### 2021 National Recovery ATP: Grade 10– Term 1: GEOGRAPHY

<table>
<thead>
<tr>
<th>TERM 1 (45 days)</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
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</thead>
<tbody>
<tr>
<td><strong>CAPS Topics</strong></td>
<td><strong>Composition and structure of the atmosphere</strong></td>
<td><strong>Heating of the atmosphere</strong></td>
<td><strong>Moisture in the atmosphere</strong></td>
<td><strong>Reading and interpreting synoptic Weather maps &amp; GIS</strong></td>
<td><strong>Fieldwork</strong></td>
<td><strong>Using atlases Field work</strong></td>
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<tr>
<td><strong>Concepts; Skills and Values</strong></td>
<td>Consolidation of Grade 9 skills, concepts and content that lays the foundation for Grade 10 work.</td>
<td>Importance of the atmosphere</td>
<td>The composition and structure of the atmosphere</td>
<td>Water in the atmosphere</td>
<td>Different forms of precipitation—hail, snow, rain, dew, frost.</td>
<td>Synoptic weather maps</td>
<td>Weather watch at Primary school. Weather maps in newspapers and weather forecasts on TV.</td>
<td>Collecting and recording data using a variety of techniques—using weather instruments, collecting weather information from the media. Processing, collating and presenting fieldwork findings—line graphs, bar graphs, maps, diagrams, synoptic weather maps.</td>
<td>Using Atlases: Map reading—comparing information from different maps. Atlas index-locating physical and constructed features Fieldwork Using maps and other graphical representations-atlasses, synoptic weather maps, temperature graphs.</td>
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</tr>
<tr>
<td><strong>Requisite pre-knowledge</strong></td>
<td>Grade 9 Natural Science: Structure and composition of the atmosphere. Greenhouse effect</td>
<td>Grade 8: World climate zones</td>
<td>Grade 10 role of oceans in temperature</td>
<td>Weather conditions as illustrated on station models.</td>
<td>Satellite images related to meteorology and climatology.</td>
<td>GIS Reasons for the development of GIS</td>
<td>Weather watch at Primary school. Weather maps in newspapers and weather forecasts on TV.</td>
<td>Collecting and recording data using a variety of techniques—using weather instruments, collecting weather information from the media. Processing, collating and presenting fieldwork findings—line graphs, bar graphs, maps, diagrams, synoptic weather maps.</td>
<td>Using Atlases: Map reading—comparing information from different maps. Atlas index-locating physical and constructed features Fieldwork Using maps and other graphical representations-atlasses, synoptic weather maps, temperature graphs.</td>
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</tr>
<tr>
<td><strong>Resources (other than textbook) to enhance learning</strong></td>
<td>Video clips</td>
<td>Telematics broadcasts, Synoptic weather maps; video clips, climate maps in Atlas. Windy TV.</td>
<td>Video clips, newspaper articles, rainfall graphs</td>
<td>Video clips, newspaper articles, rainfall graphs</td>
<td>Video clips, newspaper articles, rainfall graphs</td>
<td>Video clips, newspaper articles, rainfall graphs, atlas. Case studies</td>
<td>Topographic maps, Orthophoto maps, oblique and vertical photographs, satellite images.</td>
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<tr>
<td><strong>Map integration (Use maps available in your school)</strong></td>
<td>Maps in Atlases showing temperature change statistics with regard to latitude, altitude, distance from the ocean and ocean currents. Examples of Topographic maps showing mountains for application of the influence of height on temperature: 2329AC HARRISmith 3318DD STELLENBOSCH 3319CC FRANSCHHOEK 3319CB WOER-ESTER Topographic maps showing warm/cold current 3424BB HUMANSDORP</td>
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<tr>
<td><strong>Informal Assessment Minimum of 3 Tasks</strong></td>
<td>Data response tasks/ Activities</td>
<td>Data response tasks/ Activities</td>
<td>Data response tasks/ Activities</td>
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<tr>
<td><strong>SBA (Formal Assessment)</strong></td>
<td>Discuss essay and rubric with learners in Week 1. Learners have 6 weeks to work on Essay task and request support if needed. Task submitted end of week 6</td>
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<td>TASK 1- ESSAY</td>
<td>TASK 2- CONTROLLED TEST</td>
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</tbody>
</table>
# 2021 National Recovery ATP: Grade 10 – Term 2: GEOGRAPHY

<table>
<thead>
<tr>
<th>TERM 2 (51 Days)</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
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</thead>
<tbody>
<tr>
<td>13-16 April (4 days)</td>
<td>19-23 April (5 days)</td>
<td>28-30 April (3 days)</td>
<td>03-07 May (5 days)</td>
<td>10-14 May (5 days)</td>
<td>17-21 May (5 days)</td>
<td>24-28 May (5 days)</td>
<td>31 May - 04 June (5 days)</td>
<td>07-11 June (3 days)</td>
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<tr>
<td><strong>CAPS Topics</strong></td>
<td>The structure of the Earth</td>
<td>Plate tectonics</td>
<td>Folding and faulting</td>
<td>Map Skills</td>
<td>Earthquakes</td>
<td>Volcanoes</td>
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<tr>
<td><strong>Concepts, Skills and Values</strong></td>
<td>The internal structure of the Earth. Classification of rocks - igneous, sedimentary, metamorphic.</td>
<td>Changes in the position of continents over time. Evidence for the movement of continents over time. Plate tectonics - an explanation for the movement of continents;</td>
<td>The process of rock folding</td>
<td>The process of faulting</td>
<td>Different types of faults. Landforms associated with faulting, Aerial photographs and Orthophoto maps</td>
<td>Photographs of landscapes Oblique and vertical aerial photos</td>
<td>How and where earthquakes occur</td>
<td>Measuring and predicting earthquakes; How earthquakes and tsunamis affect people and settlements – differences in vulnerability; Strategies to reduce the impact of earthquakes; Case examples of the effects of selected earthquakes.</td>
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<tr>
<td><strong>Requisite pre-knowledge</strong></td>
<td>Grade 7: the structure of the Earth Grade 9: Natural Science The lithosphere; the rock cycle</td>
<td>Grade 7 Plate tectonics and introduction to folding and faulting</td>
<td>Grade 7-9 Local Aerial Maps</td>
<td>Grade 7: Recent earthquakes and volcanic eruptions in news.</td>
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<tr>
<td><strong>Resources (other than textbook) to enhance learning</strong></td>
<td>Video clips, Telematics broadcasts, photographs, maps showing location, newspaper articles</td>
<td>Video clips, photographs, maps showing location, newspaper articles</td>
<td>A3 Digital Maps, Topographic maps, Orthophoto maps</td>
<td>Atlases showing Aerial photographs</td>
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<tr>
<td><strong>Map integration (Use maps available in your school)</strong></td>
<td>World map showing stages of continental drift</td>
<td>World map showing location plates and plate boundaries (including folding and faulting)</td>
<td>Topographic maps showing mountains for application of the influence of height on temperature: 3223AD OORLOGSPoORT 3123CC THREE SISTERS 3125BC TEEBUS 3024BB JOUBERTSGAT 3318DB PAARL</td>
<td>World maps showing the ring of fire and location of earthquakes and volcanoes</td>
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<tr>
<td><strong>Informal Assessment Minimum of 3 Tasks</strong></td>
<td>Data response tasks/ Activities</td>
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<tr>
<td><strong>SBA (Formal Assessment)</strong></td>
<td>PREPARATION AND REVISION FOR MAP SKILLS AND NID YEAR ASSESSMENT</td>
<td>TASK 3: MAP WORK 60 MARKS Orthophoto maps to be used in conjunction with 1:50000 maps and aerial photos</td>
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<td>TASK 4: JUNE CONTROLLED TEST</td>
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## 2021 National Recovery ATP: Grade 10 – Term 3: GEOGRAPHY

<table>
<thead>
<tr>
<th>TERM 3 (52 Days)</th>
<th>Week 1</th>
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<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
<th>Week 9</th>
<th>Week 10</th>
<th>Week 11</th>
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<tbody>
<tr>
<td></td>
<td>13-16 July (4 days)</td>
<td>19-23 July (5 days)</td>
<td>26-30 July (5 days)</td>
<td>02-06 August (5 days)</td>
<td>10-13 August (4 days)</td>
<td>16-20 August (5 days)</td>
<td>23-27 August (5 days)</td>
<td>30 Aug-03 Sept (5 days)</td>
<td>06-10 Sept (5 days)</td>
<td>13-17 Sept (5 days)</td>
<td>20-23 Sept (4 days)</td>
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<tr>
<td><strong>CAPS Topics</strong></td>
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<tr>
<td>Requisite pre-knowledge</td>
<td>Grade 7 – Population indices, birth, death, growth rates, and factors influencing these. World population growth.</td>
<td>Knowledge from news, magazines</td>
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<tr>
<td><strong>Resources (other than textbook to enhance learning)</strong></td>
<td>Video clips, statistics and graphs, case studies, Atlases, magazines.</td>
<td>Video clips, statistics and graphs, case studies</td>
<td>A3 Digital Maps Topographic maps, Orthophoto maps</td>
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<tr>
<td><strong>Map integration</strong> (Use maps available in your school)</td>
<td>Maps showing distribution of population in Atlases: Factors that affect population density at:</td>
<td>Maps with info graphics showing population growth over time.</td>
<td>World map showing population movements Examples of maps to use:</td>
<td>Reasons why young people leave</td>
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<td>Examples of maps to use:</td>
<td>Examples of maps to use:</td>
<td>Reasons why young people leave</td>
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<tr>
<td><strong>Informal Assessment:</strong> Minimum of 3 Tasks</td>
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<td><strong>SBA (Formal Assessment)</strong></td>
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**PREPARATION AND REVISION FOR CONTROLLED TEST**

**TASK 4: CONTROLLED TEST OF 60 MARKS**
## 2021 National Recovery ATP: Grade 10 – Term 4: GEOGRAPHY

### TERM 4 (42 days)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
<th>Week 4</th>
<th>Week 5</th>
<th>Week 6–9</th>
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</thead>
<tbody>
<tr>
<td>05-08 October (4 days)</td>
<td>11-15 October (5 days)</td>
<td>18 – 22 October (5 days)</td>
<td>25 –29 October (5 days)</td>
<td>01 – 05 November (5 days)</td>
<td>08 November – 08 December (23 days)</td>
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</table>

#### CAPS Topics

<table>
<thead>
<tr>
<th>Concepts, Skills and Values</th>
<th>Requisite pre-knowledge</th>
<th>Resources (other than textbook) to enhance learning</th>
<th>Map integration (Use maps available in your school)</th>
<th>Informal Assessment: Remediation Minimum of 3 Tasks</th>
<th>SBA Formal Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water management in South Africa</td>
<td>Grade 4: Water in South Africa</td>
<td>Video clips, maps, newspaper articles</td>
<td>World map showing % water and % land in the world.</td>
<td>Data response tasks/Activities</td>
<td>PREPARATION AND REVISION FOR NOVEMBER EXAMINATIONS</td>
</tr>
<tr>
<td>Challenges of providing free basic water to rural and urban communities in SA</td>
<td>Knowledge of recent drought</td>
<td>Video clips, hydrographs, photographs, statistics and graphs</td>
<td>The use and positive and negative impacts of dams</td>
<td>Data response tasks/Activities</td>
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</tr>
<tr>
<td>Role of government – initiatives towards securing water– inter-basin transfers; building dams</td>
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<td>Examples of maps to use 3319AC TULBACH 2527DB BRITS</td>
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<tr>
<td>Role of municipalities – provision, water purification Strategies towards sustainable use of water– role of government and individuals</td>
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<td>Satellite image of a flooded area</td>
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<td>Causes of flooding - physical and human</td>
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#### Map Skills

- Case study of a flood in South Africa
- Aerial photographs and Orthophoto maps
- Photographs of landscapes
- Oblique and vertical aerial photos
- Orthophoto maps to be used in conjunction with 1:50000 maps and aerial photos

### PAPER 1

<table>
<thead>
<tr>
<th>Marks Allocation: 150</th>
<th>Mark Allocation: 150</th>
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<tbody>
<tr>
<td>Time Allocation: 3 Hours</td>
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**Question 1**
- (The Atmosphere) 60 Marks
- Short objective questions (15 marks)
- 3 questions of 15 marks each on The Atmosphere

**Question 2**
- (Geomorphology) 60 Marks
- Short objective questions (15 marks)
- 3 questions of 15 marks each on Geomorphology

**Question 3**
- (Water resources) 60 Marks
- Short objective questions (15 marks)
- 3 questions of 15 marks each on Water resources of South Africa

#### TASK 6: END-OF-YEAR EXAMINATION

Cognitive levels
- Lower order 30%
- Middle order-50%
- Higher order-20%