, atlas. Case studies on El Nino and La Nina Topographical maps, Orthophoto map and Satellite images | | Atlases, Topographic maps, Orthophoto maps, Oblique and Vertical photographs, Satellite images. Video clips, Newspaper articles, Rainfall graphs, atlas. Case studies | | |
| Informal Assessment (Content & Mapwork) | Minimum of 3 data response tasks/ Activities | Minimum of 3 data response tasks/ Activities | Minimum of 3 data response tasks/ Activities | Minimum of 3 data response tasks/ Activities | Minimum of 3 data response tasks/ Activities | Minimum of 3 data response tasks/ Activities | Minimum of 3 data response tasks/ Activities | Revision tasks | |
| SBA (Formal Assessment) | | | | | | | TASK 1- Mapwork (60) | TASK 2- Controlled Test (60) | |
| | | | | | | | | Preparation and discussion of research task and rubric with learners | |

2026 OFFICIAL ATP: Grade 11 – Term 2: GEOGRAPHY GEOMORPHOLOGY

| TERM 2 (54) days) | Week 1& 2 8 - 17 Apr | Week 3 20- 24 Apr | Week 4& 5 28 Apr- 8 May | Week 6 11-15 May | Week 7 18-22 May | Week 8 25-29 May | Week 9 1-5 June | Week 10 8-12 June | Week 11 17-19 June | Week 12 22-26 Jun |
|--|--|--|---|---|---|---|--|--|--|--|
| | 31.4% / 34.3% | 37.1% | 40% | 42.9% | 45.7% | 48.6% | 51.4% | 54.3% | 57.1% | N/A |
| CAPS Topics | Horizontally Layered Rocks | | Inclined/Tilted Rock Strata | Massive Igneous Rocks | | Slopes | | Mass Movement | | Consolidation, Revision and Assessment |
| Topic, concepts, skills and values | Characteristics and processes associated with the development of: hilly landscapes, basaltic plateaux Concept of scarp retreat and back wasting | Characteristics and processes associated with canyon landscape and Karoo landscape | Characteristics and processes associated with the development of a scarp slope, a dip slope, a cuesta, homoclinal ridge, hogsback, cuesta basin and cuesta dome | Identification of batholiths, laccoliths, lopoliths dykes and sills | Characteristics and processes associated with the development of granite domes and tors | Overview of SA topography; types of slopes; slope elements: crest, cliff (scarp slope, free face), talus (debris, scree slope) and pediment | Characteristics of the slope elements and the concept of slope retreat | Concept of mass movement Kinds of mass movement: soil creep, solifluction, landslide, rock falls and mud flows, and slumps. | The impact of mass movements on people and the environment, and Strategies to prevent or minimise the effects of mass movement: South African Case Studies | |
| Geographical Skills and Techniques | Topographic Maps Consolidation of Grade 10 Map scale. Contours and landforms | Topographic Maps Cross-sections. Vertical exaggeration Gradient | Topographic Maps Contours and landforms. cross-sections. Vertical exaggeration Gradient Cross-sections (on 1: 50 000 topographic maps) | Topographic Maps Gradient inter-visibility. Vertical exaggeration | Topographic Maps Contours and landforms. cross-sections Intervisibility | GIS data; spatial and spectral resolution different types of data: line, point, area and attribute raster and vector data. | | GIS capturing different types of data from existing map on tracing paper | | |
| Resources (other than textbook) to enhance learning | Images of landscapes, Topographical maps, Orthophoto map and Satellite images | | Video clips, photographs, video clips; Topographical maps, Orthophoto map | Photographs, video clips, Topographical maps, Orthophoto map | | | | Videos, Pictures and News articles and Case studies on Mass Movement. Topographical maps. Satellite images. | | |
| Informal Assessment (Content & Mapwork) | Minimum of 6 data response tasks /activities (3 tasks per week) | Minimum of 3 data response tasks week/ activities | Minimum of 3 data response task/ activities/activities | Minimum of 3 data response tasks/ activities. | Minimum of 3 data response tasks/ activities. | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities. | Minimum of 3 data response tasks/ activities. | Minimum of 3 data response tasks/ activities | |
| SBA (Formal Assessment) | Learners should be guided through the various steps of the research task. NB: Integrate with the skills for fieldwork: for example, observation, collecting and recording data and processing, collating and presenting the findings. | | | | TASK 3: Final submission of Research (100) | | | | Task 4: June Exams (150) | |

2026 OFFICIAL ATP: Grade 11 – Term 3: **GEOGRAPHY DEVELOPMENT**

| TERM 3 (46) days) | Week 1 21-24 July | Week 2 27 July-31 July | Week 3 3-7 August | Week 4 11-14 Aug | Week 5 17-21 Aug | Week 6 24-28 Aug | Week 7 13 Aug-4 Sep | Week 8 7-11 Sep | Week 9 14-18 Sep | Week 10 21 Sep –23 Sept |
|---|---|--|---|--|--|---|--|---|--|-----------------------------|
| | 60% | 62.9% | 65.7% | 68.6% | 71.4% | 74.3% | 77.1% / 80% | 82.9% | 85.7% | N/A |
| CAPS Topics | Development | | | | Trade and Development | | Development Issues and Challenges | Role of Development Aid | | Consolidation of Assessment |
| Topic, Concepts, Skills and Values | Terminology associated with development; the concept of development; (developed, developing, MEDC's, LEDC's and industrial countries | The concept of economic, social, sustainable, appropriate scale and spatial aspects. Economic, social and demographic indicators of development; GNP, GDP, HDI, GINI-coefficient, Life expectancy and infant mortality. Examples to illustrate differences in development from local, regional and global contexts | Factors that affect development, including access to resources, energy, history, trade imbalances, population growth, education and training, natural resources limitations and environmental degradation | Note: learners need to explore the complexity and inter-related nature of these factors. - community based development: including approaches to rural and urban development (Case studies) | International trade and world markets; commodities traded and terms of trade. Types of trading relationships | The concept of globalisation and its impact on development. Export-led development – critically examined with examples from around the world. | The effect of development on the environment. | Concept of development aid and development co-operation. types of development: technical, conditional, humanitarian | Impact of aid on development (including case studies of development aid- positive and negative | |
| Geographical Skills and Techniques | Topographic Maps Locating exact position; degrees, minutes and seconds | Topographic Maps Locating exact position: degrees, minutes and seconds Relative position: direction, true bearing, magnetic declination and magnetic bearing | Topographic Maps Scale; Distance; Calculating area | Topographic Maps Scale; Distance; Calculating area | Using Atlases Map index; locating places on different maps - degrees and minutes) | Using Atlases Comparing information from different maps | Using Atlases Map index; locating places on different maps degrees and minutes | Topographic Maps Scale; Distance; Calculating area | | |
| Resources (other than textbook) to enhance learning | Video clips, Statistics and Graphs regarding economic indicators, Atlases, Magazines, Current affairs economic issues (Case Studies) Topographical maps, Orthophoto map and Satellite images | | | | | | | | | |
| Informal Assessment (Content & Mapwork) | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 6 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | |
| SBA (Formal Assessment) | | | | | | | | | TASK 5: Controlled Test (60) | |

2026 OFFICIAL ATP: Grade 11 – Term 4: **GEOGRAPHY RESOURCES AND SUSTAINABILITY**

| TERM 4 (47 days) | Week 1 6-9 Oct | Week 2 12-16 Oct | Week 3 19-23 Oct | Week 4 26-30 Oct | Week 5 2-6 Nov | Week 6 19-13 Nov | Weeks 7 to 10 (16 Nov-9 Dec) | | | | | | | | | | | | |
|---|---|--|--|---|---|--|--|---------|---------|-----------------------|----------------------|--------------------------|--------------------------|---|---|---|---|---|---|
| | 88.6% | 91.4% | 94.3% | 97.1% | 100% | N/A | | | | | | | | | | | | | |
| CAPS Topics | Soil and Soil Erosion | Conventional Energy source | Conventional Energy source | Non-conventional Energy Sources | Energy management in South Africa | All content | NOVEMBER EXAMINATION | | | | | | | | | | | | |
| Topic, Concepts, Skills and Values | Causes of soil erosion: human, animal, physical, and past and present, evidence of soil erosion in South Africa, effects of soil erosion on people and the environment, and management strategies to prevent and control soil erosion | Maps and graphs to show thermal, hydro, production in South Africa; thermal electricity generation using coal – outline of principles and processes; | The impact of coal mining and thermal power stations; – advantages and disadvantages; SA’s potential to meet long-term energy needs using conventional sources Case study of nuclear energy | Solar energy- examples from South Africa and the world Wind energy – examples from South Africa and the world; future of non-conventional energy in South Africa; and possible effects of using more non-conventional energy on the South African economy and the environment | Energy management, towards greener economies and sustainable lifestyles: responsibilities of government, businesses and individual. | Consolidation and revision | TASK 6: END-OF-YEAR EXAMINATION | | | | | | | | | | | | |
| Geographical Skills and Techniques | (GIS) Spatially referenced data, spatial and spectral resolution, different types of data, line, point, area | (GIS) Capturing different types of data from existing maps, Photographs or other records on tracing paper | (GIS) Contours and landforms, cross section on 1:50 000 maps, attribute, raster and vector data | Topographic Maps Vertical exaggeration, Intervisibility and Gradient | Topographic Maps Vertical exaggeration, Intervisibility and Gradient | | <table><tr><th>PAPER 1</th><th>PAPER 2</th></tr><tr><td>Marks Allocation: 150</td><td>Mark Allocation: 150</td></tr><tr><td>Time Allocation: 3 Hours</td><td>Time Allocation: 3 Hours</td></tr><tr><td>Question 1 (The Atmosphere) 60 Marks<ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on The AtmosphereNB. ONE paragraph question of 8 marks in any of the three sub-questions</td><td>Question 1 (Development Geography) 60 Marks<ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on Development GeographyNB. ONE paragraph question of 8 marks in any of the three sub-questions</td></tr><tr><td>Question 2 (Geomorphology) 60 Marks<ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on GeomorphologyNB. ONE paragraph question of 8 marks in any of the three sub-questions</td><td>Question 2 (Resources and Sustainability) 60 Marks<ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on Resources and Sustainability of South AfricaNB. ONE paragraph question of 8 marks in any of the three sub-questions</td></tr><tr><td>Question 3 (Mapwork) 30 Marks<ul style="list-style-type: none">Map Skills and calculations (10 Marks)Map interpretation (12 Marks)GIS (8 Marks)</td><td>Question 3 (Mapwork) 30 Marks<ul style="list-style-type: none">Map Skills and calculations (10 Marks)Map interpretation (12 Marks)GIS (8 Marks)</td></tr></table> | PAPER 1 | PAPER 2 | Marks Allocation: 150 | Mark Allocation: 150 | Time Allocation: 3 Hours | Time Allocation: 3 Hours | Question 1 (The Atmosphere) 60 Marks <ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on The Atmosphere NB. ONE paragraph question of 8 marks in any of the three sub-questions | Question 1 (Development Geography) 60 Marks <ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on Development Geography NB. ONE paragraph question of 8 marks in any of the three sub-questions | Question 2 (Geomorphology) 60 Marks <ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on Geomorphology NB. ONE paragraph question of 8 marks in any of the three sub-questions | Question 2 (Resources and Sustainability) 60 Marks <ul style="list-style-type: none">Short objective questions (15 Marks)3 questions of 15 marks each on Resources and Sustainability of South Africa NB. ONE paragraph question of 8 marks in any of the three sub-questions | Question 3 (Mapwork) 30 Marks <ul style="list-style-type: none">Map Skills and calculations (10 Marks)Map interpretation (12 Marks)GIS (8 Marks) | Question 3 (Mapwork) 30 Marks <ul style="list-style-type: none">Map Skills and calculations (10 Marks)Map interpretation (12 Marks)GIS (8 Marks) |
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| Time Allocation: 3 Hours | Time Allocation: 3 Hours | | | | | | | | | | | | | | | | | | |
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| Resources (other than textbook) to enhance learning | Video clips, Case studies, Newspaper articles. Maps and graphs to show thermal, Hydro in South Africa; Video clips and photographs regarding energy sources. Statistics and graphs showing use of non-conventional energy sources; eg 2529CC WITBANK (Coal) Maps showing thermal, hydro, and nuclear energy production in South Africa | | | | | | | | | | | | | | | | | | |
| Informal Assessment (Content & Mapwork) | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities. | Minimum of 3 data response tasks/ activities | Minimum of 3 data response tasks/ activities | | | | | | | | | | | | | |
| | | | | | | | Cognitive levels Lower order 30% Middle order-50% Higher order-20% | | | | | | | | | | | | |

Programme of Assessment: GR11

| Grade 11 | | | | | |
|----------|------------|---|----------|----------------|---------------|
| Term | Assessment | Type of Assessment | Raw Mark | Term Weighting | SBA Weighting |
| 1 | 1 | Mapwork | 60 | 40% | 20 |
| | 2 | Controlled Test | 60 | 60% | 20 |
| 2 | 3 | Research | 100 | 40% | 20 |
| | 4 | June Exams | 150 | 60% | 20 |
| 3 | 5 | Controlled Test | 60 | 100% | 20 |
| | SBA Mark | | | | 100 (40%) |
| 4 | | End of Year Examinations (Paper 1 and 2) | | | 300 (60%) |