

**TEACHER GUIDELINES:  
IMPLEMENTATION OF ATPs  
GENERAL EDUCATION AND TRAINING (GET)  
Fundamentals  
(Core Content & Skills)**

**5 July 2020**



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# Purpose

To present core content and skills  
in the “Teacher Guidelines for  
Implementing ATPs”

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# FOUNDATION PHASE

## Grade R-3



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**Read to Lead**  
A Reading Nation is a Leading Nation

# Curriculum Fundamentals: Grade R – 3

## Fundamentals

- Emphasis on **Literacy and Numeracy** with specific focus on reading, writing and number concept development
- The **Life Skills** component to be integrated into the languages with focus on health and safety.
- A thematic approach to lessons to be applied
- Greater contextual relevance of learning

## Implications

- Ensure that Foundational Skills are not compromised.
- Current resources ( workbooks) to be utilised
- Need to provide notes / guidelines for parents and caregivers

## Considerations

- Focusing on the Home Language in Grade 1 and 2
- Grade 3 – more time allocated to EFAL

# Foundation Phase (Grade R-3)

FUNDAMENTALS TO BE PRIORITISED	FOUNDATION PHASE: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Languages</b> <b>Oral,</b> <b>Reading, and Writing</b>	<p><b>Main focus should be on Reading and Writing:</b></p> <ul style="list-style-type: none"><li>• Life Skills to be integrated with Languages rather than spending additional time on Life Skills.</li><li>• The additional time gained from Life Skills can be used to have more time for Group-guided Reading</li><li>• Life Skills topics to be used for Reading With Comprehension as well as shared reading</li></ul>
<b>Mathematics</b> <b>Numeracy and</b> <b>Number Concept</b> <b>Development</b>	<ul style="list-style-type: none"><li>• <b>Representation:</b> - making mathematical ideas “real” by using words, pictures, symbols, and objects (like blocks).</li><li>• <b>Spatial Orientation and Awareness “geometry”</b> - introduction of the shape, size, space, position</li><li>• <b>Measurement</b> - Length, Height, Weight and Time</li><li>• <b>Problem solving</b> - Thinking, to Recognition Logical thinking skills Repeated addition leading to multiplication, grouping and sharing, sharing leading to fractions)</li></ul>
<b>Life Skills</b> <b>Safety and Hygiene</b> <b>Healthy Eating</b>	<ul style="list-style-type: none"><li>• <b>Personal and social well-being</b> (addressing social issues such as the corona virus)</li><li>• <b>Languages to integrate Life Skills topics</b> in reading with comprehension and shared reading/writing.</li><li>• <b>Life Skills topics</b> can also be used for <b>oral and writing topics</b>.</li><li>• Focus should be on safety and hygiene.</li></ul>

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# INTERMEDIATE PHASE

## Grade 4-6



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# Curriculum Fundamentals: Grade 4 – 6

## Fundamentals

- **Mathematics and Languages**, with specific focus on reading for meaning and writing and enumerating.
- **Life Skills** - Focus on Self-management, Health and Safety; performing and visual arts skills and concepts, creativity, communication skills and critical thinking skills
- **Social Sciences** – Emphasis on Core Content and skills for both History & Geography within available time.
- **NS & Tech** - Emphasis on Core Content and skills for both
- **Pedagogy** to focus on translanguaging (refer to LiEP).

## Implications

- A selection of core content and skills for the subjects will be provided.
- The core content and skills must be linked to critical outcomes.
- Ensure fundamentals are focussed on.
- Current resources ( workbooks) to be utilised
- Need to provide notes / guidelines for parents and caregivers
- Learning at home
- SBA including summative to be amended to focus on content and skills covered.



# Home Languages (Grade 4-6)

FUNDAMENTALS TO BE PRIORITISED	HOME LANGUAGES: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Listening and Speaking</b>	<ul style="list-style-type: none"><li>• Listening comprehension</li><li>• Prepared / Unprepared speech</li></ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"><li>• Reading aloud (prepared or unprepared)</li><li>• Response to texts (Reading Comprehension)<ul style="list-style-type: none"><li>○ Literary or non-literary</li><li>○ Visual text</li><li>○ Summary</li></ul></li><li>• Literature<ul style="list-style-type: none"><li>○ Poetry</li><li>○ Short Story</li><li>○ Drama</li></ul></li></ul>
<b>Writing and Presenting</b>	<ul style="list-style-type: none"><li>• Essay</li><li>• Transactional texts</li></ul>
<b>Language Structures and Conventions</b>	<ul style="list-style-type: none"><li>• Dictionary use</li><li>• Language conventions</li><li>• Vocabulary development</li><li>• Grammar<ul style="list-style-type: none"><li>○ Word level</li><li>○ Phrases</li><li>○ Clauses</li><li>○ Sentences</li><li>○ Paragraphing</li><li>○ Critical language awareness</li></ul></li></ul>

# First Additional Languages (Grade 4-6)

FUNDAMENTALS TO BE PRIORITISED	FIRST ADDITIONAL LANGUAGES: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Listening and Speaking</b>	<ul style="list-style-type: none"><li>• Listening comprehension</li><li>• Prepared / Unprepared speech</li></ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"><li>• Reading aloud (prepared or unprepared)</li><li>• Response to texts (Reading Comprehension)<ul style="list-style-type: none"><li>○ Literary or non-literary</li><li>○ Visual text</li><li>○ Summary</li></ul></li><li>• Literature<ul style="list-style-type: none"><li>○ Poetry</li><li>○ Short Story</li><li>○ Drama</li></ul></li></ul>
<b>Writing and Presenting</b>	<ul style="list-style-type: none"><li>• Essay</li><li>• Transactional texts</li></ul>
<b>Language Structures and Conventions</b>	<ul style="list-style-type: none"><li>• Dictionary use</li><li>• Language conventions</li><li>• Vocabulary development</li><li>• Grammar<ul style="list-style-type: none"><li>○ Word level</li><li>○ Phrases</li><li>○ Clauses</li><li>○ Sentences</li><li>○ Paragraphing</li><li>○ Critical language awareness</li></ul></li></ul>

# Mathematics (Grade 4-6)

FUNDAMENTALS TO BE PRIORITISED	MATHEMATICS: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Numbers, Operations And Relationships</b>	Counting, ordering, representing and place value Performing all operations with whole numbers Common Fractions Decimal fractions (Grade 6 only)
<b>Patterns, Functions and Algebra (Grade 6 Only)</b>	Number sentence Numeric and Numeric Patterns
<b>Space And Shape (Grade 5 and 6 only)</b>	Properties of 3D objects
<b>Measurement</b>	Area, Perimeter and Volume

# Life Skills (Grade 4-6)

FUNDAMENTALS TO BE PRIORITISED	LIFE SKILLS: PROPOSED TOPICS/CONCEPTS PER PRIORITY
Development of the Self	<ul style="list-style-type: none"> <li>• <b>Basic hygiene principles</b> (issues of COVID-19)</li> <li>• <b>Emotions:</b> Understanding a range of emotions</li> <li>• <b>Self-management skills</b></li> </ul>
Health and environmental Responsibility	<ul style="list-style-type: none"> <li>• <b>Healthy environment and personal health:</b> home, school and community; Safety measures at home and the environment</li> <li>• HIV and AIDS education: basic facts               <ul style="list-style-type: none"> <li>○ Risks of COVID -19 on people with chronic diseases</li> <li>○ Transmission of the virus- COVID 19</li> </ul> </li> </ul>
Social Responsibility	<ul style="list-style-type: none"> <li>• <b>Cultures and moral lessons</b></li> <li>• <b>Concepts:</b> discrimination, stereotype and bias; Child abuse; Dealing with violent situations</li> <li>• Issues of age and gender</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• Physical fitness programme to develop particular aspects of fitness</li> </ul>
Performing Arts	<ul style="list-style-type: none"> <li>• <b>Physical warm up and relaxation exercises</b> (spinal warm up, body part isolations, floor work, knee bends and rises, jumps and leaps, flexibility, etc.).</li> <li>• Vocal/singing warm ups (breath control exercises, etc.)</li> <li>• Posture/ concentration/ focus/ trust and listening games.</li> <li>• Singing warm ups (traditional &amp; SA songs: unison, canon, two-part harmony, call and response)</li> <li>• Creative games; Improvisation and creation of classroom drama/dance/music sequences</li> <li>• Dance, drama music elements;</li> <li>• Rhythmic patterns using body percussion/found, other instruments.</li> </ul>
Visual Art	<ul style="list-style-type: none"> <li>• <b>Visual Art:</b> Create in 2D; Create in 3D; Visual Literacy (art elements and design principles; skills and techniques for 2D &amp;3D work.</li> </ul>

# Natural Sciences & Technology (Grade 4-6)

FUNDAMENTALS  
TO BE PRIORITISED

NATURAL SCIENCES & TECHNOLOGY:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

**Matter and  
Materials**

**Grade 4**

- Materials around us (Solids, liquids and gases; Change of state; The water cycle)

**Grade 5**

- Uses of metals (Uses of metals; Other properties of metals)

**Grade 6**

- Solids, liquids and gases (Arrangements of particles)
- Mixtures (Mixtures of materials)
- Solution as a special mixture (Solutions; Soluble substances; Insoluble substances)
- Dissolving (Rates of dissolving)

**Energy and  
Change**

**Grade 4**

- Energy and Energy Transfer (Energy from the Sun)
- Energy around us (Energy)

**Grade 5**

- Stored energy in fuels (Fuels)
- Energy and electricity (Cells and batteries)
- Energy and movement (Elastic and springs)

**Grade 6**

- Electric circuits (A simple circuit; Circuit diagram)
- Electrical conductors and Insulators (Conductors; Insulators)

# Social Sciences (Grade 4)

FUNDAMENTALS TO BE PRIORITISED	SOCIAL SCIENCES: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Map Skills</b>	<p><b>Symbols and Key Symbols</b> as simple pictures or letters</p> <ul style="list-style-type: none"><li>• Symbols on a simple large scale map</li><li>• Reading a map of a farm, village or part of town using symbols and a key.</li></ul> <p><b>Grid references</b></p> <ul style="list-style-type: none"><li>• Concept of alpha-numeric grid references</li><li>• Grid references for symbols on a simple grid</li><li>• Reading and giving grid references on a simple, large scale map</li></ul> <p><b>Compass Directions</b></p> <ul style="list-style-type: none"><li>• north (N), south (S), east (E) and west (W) in local area - Compass directions (N, S, E and W) on a map</li></ul>
<b>Food and Farming in South Africa</b>	<p><b>People and food</b></p> <ul style="list-style-type: none"><li>• Food people eat – from plants and animals</li><li>• Ways people get their food buying; growing; collecting, fishing, hunting.</li></ul> <p><b>People and food</b></p> <ul style="list-style-type: none"><li>• Farming for self and family (subsistence farming)</li><li>• Farming crops and animals to sell (commercial farming).</li><li>• Location of main crop and stock farming areas in South Africa (symbols on a map)</li></ul>
<b>Learning from Leaders</b>	<ul style="list-style-type: none"><li>• Select a life story of EITHER Nelson Mandela or Mahatma Gandhi and link them with the qualities of good leaders.</li></ul>
<b>Transport Through Time</b>	<ul style="list-style-type: none"><li>• <b>Use the Historical concept of ‘Time and chronology’</b> to demonstrate how different modes of transport have changed over time. Select examples from ‘Transport on land, (including rail), transport on water and transport on air.</li></ul>

# Social Sciences (Grade 5)

## FUNDAMENTALS TO BE PRIORITISED

## SOCIAL SCIENCES:

## PROPOSED TOPICS/CONCEPTS PER PRIORITY

### Physical Features of South Africa

#### South Africa from above (physical map)

- Coastal plain, escarpment, plateau (concepts and location of features in South Africa)
- Location of the Highveld, Lowveld, Great Karoo, Little Karoo, Kalahari and Namaqualand
- Main rivers of South Africa identifying the sources, major tributaries and directions of flow (map)

### Weather, Climate and Vegetation of South Africa

NB: The entire topic must be taught

### The first Farmers in Southern Africa

#### When, why and where the first African farmers settled in Southern Africa

- Attitudes to land
- Interaction with Khoisan – principles of generous acceptance of other people. (In Iron Age society it was important for political power that leaders accepted strangers and integrated them into their own societies).
- Social, political and economic structures
- Roles of men, women, boys and girls (Children were economically active from an early age and took pride in contributing to the well-being of the community. In their teens they were initiated and educated into the responsibilities of adulthood.)
- The role of the chief
- The role of cattle

### An Ancient African Society (Egypt)

#### Way of life in ancient Egypt

- Social structure in ancient
- Egypt Beliefs and religion
- Pharaohs
- Sphinx, pyramids and temples
- Hieroglyphics
- Mathematics and astrology
- Medicine and physicians: diseases, anatomy, physiology and clinical examinations

# Social Sciences (Grade 6)

FUNDAMENTALS  
TO BE PRIORITISED

SOCIAL SCIENCES:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

## Trade

### Introduction of key concepts on trade, example:

- Exchange, export and import of goods, primary goods, services, raw materials, etc.

### What people trade

Trade as the exchange of goods

- Trade as buying and selling of goods for money.

### Why people trade

- Concepts raw materials, primary goods, manufactured goods, secondary products, skills and services, the export and import of goods as well as skills and services e.g. Cuban doctors in SA.

### Case study such as:

- A locally produced agricultural product e.g. oranges or apples for example, to a value enhanced product such as fruit juice, jam, canned fruit, etc.
- From gold to jewellery.

## Climate and Vegetation around the World

### Climate around the world

- January and July temperature maps - Wet and dry areas of the world

### Tropical rain forests

- Deforestation – reasons, consequences with a case study.

### Hot deserts

- Location on earth
- Climate: temperature and rainfall patterns
- Natural vegetation and wildlife
- How people in a desert live – examples of lifestyles.



# Social Sciences (Grade 6 Cont..)

FUNDAMENTALS  
TO BE PRIORITISED

SOCIAL SCIENCES:

PROPOSED TOPICS/CONCEPTS PER PRIORITY

**Explorers from Europe  
find southern  
Africa**

**Reasons for European exploration**

- The European Renaissance 15th and 16th centuries: a turning point in European history

**New ideas and knowledge** (including influence on Europe from elsewhere)

- Inventions: gunpowder, magnetic compass, caravel (including influence on Europe from elsewhere)
- Spreading the Christian religion
- Trade and making a profit

**Democracy and  
citizenship**

How people govern themselves in a democracy:

**Our national government**

- The first democratic government in South Africa 1994
- Political parties and voting in national elections
- The purpose of the Constitution
- The role of Parliament
- The importance of rules and laws
- The justice system and equality under the law

**Rights and responsibilities of citizens in a democracy**

- Case study: Pius Langa - Chief Justice and Head of the Constitutional Court: 2005 – 2009
- Case study: Fatima Meer: a leader in building democracy –
- The Constitutional Court

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# SENIOR PHASE GRADE 7-9



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# Curriculum Fundamentals: Grade 7 - 9

## Fundamentals

- Languages, Mathematics, Natural Sciences
- LO – greater focus self management, health and safety, and on career guidance.
- **A Choice of any Two from:**
- Social Sciences
- EMS
- Technology
- Creative Arts

## Implications

- **The pressure on teachers and learners is lessened, and more focus will be on ‘Deeper Learning.’**
- Ensure the core is focussed on in each subject
- Current resources ( workbooks) to be utilised
- Need to provide notes / guidelines for parents and caregivers
- Learning at home
- SBA and summative assessment to be amended to focus on content and skills covered.

# Home Languages (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	HOME LANGUAGES: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Listening and Speaking</b>	<ul style="list-style-type: none"><li>• Listening comprehension</li><li>• Prepared / Unprepared speech</li></ul>
<b>Reading and Viewing</b>	<ul style="list-style-type: none"><li>• Reading aloud (prepared or unprepared)</li><li>• Response to texts (Reading Comprehension)<ul style="list-style-type: none"><li>○ Literary or non-literary</li><li>○ Visual text</li><li>○ Summary</li></ul></li><li>• Literature<ul style="list-style-type: none"><li>○ Poetry</li><li>○ Short Story</li><li>○ Drama</li></ul></li></ul>
<b>Writing and Presenting</b>	<ul style="list-style-type: none"><li>• Essay</li><li>• Transactional texts</li></ul>
<b>Language Structures and Conventions</b>	<ul style="list-style-type: none"><li>• Dictionary use</li><li>• Language conventions</li><li>• Vocabulary development</li><li>• Grammar<ul style="list-style-type: none"><li>○ Word level</li><li>○ Phrases</li><li>○ Clauses</li><li>○ Sentences</li><li>○ Paragraphing</li><li>○ Critical language awareness</li></ul></li></ul>

# First Additional Languages (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	FIRST ADDITIONAL LANGUAGES: PROPOSED TOPICS/CONCEPTS PER PRIORITY
Listening and Speaking	<ul style="list-style-type: none"><li>• <b>Listening comprehension</b></li><li>• <b>Prepared / Unprepared speech</b></li></ul>
Reading and Viewing	<ul style="list-style-type: none"><li>• <b>Reading aloud</b> (prepared or unprepared)</li><li>• <b>Response to texts</b> (Reading Comprehension)<ul style="list-style-type: none"><li>○ Literary or non-literary</li><li>○ Visual text</li><li>○ Summary</li></ul></li><li>• <b>Literature</b><ul style="list-style-type: none"><li>○ Poetry</li><li>○ Short Story</li><li>○ Drama</li></ul></li></ul>
Writing and Presenting	<ul style="list-style-type: none"><li>• <b>Essay</b></li><li>• <b>Transactional texts</b></li></ul>
Language Structures and Conventions	<ul style="list-style-type: none"><li>• <b>Dictionary use</b></li><li>• <b>Language conventions</b></li><li>• <b>Vocabulary development</b></li><li>• <b>Grammar</b><ul style="list-style-type: none"><li>○ Word level</li><li>○ Phrases</li><li>○ Clauses</li><li>○ Sentences</li><li>○ Paragraphing</li><li>○ Critical language awareness</li></ul></li></ul>

# Mathematics (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	MATHEMATICS: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Numbers, Operations and Relationships</b> <u>(Grade 7 and 8 Only)</u>	<ul style="list-style-type: none"><li>• Common Fractions</li><li>• Decimal fractions</li><li>• Integers (Grade 7 only)</li></ul>
<b>Patterns, Functions and Algebra</b>	<ul style="list-style-type: none"><li>• Functions and Relationships</li><li>• Algebraic expressions</li><li>• Algebraic Equations</li><li>• Graphs</li></ul>
<b>Space and Shape</b> <u>(Grade 8 and 9)</u>	<ul style="list-style-type: none"><li>• Geometry of straight lines</li><li>• Properties of 2D shapes</li></ul>
<b>Measurement</b>	<ul style="list-style-type: none"><li>• Area and Perimeter</li><li>• Surface Area and Volume</li></ul>

# Life Orientation (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	CREATIVE ARTS: PROPOSED TOPICS/CONCEPTS PER PRIORITY
Development of Self in Society	<ul style="list-style-type: none"> <li>• <b>Concepts:</b> personal diet and nutrition</li> <li>• Goal-setting skills: personal lifestyle choices</li> <li>• Challenging situations: depression, grief, loss, trauma crisis and anxiety</li> </ul>
Health, Social and Environmental Responsibility	<ul style="list-style-type: none"> <li>• <b>Basic hygiene principles of COVID-19</b></li> <li>• Substance abuse</li> <li>• Concept: environmental health</li> <li>• Common diseases: TB, diabetes, epilepsy, obesity, anorexia, HIV and AIDS including COVID-19</li> <li>• Management of tuberculosis, diabetes, epilepsy, HIV and AIDS including COVID -19</li> <li>• Health and safety issues related to violence</li> </ul>
Constitutional Rights and Responsibilities	<ul style="list-style-type: none"> <li>• Human rights as stipulated in the South African Constitution</li> <li>• Dealing with abuse</li> </ul>
World of Work	<ul style="list-style-type: none"> <li>• <b>Time-management skills</b></li> <li>• Reading and writing for different purposes</li> <li>• Options available after completing Grade 9</li> <li>• Knowledge of the world of work</li> <li>• Career and subject choices</li> <li>• Study and career funding providers</li> </ul>
Physical Education	<ul style="list-style-type: none"> <li>• Participation and movement performance in an <b>outdoor recreational activity</b></li> <li>• Safety issues relating to participation in recreational activities</li> </ul>

# NATURAL SCIENCES (Grade 7-9)

FUNDAMENTALS  
TO BE PRIORITISED

NATURAL SCIENCES:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

## Matter and Materials

### Grade 7

- Properties of Materials (Boiling and melting points; Electrical conductivity; Heat conductivity)
- Separating Mixtures (Mixtures; Methods of physical separation)
- Acids, bases and neutrals (Properties of acids, bases and neutrals; Acid-base indicators)
- Introduction to the Periodic table of Elements (Arrangement of elements on the Periodic table; Some properties of metals, semi-metals and non-metals)

### Grade 8

- Atoms (Atoms – building blocks of matter; Sub-atomic particles; Pure substances; Elements; Compounds)
- Particle model of matter (The concept of the particle model of matter; Change of state; Density, mass and volume; Density and states of matter; Density of different materials; Pressure)

### Grade 9

- Compounds (The Periodic Table; Names of compounds)
- Chemical reactions (Chemical equations to represent reactions; Balanced equations)
- Reactions of metals with oxygen (The general reaction of metals with oxygen; Reaction of iron with oxygen; Formation of rust; Ways to prevent rusting)
- Reactions of non-metals with oxygen (The general reaction of non-metals with oxygen; Reaction of carbon with oxygen)
- Acids & bases and pH value (The concept of pH value)
- Reactions of acids with bases: Part I (Neutralisation and pH)

## Energy and Change

### Grade 7

- Potential & Kinetic energy (Potential; Kinetic energy; Potential and kinetic energy in systems; Law of conservation of energy)
- Heat Transfer (Heating as a transfer of energy; Conduction; Convection; Radiation)
- Insulation & energy saving (Using insulating materials)

### Grade 8

- Static electricity (Friction and static electricity)
- Energy transfer in electrical systems (Circuits and current electricity; Components of a circuit; Effects of an electric current)
- Series and parallel circuits (Series circuits; Parallel circuits)
- Visible light (Radiation of light; Spectrum of visible light; Opaque and transparent substances; Absorption of light; Reflection of light; Seeing light; Refraction of light)

### Grade 9

- Forces (Types of forces; Contact forces; Field forces (non-contact forces))
- Electric cells as energy systems (Electric cells)



# Social Sciences (Grade 7)

FUNDAMENTALS TO BE PRIORITISED	GEOGRAPHY: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Volcanoes and Earthquakes</b>	<ul style="list-style-type: none"><li>• Structure of the Earth</li><li>• Core, mantle, crust, How the crust moves: Structure of the Earth</li><li>• Volcanoes: Location around the world (map)</li><li>• Earthquakes: Location of earthquakes around the world (map)</li><li>• Earthquakes: Case study of a selected earthquake, case studies should be from this century.</li></ul>
<b>Population Growth and Change</b>	<ul style="list-style-type: none"><li>• Definition of concepts, e.g. birth rate, death rate, infant mortality, life expectancy</li><li>• Factors affecting birth rates and death rates</li><li>• Disease: Widespread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea</li><li>• Pandemics of the past such as the Black Death in Europe, smallpox at the Cape (COVID-19 MUST BE INCLUDED)</li></ul>
<b>Natural Resources and Conservation in South Africa</b>	<ul style="list-style-type: none"><li>• Water in South Africa</li><li>• Who uses South Africa's water (pie graph of water users)</li><li>• Availability of water and requirement in South Africa</li><li>• River health and the care of catchment areas</li></ul>

# Social Sciences (Grade 7 Cont...)

FUNDAMENTALS TO BE PRIORITISED	HISTORY: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Colonisation of the Cape 17th – 18th Centuries</b>	<ul style="list-style-type: none"><li>• Indigenous inhabitants of the Cape in 17th century</li><li>• Where African farmers were settled</li><li>• Reasons for the VOC (DEIC) permanent settlement at the Cape 1652</li><li>• Results of the Dutch Slaves at the Cape</li><li>• Why slaves were brought to the Cape</li><li>• Where the slaves came from</li><li>• How slaves were brought to the Cape What it was like to be a slave at the Cape</li><li>• Causes and effects of slave resistance at the Cape Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language</li></ul>
<b>Co-operation and Conflict on the Frontiers of the Cape Colony in the early 19th Century</b>	<ul style="list-style-type: none"><li>• Arrival of British and the expanding frontiers of European settlement</li><li>• The eastern frontier of European settlement</li><li>• The eastern frontier of European settlement</li><li>• Case study: Chief Maqoma (1798 – 1873) and Xhosa resistance to British rule - Soldiers and officials</li></ul>

# Social Sciences (Grade 8)

FUNDAMENTALS TO BE PRIORITISED	GEOGRAPHY: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Settlement (Focus: Africa with a Focus on South Africa)</b>	<ul style="list-style-type: none"><li>• Settlements and Land use</li><li>• Rural settlements</li><li>• Urban settlements</li><li>• Investigation of a settlement - Project</li></ul>
<b>Climate Regions (Focus: South Africa and World)</b>	<ul style="list-style-type: none"><li>• South Africa's climate</li><li>• Difference between climate and weather</li><li>• Elements of weather (temperature, humidity, winds and precipitation)</li><li>• South Africa's climate: Kinds of climate: Tropical, subtropical, temperate.</li><li>• Bar and line graphs</li></ul>

# Social Sciences (Grade 8 Cont..)

FUNDAMENTALS  
TO BE PRIORITISED

HISTORY:

PROPOSED TOPICS/CONCEPTS PER PRIORITY

## The Mineral Revolution in South Africa

- Britain, diamond mining
- Increasing labour control over black workers: close compounds and migrant labour
- Further land dispossession and defeat of African kingdoms: Xhosa 1878
- Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879
- Mining of gold and the conditions underground
- Migrant workers
- Increasing burden on women in the reserves, erosion of families
- Skilled and unskilled white workers
- Forms of labour resistance
- The city of Johannesburg

## The Scramble for Africa

- European colonization of Africa in the late 19<sup>th</sup> century:
- Berlin conference 1884
- Map of Africa (showing different colonising countries)
- Causes of colonisation
- Patterns of colonisation: which countries colonised which parts of Africa

# Social Sciences (Grade 9)

FUNDAMENTALS  
TO BE PRIORITISED

GEOGRAPHY:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

Development Issues

- Definition of concepts, for e.g. The Human Development Index (HDI) life expectancy, Per capita, Gross Domestic Product (GDP)
- Reasons for differences in development
- Historical factors such as colonialism
- Sustainable development – including economic, social and environmental factors

Surface Forces that Shape  
The Earth

- Concept of weathering:
  - Physical weathering
  - Chemical weathering
  - Biological weathering
  - Impact of human activities on weathering
- Difference between weathering, erosion and deposition
- Case study: agriculture as a contributor to erosion

# Social Sciences (Grade 9 Cont...)

FUNDAMENTALS  
TO BE PRIORITISED

HISTORY:

PROPOSED TOPICS/CONCEPTS PER PRIORITY

Turning Points in Modern  
South African History  
Since 1948

- The Universal Declaration of Human Rights after World War II
- Definition of racism
- Apartheid and the myth of 'race'
- 1948 National Party and Apartheid
- Main apartheid laws in broad outline
- Case study: Group Areas Act: Sophiatown forced removals
- 1950s: Repression and non-violent resistance to apartheid
- SACP banned
- ANC programme of action
- Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid
- The Defiance Campaign
- Freedom Charter and Treason Trial
- Women's March
- Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid

Turning Points In South  
African History: 1960, 1976  
And 1990

- Formation of PAC, 1959
- Sharpeville massacre
- 1976: Soweto uprising: Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression
- 1990 release of Nelson Mandela and the unbanning of liberation movements
- Negotiations and violence 1990 – 1994
- Democratic election 1994

# Technology (Grade 7)

## FUNDAMENTALS TO BE PRIORITISED

## TECHNOLOGY GRADE 7: PROPOSED TOPICS/CONCEPTS PER PRIORITY

### Structures

- Definition and purpose
- Classification of structures
- Types of structures
- Action research: to stiffen materials / structures

### Electrical Systems and Control

- **Investigate:** What is magnetism?
- Practical investigation: Different types of permanent magnets
- Practical demonstration by the teacher on Magnetic and non – magnetic metals.
- Case study: Recycling scrap metals.
- Simple electric circuits.
- **Circuit diagrams**
- **Demonstration lesson:** A simple electromagnet.
- Introduce learners to cranks and pulleys.
- Using an electromagnet to sort out metal in a scrap yard.
- **Case Study:** Examine pictures of cranes in order to get ideas to be used in the learner's own designs
- Write a design brief with specifications and constraints for a crane with electromagnet.
- Sketch two possible designs for a suitable crane using single VP perspective.
- Draw a circuit diagram for the electromagnet (with a light to show when it is on)
- Revise the 3D oblique drawing technique; line types; scale; dimensions.
- **Drawing:** Each learner uses the Oblique technique to draw an idea for the crane chosen from the two ideas sketched the previous week. The idea should be drawn on squared paper (quadrant) using pencil and ruler

# Technology (Grade 7 Cont...)

FUNDAMENTALS  
TO BE PRIORITISED

TECHNOLOGY GRADE 7:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

Processing

- Find out what situations commonly result in people becoming refugees.
- Find out what initial problems are typically faced by refugees.
- What mix of people will usually be present?
- What are their needs for shelter?
- What are their needs for food and water?
- **Investigate** the types of food that can be supplied to occupants of a refugee camp. Design brief: learners write a design brief giving specifications of the types and quantities of food needed for a population of 100 refugees.
- **Design:** List the ingredients of a meal that will be nutritious as well as tasty, and which can be prepared under conditions likely to be found in a refugee camp



# Technology (Grade 8)

FUNDAMENTALS  
TO BE PRIORITISED

TECHNOLOGY GRADE 8:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

Electrical  
Systems and  
Control

- **REVISE:** simple circuit components; input devices (electrochemical cell; generator; solar panel), output devices (resistor; lamp; heater; buzzer; motor); control device (switches). Note: Some devices can serve as input, output, process or control device. CORRECT CONNECTIONS, short circuits. Electrical components and their accepted symbols.
- **DRAWING ELECTRICAL CIRCUITS** using accepted symbols
- **TEACHER SET UP CIRCUITS** using a range of components. Learners draw the circuits using symbols
- Energy for heating, lighting and cooking in rural and informal settlements.
- Energy from illegal connections; ethical issues; safety considerations.
- **GENERATE ELECTRICITY FOR THE NATION – ADVANTAGES AND DISADVANTAGES of:**
- Thermal power stations (steam turbines – sources of heat: coal, gas, nuclear, sun).
- Hydroelectric power stations (including pumped storage schemes).
- Wind-driven turbines.
- **ALTERNATING CURRENT;** step-up and step-down transformers; distributing electric power across the country: the national grid.
- Investigation: AND logic gate and simple cases where it is used.
- Investigation: OR logic gate and simple cases where it is used.
- Lesson: truth tables for AND & OR logic conditions.

# Technology (Grade 8 Cont...)

## FUNDAMENTALS TO BE PRIORITISED

## TECHNOLOGY GRADE 8: PROPOSED TOPICS/CONCEPTS PER PRIORITY

### Mechanical Systems and Control

- Calculate Mechanical advantage (MA)
- Levers: mechanical advantage calculations for levers using ratios.
- Calculations using LOAD/EFFORT; load ARM/effort ARM; etc.
- Gears: mechanical advantage calculations for gears using ratios.
- Calculations using tooth ratios; gear wheel diameters; velocity ratios. Sketches (2D) showing gear systems that:
- Provide an output force four times greater than the input force (MA = 4:1). SYSTEMS DIAGRAMS
- Analyse a mechanical system by breaking it into input-process-output.
- Draw a Systems Diagram for a gear system with a mechanical advantage of 4:1.  
**INVESTIGATE:** Bias in technology: Gender bias in career choice / opportunities related to mining.
- **INVESTIGATE:** Lifting mechanisms (wire rope-driven mine headgear) in use at South African mines for raising people and ore.
- Sketch: initial idea sketches to meet the requirements given in the scenario.
- Design brief with specifications and constraints.

# Technology (Grade 8 Cont...)

FUNDAMENTALS  
TO BE PRIORITISED

TECHNOLOGY GRADE 8:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

Processing

- The Positive Impact of Technology:
- **Case study 1:** investigate the impact of plastic shopping bags on the environment.
- **REPORT:** learners write a report evaluating the effectiveness of using thicker, bio-degradable plastic shopping bags which shoppers must buy.
- **Case study 2:** technology with a positive impact on society.
- Investigate how waste paper and cardboard are recycled to produce new products for the packaging industry.
- **Case study 3:** technological products can have a negative impact.
- **INVESTIGATE** a technological product that can have a negative impact on society.

# Technology (Grade 9)

FUNDAMENTALS  
TO BE PRIORITISED

TECHNOLOGY GRADE 9:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

Electrical Systems and  
Control

## Revise 1:

- Component symbols: Cells in series and parallel.
- Lamps in series and parallel.
- Switches in series (AND logic) and parallel (OR logic).
- Current in the circuit – conventional current flows from positive to negative.

## Revise 2:

- simple circuits:
- One cell, switch, two lamps in series.
- Two cells in series, switch, two lamps in series.
- Ohm's law quantitatively: as voltage increases, current increases if resistance is constant.
- Resistor colour codes:
- Low value resistors often have their resistance value printed on them in numbers.
- Higher value resistors are coded using coloured bands. The first three bands give the value
- of the resistor in ohms.
- The fourth band is an accuracy rating as a percentage

# Technology (Grade 9 Cont...)

FUNDAMENTALS  
TO BE PRIORITISED

TECHNOLOGY GRADE 9:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

**Electrical  
Systems and Control**

**CALCULATE VALUES:**

**INVESTIGATE** the situation and the nature of the need so that an appropriate circuit can be chosen to solve the problem, need or want given in the scenario.

- A given circuit must be incorporated into the design of a device that will use the electronics to address the problem, need or want.

**THE DESIGN BRIEF:** Each learner writes his/her suggestion for the design with specifications & constraints.

**SKETCHES** Each learner draws the circuit diagram. Each learner produces a sketch in 3D showing the device that will use the electronic circuit.

# Technology (Grade 9 Cont...)

FUNDAMENTALS  
TO BE PRIORITISED

TECHNOLOGY GRADE 9:  
PROPOSED TOPICS/CONCEPTS PER PRIORITY

## Mechanical Systems and Control

**REVISION** - Action research: learners experiment with two different sizes of syringes linked by a tube and filled with hydraulic fluid (water).

Learners experience force transfer with either force multiplication or force division (depending on which syringe is the driver/master).  
Gases (like air) are compressible. Liquids (like water, oils) are incompressible.

### **ACTION RESEARCH:**

Pascal's principle – pressure exerted on one part of a hydraulic system will be transferred equally, without any loss, in all directions to other parts of the system. The Hydraulic Press (including simple calculations).

The hydraulic jack

Investigate: learners find out about the following mechanical control systems:

Ratchet and pawl. Disc brake, Bicycle brake, Cleat.

**INVESTIGATE** the situation so that an appropriate machine can be designed to solve the problem, need or want given in the scenario. Investigate the possible mechanisms and controls to be used together to make the machine.

**DESIGN BRIEF:** each learner writes his/her suggestion for the design giving specifications and constraints.

**SKETCHES:** each learner produces two sketches of viable possible designs.

# Technology (Grade 9 Cont...)

## FUNDAMENTALS TO BE PRIORITISED

## TECHNOLOGY GRADE 9: PROPOSED TOPICS/CONCEPTS PER PRIORITY

### Processing

#### **PRESERVING METALS**

(first two methods theoretically,

- Painting
- Galvanising
- Electroplating

#### **PRESERVING FOOD** (first two methods theoretically, 2.3 practically)

- Storing grain
- Pickling
- Drying and/or salting

#### **TYPES OF PLASTICS AND THEIR USES**

- Investigation: identification of plastic identifying-codes and sorting for recycling.
- Properties of plastics
- Reduce – reuse – recycle

#### **CASE STUDY:** Remanufacturing waste plastic into pellets for re-use.

- Systems diagram: Draw a systems diagram describing a plastics recycling project.
- Case study: Moulding recycled plastic pellets into products.

# Technology 7-9: Summary

## Fundamentals

- Technology-No groupwork and practical activities More focus on enabling activities that leads to formal assessments. Teachers and schools to provide guidance to parents on how to address some of the activities at home . E.g. (online videos on core content Whatsapp videos) District officials in collaboration with provincial heads to guide further. Teachers focus more on demonstration lessons.

## Implications

- **School context** – may determine the focus on the choices offered e.g. technical / focussed schools
- Lost contact time will ensure core is focussed on in each subject
- Current resources ( workbooks) to be utilised
- Need to provide notes / guidelines for parents and caregivers
- Learning at home
- SBA to be amended to focus on content covered



# Economic and Management Sciences (Grade 7)

FUNDAMENTALS TO BE PRIORITISED	ECONOMIC AND MANAGEMENT SCIENCES GRADE 7: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Accounting Concepts</b>	Capital; Assets; Liability; Income; Expenses; Profit; Losses; Budgets; Savings; Banking; Financial records; Transactions.
<b>Income and Expenses</b>	Personal statement of net worth; Types of business income; Types of business expenses; Savings and investments in business
<b>Entrepreneurship</b>	Definition of an entrepreneur; Characteristics and skills of an entrepreneur Entrepreneurial actions of buying, selling, producing and making a profit.
<b>Production Process</b>	Definition of production; inputs and outputs. Meaning of economic growth and productivity

# Economic and Management Sciences (Grade 8)

## FUNDAMENTALS TO BE PRIORITISED

## ECONOMIC AND MANAGEMENT SCIENCES GRADE 8: PROPOSED TOPICS/CONCEPTS PER PRIORITY

### Accounting Cycle

Transactions, Source documents; subsidiary journals;  
General Ledger; Trial Balance.  
Introduction of the Cash Journals of a service business.

### Accounting Equation

Cash transactions (receipts and payments) on the accounting equation.  
Assets = owner's equity + liability (A = OE + L)

### Cash Payments Journal & Cash Receipts Journal (Service Business)

Concept of a Cash Receipts Journal (CRJ) Cash Payments Journal (CPJ) of a service business;  
formats and uses of the columns in the CRJ and CPJ;  
Entering of cash transactions in the CRJ and CPJ; closing off the CRJ and CPJ;

### General Ledger and Trial Balance

The double entry-principle; the "T" accounts; format of the General Ledger; sections within the  
General Ledger; opening accounts in the General Ledger, posting/recording of transactions from  
CRJ and CPJ of the service business to the General Ledger, balancing of the General Ledger,  
Preparing of a Trial Balance

### Markets

Types of markets- goods and services market.  
Types of markets -factor market (labour and financial markets)

# Economic and Management Sciences (Grade 9)

FUNDAMENTALS TO BE PRIORITISED	ECONOMIC AND MANAGEMENT SCIENCES GRADE 9: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Demand and Supply</b>	Law of demand, law of supply, demand schedule, supply schedule, demand curve, supply curve, Graphical Illustration, equilibrium point, equilibrium quantity, equilibrium price
<b>Cash Receipts Journal and Cash Payments Journal (Trading Business)</b>	CRJ, CPJ of the Trading business, posting, trial balance and the effect of the cash transaction of the Trading business on the Accounting Equation. Credit transactions-debtors and creditors, posting to the debtors, creditors ledger and the effect of credit transactions on the Accounting equation. Recording payments of creditors to the CPJ and recording of debtors into the CRJ
<b>Accounting Equation</b>	The effect of credit transactions on the Accounting equation.
<b>Debtors and Creditors Journals</b>  <b>Debtors and Creditors Ledger</b>	Credit transactions-debtors and creditors, posting to the debtors, creditors ledger and the effect of credit transactions on the Accounting equation. Recording payments of creditors to the CPJ and recording of debtors into the CRJ
<b>Business Plan</b>	Concepts, components and format of a business plan. SWOT analysis and financial plan.

# Creative Arts: Dance (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	CREATIVE ARTS - DANCE GRADE 7-9: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Dance Performance</b>	<ul style="list-style-type: none"><li>• Warm up.</li><li>• Floor work.</li><li>• Dance Conventions.</li><li>• Travelling, in combination, with safe landing.</li><li>• Leg strengthening, arm &amp; joint mobility and control movements .</li><li>• Transfer of weight; Turns.</li><li>• Building stamina through jumps/ Aerial movements (jumps), with safe landing.</li><li>• Cool down.</li><li>• Short fast dance sequences.</li><li>• Dance steps and style from an indigenous South African Culture (Gr7 &amp; 9) / Popular Dance / Social Dance (Gr 8).</li></ul>
<b>Dance Improvisation &amp; Composition</b>	<ul style="list-style-type: none"><li>• Improvisation and Composition of a short dance based on different stimuli &amp; relationships; exploring an idea, mood or thought, using gestures literal to abstract.</li><li>• Contrasting dynamics.</li><li>• Dance elements: Relationships, Space, Time &amp; Force.</li></ul>
<b>Dance Theory &amp; Literacy</b>	<ul style="list-style-type: none"><li>• Posture &amp; alignment, use of core, spine, safe landing.</li><li>• Warm up &amp; cool down.</li><li>• Dance Literacy &amp; Dance terminology in practical class.</li><li>• Different dance forms: social/popular dance /South African.</li></ul>

# Creative Arts: Drama (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	CREATIVE ARTS – DRAMA GRADE 7-9: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Dramatic Skills Development</b>	<b>Vocal Development</b> <ul style="list-style-type: none"><li>• Breathing exercises - breath control and capacity</li><li>• Correct posture and alignment- (neutral position)</li><li>• Interpretation skills and related exercises: pause, pitch, pace, projection, intonation and tone</li><li>• Relaxation exercises</li></ul> <b>Physical Development</b> <ul style="list-style-type: none"><li>• Concentration and focus in movement</li><li>• Physical characterization: creating character and mood through movement</li><li>• Release of tension, loosening and energising the body</li><li>• Spinal warm-up, Trust exercises</li><li>• Warm-up using imagery to explore movement dynamics; understanding purpose of warming up and cooling down</li></ul>
<b>Drama Elements in Playmaking</b>	<ul style="list-style-type: none"><li>• <b>Grade 7:</b> Improvised dramas/scenes to explore structure of drama: beginning, middle and end.</li><li>• <b>Grade 8 and Grade 9:</b> Explore elements in a practical performance.</li></ul>
<b>Interpretation and Performance of Selected Dramatic Forms</b>	<ul style="list-style-type: none"><li>• <b>Grade 7:</b> Choral verse and/Folktales</li><li>• <b>Grade 8:</b> Dialogues and/or Indigenous poems/praise poetry written by South African poets.</li><li>• <b>Grade 9:</b> Dramatised prose and/or Scene work (theatre/television)</li><li>• Reflection on own and others' performances, constructive feedback</li><li>• Media, video clips, pictures and career discussions to support reflection and appreciation.</li></ul>

# Creative Arts: Music (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	CREATIVE ARTS- MUSIC GRADE 7-9: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Music Literacy</b>	<ul style="list-style-type: none"><li>• Duration, clapping/drumming short rhythmic phrases that use crotchets, quavers, minims, semibreves, dotted minim, semibreves; polyrhythmic phrases.</li><li>• Letter names of notes on the treble and bass clef.</li><li>• Pitch: sight singing melodic phrases from known and unknown songs using tonic sol-fa.</li></ul>
<b>Music Listening</b>	<p>Active listening to a variety of recorded or live music by clapping or humming or moving along, describing:</p> <ul style="list-style-type: none"><li>• Meter of the music as duple or triple or quadruple time</li><li>• Tempo (fast/slow)</li><li>• Dynamics (soft/loud)</li><li>• Timbre</li><li>• Meaning or story of the music</li><li>• Lyrics of the music</li><li>• Texture of the music</li></ul>
<b>Performing and Creating Music</b>	<ul style="list-style-type: none"><li>• Breathing exercises</li><li>• Continuous development of in-tune singing through a repertoire of songs (songs with descants; soprano/soprano; soprano/alto; soprano/baritone).</li><li>• Accompanying songs with body percussion, found or self-made instruments, traditional instruments, orff instruments.</li><li>• African drumming</li><li>• Rhythmic and melodic improvisation on an ostinato or riff.</li><li>• Writing own four-line song lyrics and melody based on a social issue.</li></ul>

# Creative Arts: Visual Art (Grade 7-9)

FUNDAMENTALS TO BE PRIORITISED	CREATIVE ARTS – VISUAL ARTS GRADE 7-9: PROPOSED TOPICS/CONCEPTS PER PRIORITY
<b>Create in 2D</b>	<ul style="list-style-type: none"><li>• Art Elements and Principles of Design</li><li>• Visual Literacy: Visual analysis and interpretation, symbolic language recognition</li><li>• Techniques of art-making in 2D, process work</li></ul>
<b>Create in 3D</b>	<ul style="list-style-type: none"><li>• Art Elements and Principles of Design</li><li>• Visual Literacy: Visual analysis and interpretation, symbolic language recognition</li><li>• Techniques of art-making in 3D, process work</li></ul>
<b>Visual Literacy</b>	<ul style="list-style-type: none"><li>• Art Elements and Principles of Design</li><li>• Visual Literacy: Visual analysis and interpretation</li><li>• Developing research and communication skills, reflection</li></ul>

# RECOMMENDATION

It is recommended that core content and skills in the “Teacher Guidelines for Implementing ATPs” be noted



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