



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

ALTERNATING WEEKS LESSON PLANS

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade 7	Week 1
Discipline: Geography		Dates:	
Duration : 3 hours			
Topic: Population growth and change			
Content: Population concepts			
Concepts: Birth rates, death rates and population growth rates Infant mortality rates Life expectancy			
Specific Aims: ☐ Are curious about the world they live in ☐ Have a sound general knowledge of places and the natural forces at work on earth ☐ Understand the interaction between society and the natural environment ☐ Think independently and support their ideas with sound knowledge ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action			
Skills taught/ being developed: • Read and use sources to assimilate information • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as photographs • Draw maps, sketches and simple illustrations • Write in a structured way: writing coherent sentences • Provide reasoned explanations			
Curriculum Differentiation Strategies:			
❖ Differentiating by content			
❖ Differentiating by environment			
❖ Differentiating by process			
❖ Differentiating by product			
Resources: Atlas ,Globe ,World map Relevant Newspapers /magazines articles YouTube channel videos Internet(Google Earth)			
English Across the Curriculum:			
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures			
Lesson Development			
Learner Activities		DAY 1	Teacher activities
Tier 1 (Slow Flyers) Low order			

Learners write a Baseline Assessment Identify countries with high, medium, or low birth rates and make comparisons		Administers a Baseline Assessment Defines the concepts—Birth rate is the number of live births per 1000 per annum. It is called a rate because it increases or decreases every year. Death rate is the number of deaths in a year for every 1000 people Explains other concepts on page 47-48 of the EAC Manual and Page 33 of the Teachers Guide/Trace the concept document
Tier 2 (Medium Flyers) Middle order DAY 2		
They may also use a table showing different countries birth rates and death rates to calculate the natural rate of population change for each country Learners work with data & statistics in the form of graphs, tables and diagrams (statistical data from South Africa Write activity 1 on page 34 of the Teachers' guide		Shows and explains population growth rate which measures the change in population growth. There can be a growth or negative The teacher assists learners to understand the terms of developed and developing countries. The infant mortality rates for developing countries such as many African countries are high and for developed countries such as Australia, Canada and those in Western Europe are low.
Tier 3(High Flyers) High order Day 3		
Learners work with data & statistics in the form of a map (atlas or a wall map Working in pairs learners discuss how long they think they will live and to what age they expect to live. Provide reasons for their answers Write an activity 2 on page 50 of the EAC Manual		The teacher introduces the life expectancy concept which is the average age a person can expect to live. Explains that the age that people can expect to live to depends on a number of factors. Ask them to brainstorm the factors Explains to learners why countries have high or low life expectancy Uses the table on world life expectancy or the graph on page 50 of the EAC Manual and discuss with learners ,reasons for different life expectancy: the availability of medical care and diet, economic conditions, gender issues, HIV and AIDS, Covid -19
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Learners compare statistics of infant mortality rates in developed and developing countries and identify factors Write activities 2 & 3 on page 34 of the Teachers' guide Complete a crossword puzzle on page 48 of the EAC Manual		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		

School Stamp



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REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Science	Grade: 7	Week 2
Discipline: History	Date:	
Duration : 3 hours		
Topic: Colonisation of the Cape 17th–18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape		
Key Question: How did colonisation expand the frontiers of Dutch Settlement and what were the consequences at the Cape?		
Content: Dutch settlement		
Concepts: Revise from Grade 5: Indigenous inhabitants of the Cape during the 17th century Where African farmers were settled: To the east of the Cape because of the climatic constraints of sorghum and millet. They settled in summer rainfall areas that received around 500 mm of rain over the summer growing season Reasons for the permanent settlement of the VOC (DEIC) at the Cape in 1652		
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation		
Skills taught/ being developed: ○ Being able to bring together information for example, from text, visual material (including pictures, cartoons television and movies) songs, poems, and interviews with people ○ Using more than one kind of written information (books, magazines, newspapers websites)		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Atlas Globe World map ,Oral History Interviews Newspapers/magazines YouTube channel videos Internet (Google)		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		

Learner Activities		DAY 1	Teacher Activities
Tier 1 (Slow Flyers) Low order			
Learners write a Baseline Assessment			Administers a Baseline Assessment
Learners listen, look at the sources and respond to the questions based on Grade 5 content (baseline assessment) Learners study different sources to discuss what they think life was for the San people before the first Europeans settled in the Cape in 1652 Learners will use the map to determine what influenced the African farmers to move from their original homesteads.			The teacher provides learners with sources and talks about how the San arrived in the Cape, the length of time they had been there before the Dutch arrived, their lifestyle and how they survived and the way in which they used rock painting as a means of communication and storytelling Indigenous inhabitants of the Cape during the 17th century Educator will use a map to explain to learners what motivated the African farmers to move from their original homes to settle elsewhere. Where African farmers were settled: To the east of the Cape because of the climatic constraints of sorghum and millet. They settled in summer rainfall areas that received around 500 mm of rain over the summer growing season Explains vocabulary on page 16-17 of the EAC Manual
Tier 2 (Medium Flyers) Middle order		DAY 2	
Learners listen and then answer source based questions on how the Khoikhoi lived, their houses, social organisations and economic system			Assist learners to understand how the Khoi lived, their houses, social organisations and their economic system The teacher provides learners with maps, visual sources showing where the different people settled, the San along the Bushman river and the Khoi along the Hottentots Holland Mountains.
Tier 3 (Highflyers) High order		DAY 3	
Think of the different ways the VOC and the Khoikhoi believed the land should be used Discuss in a paragraph			The teacher highlights reasons for the permanent settlement of the VOC (DEIC) at the Cape in 1652
Assessment Activities		Assessment Criteria / Tool	
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research		☐ Memorandum ☐ Rubrics ☐ Other(Specify)	
Expanded Opportunity: Write an activities on page 17,18 & 19 of the EAC Manual			
Reflection:			
Teacher's Surname and Initials:			
Teacher's Signature:			
Departmental Head's Surname and Initials:			
Departmental Head's Signature:			

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REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade	Week 3
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Population growth and change		
Content: world population growth/ Developments that have affected population growth		
Concepts: Pattern of world population growth from 1 AD to present day (interpreting a line graph) Widespread illnesses such as HIV and AIDS, tuberculosis, malaria and diarrhoea		
Specific Aims: ☐ Are curious about the world they live in ☐ Have a sound general knowledge of places and the natural forces at work on earth ☐ Understand the interaction between society and the natural environment ☐ Think independently and support their ideas with sound knowledge ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed: • Read and use sources to assimilate information • • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as photographs • Draw maps, sketches and simple illustrations • Write in a structured way: writing coherent sentences • Provide reasoned explanations		
Curriculum Differentiation Strategies: ❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product		
Resources: Atlas, Globe, World map Relevant Newspapers, magazines, articles YouTube videos, Internet(Google Earth)		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities	DAY 1	Teacher activities
Tier 1 (Slow Flyers) Low order		

Learners study the world map and interpret line graph on world population growth Complete activities on page 38-39 I.E. Figure 5- world population and Figure 6-line graph of the Teachers' guide /Trace the concept document or any textbook		The teacher assists learners to understand pattern of world population growth using a line graph and world map on page 38-39 of the Teachers' guide /Trace the concept document
DAY 2		
Tier 2 (Medium Flyers) Middle order		
Distinguish between pandemics and epidemics (similarities and differences)		Discusses the reasons for slow population growth before 1650: Low standard of living, inability to control diseases and low food production due to using primitive methods of farming. The teacher asks learners to list the diseases that they know which kill people and the causes. Explains these illnesses HIV and AIDS, tuberculosis, malaria and diarrhoea and also assist learners to understand the causes and effects using a table on page 41-42 of the Teachers guide /Trace the concept document
Tier 3 (Highflyers) High order		DAY 3
Learners state five that have great impact on death rates and talk about one they think is responsible for many deaths in South Africa		Uses maps to show the spread of these widespread diseases such as HIV and AIDS, tuberculosis, malaria and diarrhoea and also assist learners to understand by using tables to show the numbers infected or affected in the world
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Learners read an extract on scientific developments and answer the questions that follow on page 52-53 of the EAC Manual		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		

School Stamp



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TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade: 7	Week 4
Discipline: History		Date:	
Duration : 3 hours			
Topic: Colonisation of the Cape 17th–18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape			
Content: Dutch settlement			
Concepts: -results of the Dutch slave trade at the Cape: Why slaves were brought to the Cape Where the slaves came from How slaves were brought to the Cape What it was like to be a slave at the Cape Slave legacy at the Cape, including the religion of Islam and the development of the Afrikaans language			
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation			
Skills taught/ being developed: ○ Being able to bring together information for example, from text, visual material (including pictures, cartoons television and movies) songs, poems, and interviews with people ○ Using more than one kind of written information (books, magazines, newspapers websites)			
Curriculum Differentiation Strategies:			
❖ Differentiating by content			
❖ Differentiating by environment			
❖ Differentiating by process			
❖ Differentiating by product			
Resources: Atlas Globe World map ,Oral History Interviews Newspapers/magazines YouTube channel videos Internet (Google)			
English Across the Curriculum: Speaking and listening:			
Reading and viewing			
Writing and presenting			
Language structures			
Learner Activities		Teacher Activities	
DAY 1			
Tier 1 (Slow Flyers) Low order			

Learners study different sources to understand the reasons for slaves to be imported to the Cape Write an activity by analysing statistics in slave imports to the Cape Write brief summary notes		Provides learners with different sources to make them understand the reasons for slaves to be imported to the Cape He uses the map to show how they got to the Cape and the statistics available /															
Tier 2 (Medium Flyers) Middle order DAY 2																	
Learners must debate/discuss about the violation of the slaves' human rights		The teacher provides learners with the Bill of Rights learnt in Grade 6 and tries to find out from them the 2 rights that protect South Africans from slavery. The teacher discusses slaves living and working conditions															
Tier 3 (Highflyers) High order DAY 3																	
Taking into consideration the legacy of slavery, draw a table to arrange the list of influences in order of importance according to your point of view Number 1 will be the most important influence. Also give reasons why you think each influence is more or less important		The teacher highlights the fact of change and continuity by stressing the important aspects of the legacy of slavery: 1. the establishment of Islam in South Africa 2. development of Afrikaans															
<table border="1"> <thead> <tr> <th>Order</th> <th>Kind of influence</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td></td> </tr> <tr> <td>2</td> <td></td> <td></td> </tr> <tr> <td>3</td> <td></td> <td></td> </tr> <tr> <td>4</td> <td></td> <td></td> </tr> </tbody> </table>		Order	Kind of influence	Reason	1			2			3			4			
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4																	
Assessment Activities		Assessment Criteria / Tool															
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TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 7	Week 5
Discipline: Geography	Date:	
Duration :3 hours		
Topic: Population growth and change		
Content: Developments that have affected population growth		
Concepts: Pandemics of the past: Spanish flu Compare the Spanish flu pandemic to the COVID-19 pandemic NOTE: COVID-19 is not examinable) Economic status Conflict and wars		
Specific Aims:		
☐ Are curious about the world they live in ☐ Have a sound general knowledge of places and the natural forces at work on earth ☐ Understand the interaction between society and the natural environment ☐ Think independently and support their ideas with sound knowledge ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
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Curriculum Differentiation Strategies:		
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❖ Differentiating by product		
Resources: Atlas, Globe, World map Relevant Newspapers, magazines, articles YouTube videos, Internet(Google Earth)		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities	DAY 1	Teacher activities

Tier 1 (Slow Flyers) Low order	
Learners work with maps to identify the countries affected by these diseases Learners study the source and describe HIV and AIDS, tuberculosis, malaria, diarrhoea Learners use different sources to discuss the effects of the coronavirus in South Africa Write brief summary notes	The teacher assists learners to understand developments that have affected population growth like Pandemics of the past e.g., Black Death, Spanish Flu, and the current COVID 19 Uses Teachers guide/Trace the concept document, Figure 8 on page 42 Black death – a pandemic that began in central Asia and China and spread rapidly through Europe, carried by the fleas of black rats, which killed millions of people within few months. Spanish flu also known as the Great Influenza or the 1918 influenza pandemic caused by the H1N1influenza A virus. The first case recorded was in March 1918 in Kansas, United States and later recorded in France, Germany and the United Kingdom in April. Deaths estimated 17.4 million to 100 million (25-50 million accepted) Covid 19 epidemic which is an ongoing pandemic which began in December 2019. It is the deadliest pandemic caused by severe acute respiratory syndrome coronavirus Teachers provides learners with different sources to respond on How has South Africa been affected by the coronavirus
Tier 2 (Medium Flyers) Middle order DAY 2	
Learners listen to the teacher and study Figure 9 on page 43 of the Teachers guide /Trace the concept document & answer the questions	The teacher explains the relationship between the living conditions and economic status of individuals, communities and countries using Figure 9 on page 43 of the Teachers guide /Trace the concept document *High economic status –Developed countries and (or developed communities in developing countries) have high economic status: high standard of living, high quality health care services, clean water supplies, good sanitation and well-constructed houses; modern appliances, good education and high employment opportunities. This results to low birth rate, (know about contraception) low death rate (access to health care facilities) and high life expectancy reaching the age of 75. Provide learners with various sources e.g. population pyramids, data table etc. to understand high /low economic status in our communities or countries
Tier 3 (High Flyers) High order DAY 3	
	Low economic status is mostly found in the developing countries ass most of them do not have clean water supplies and sanitation, living conditions are bad, do not have enough food, very little education and low employment opportunities These developing countries have high birth rates ,high death rates and short life expectancy
Learners to watch TV on wars and conflicts and report on the destruction that they see	The teacher introduces the lesson by asking learners about conflicts and wars, also find out if they understand the effects on birth and death rates

		Discusses the effects of conflicts and wars on birth /death rates by providing sources e.g. Pictures which include world war 1 (1914-1919) and World War 11 (1939-1945): Many people die, Families without males or husbands for a long time Genocide –the deliberate killing of a large group of people, especially those of a particular ethnic group or nation. Destruction of food and hospitals negatively affect the people as they die more quickly and easily The teacher lists factors that affect the population and give to the learners to identify those which increase population growth and those which decrease population growth
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Study Figure 10 on conflict & wars, page 44 of the Teachers guide /Trace the concept document then answers the questions Learners use different sources to discuss the effects of the coronavirus in South Africa		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		

School Stamp



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ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade: 7	Week 6
Discipline: History		Date:	
Duration : 3 hours			
Topic: Colonisation of the Cape 17th–18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape			
Content: Dutch settlement			
Concepts: Causes and effects of slave resistance in the Cape Free burghers Dutch and French Huguenot immigration to the Cape Expanding European frontiers			
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation			
Skills taught/ being developed: ○ Being able to bring together information for example, from text, visual material (including pictures, cartoons television and movies) songs, poems, and interviews with people ○ Using more than one kind of written information (books, magazines, newspapers websites)			
Curriculum Differentiation Strategies:			
❖ Differentiating by content			
❖ Differentiating by environment			
❖ Differentiating by process			
❖ Differentiating by product			
Resources: Atlas Globe World map, Oral History Interviews Newspapers/magazines YouTube channel videos Internet (Google)			
English Across the Curriculum: Speaking and listening:			
Reading and viewing			
Writing and presenting			
Language structures			
Learner Activities		DAY 1	Teacher Activities
Tier 1 (Slow Flyers) Low order			

Learners in pairs discuss the causes and the effects of slave resistance using different sources What did the Khoikhoi do to resist Dutch control?		The teacher discusses with the learners about the causes and effects of slave resistance using different sources
Tier 2 (Medium Flyers) Middle order DAY 2		
Learners listen and write summary notes Explains how the different groups (French Huguenots, Dutch immigrants) invaded land of the indigenous inhabitants Compare and interpret information from sources		The teacher uses a map to show and indicate to learners where the Europeans settled and in which directions they migrated e.g. the Dutch at Paarl, Huguenots in Franschhoek and the trekkers up the coast towards Zuurveld
Tier 3 (Highflyers) High order DAY 3		
Write an extended writing /essay organising all events chronologically on how did the Dutch expand their frontiers and what were the immediate consequences of their settlement OR Write an essay to explain if you agree or disagree with this statement :Slavery still exists in many forms today .Support your argument with examples and evidence		He assists learners with time and chronology based on the Dutch and slaves at the Cape Teaches learners a structure of an essay Introduction –Name the things you are going to talk about in the body Body: Each paragraph should contain main idea /point with supporting sentences highlighting evidence and link P-Point E-Explain E-Evidence L-Link Conclusion : Should relate to the introduction
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Learners can also prepare an oral presentation on slavery by explaining how and why people and events are publicly remembered		
Reflection:		
Teacher's Surname and Initials:		
Teacher's Signature:		
Departmental Head's Surname and Initials:		
Departmental Head's Signature:		

School Stamp



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ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Science	Grade: 7	Week 7
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Population growth and change		
Content: Developments that have affected population growth		
Concepts: Scientific developments, such as increased understanding and control of disease and infection; improved sanitation; canned food and refrigeration		
Improved healthcare		
Specific Aims: ☐ Are curious about the world they live in ☐ Have a sound general knowledge of places and the natural forces at work on earth ☐ Understand the interaction between society and the natural environment ☐ Think independently and support their ideas with sound knowledge ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed: • Read and use sources to assimilate information • • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as photographs • Draw maps, sketches and simple illustrations • Write in a structured way: writing coherent sentences • Provide reasoned explanations		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Atlas, Globe, World map Relevant Newspapers, magazines, articles YouTube videos, Internet(Google Earth)		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities		Teacher activities
Tier 1 (Slow Flyers) Low order	DAY 1	

Learners study the sources and complete an activity on page 45 of the Teachers guide /Trace the concept document using sources 11a- c and also Figure 12a-b on improved sanitation	The teacher explains the scientific developments that have affected population growth: (Can also refer to page 44-45 of the Teachers guide /Trace the concept document) *Control of disease and infection e.g. 20%-30% of people died from the smallpox disease. Ways to prevent the outbreak of diseases a) Vaccinations b) Penicillin c) Hand hygiene and sterilisation *Improved sanitation –clean water and proper sewage systems provided -factories and houses with proper drains -regular garbage collection
Tier 2 (Medium Flyers) Middle order DAY 2	
Learners use sources to explain the relationship between improved food production and population growth	The teacher explains the scientific developments that have affected population growth: *Canned food ---Nicolas Appert developed a method of sealing food in glass jars. Peter Durand took it further and used tin cans for preserving food which helped to improve their health, increasing life expectancy and decreased the death rate. *Refrigeration-improved health and increased life expectancy
Tier 3 (High Flyers) High order DAY 3	
Write brief summary notes Learners use sources to evaluate medical advances which resulted to a decline in death rates and an increase in life expectancy throughout the world Learners tell their stories of how the medical methods (any 2) have saved their lives in the family	The teacher explains the scientific developments that have affected population growth (can also refer to page 47 of the Teachers guide /Trace the concept document) *Improved health care has increased life expectancy because of medical advances *Fluoridation of drinking water i.e. adding of fluoride, a special chemical to water with an aim of reducing tooth decay *The teacher assists learners to understand the introduction of X –rays and anaesthesia which is a method to make a patient not able to feel pain during operations. Both methods increased understanding of germs and to control harmful bacteria during surgery *The teacher instructs learners on some health improvements which demand individual active participation to combat germs e.g. washing hands and food, widespread use of vaccinations, family planning, a reduction in smoking, donating blood for other people to

	benefit from blood transfusions, healthy diet and exercise and joining health profession to serve the society
Assessment Activities	Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: Write an activity on page 47 of the Teachers guide /Trace the concept document	
Reflection:	
Teacher's Surname and Initials:	
Teacher's Signature:	
Departmental Head's Surname and Initials:	
Departmental Head's Signature:	





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ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade: 7	Week 8
Discipline: History		Date:	
Duration : 3 hours			
Topic: : Colonisation of the Cape 17th–18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape			
Content: : Dutch settlement			
Concepts: The movement of trekboers with their slaves and servants inland Lifestyles and stories of trekboers Land dispossession and consequences for the indigenous population Genadendal: The first mission station in southern Africa 1738 The work of William Bleek and Lucy Lloyd			
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation			
Skills taught/ being developed: ○ Being able to bring together information for example, from text, visual material (including pictures, cartoons television and movies) songs, poems, and interviews with people ○ Using more than one kind of written information (books, magazines, newspapers websites)			
Curriculum Differentiation Strategies:			
❖ Differentiating by content ❖ Differentiating by environment ❖ Differentiating by process ❖ Differentiating by product			
Resources: Atlas Globe World map ,Oral History Interviews Newspapers/magazines YouTube channel videos Internet (Google)			
English Across the Curriculum: Speaking and listening:			
Reading and viewing			
Writing and presenting			
Language structures			
Learner Activities		Teacher Activities	
Tier 1 (Slow Flyers) Low order		DAY 1	
Listen to the teacher and use a map to name the directions into which the Trekboers moved		The teacher explains the reasons for trekboers to move inland Uses a map to show the routes taken by the trekboers till 1771	

Tier 2 (Medium Flyers) Middle order DAY 2		
Explain in a paragraph why the Trekboers left the Cape ,their character and how they adapted to the environment		Discusses the lifestyles and stories of the Trekboers using different sources and how these sources support each other
Tier 3 (Highflyers) High order DAY 3		
Using sources and your knowledge why do you think Khoikhoi and freed slaves chose to live at the Genadendal Mission		Explains land dispossession and the consequences providing short biographical notes on George Schmidt, Vehettge Tikhule, William Bleek and Lucy Lloyd
Write an essay to evaluate the contribution made by George Schmidt, Vehettge Tikhule, William Bleek and Lucy Lloyd to the upliftment and preservation of the Khoikhoi and San		
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:		
Reflection:		
Teacher Surname and Initials:		
Teacher's Signature:		
Departmental Head Surname and Initials:		
Departmental Head's Signature:		

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KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Science	Grade: 7	Week 9
Discipline: Geography	Date:	
Duration : 3 hours		
Topic: Population growth and change		
Content:		
Concepts:		
Specific Aims: ☐ Are curious about the world they live in ☐ Have a sound general knowledge of places and the natural forces at work on earth ☐ Understand the interaction between society and the natural environment ☐ Think independently and support their ideas with sound knowledge ☐ Care about their planet and the well-being of all who live in it ☐ Understand and work with a range of sources – incl. maps, data and photographs ☐ Observe and engage with phenomena in their environment ☐ Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the internet ☐ Communicates ideas and information ☐ Make informed decisions and take appropriate action		
Skills taught/ being developed: • Read and use sources to assimilate information • • Use information to describe, explain and answer questions about places • Identify and extract information from visual sources such as photographs • Draw maps, sketches and simple illustrations • Write in a structured way: writing coherent sentences • Provide reasoned explanation		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Atlas, Globe, World map Relevant Newspapers, magazines, articles YouTube videos, Internet(Google Earth)		
English Across the Curriculum:		
Learners respond by speaking and listening / writing and presenting /Reading and viewing/Use Language structures		
Lesson Development		
Learner Activities	Teacher activities	
Tier 1 (Slow Flyers)		

Tier 2 (Medium Flyers)	
Tier 3 (High Flyers)	
Assessment Activities	Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:	
Reflection:	
Teacher's Surname and Initials:	
Teacher's Signature:	
Departmental Head's Surname and Initials:	
Departmental Head's Signature:	

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EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

TERM 3

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade: 7	Week 10
Discipline: History	Date:	
Duration : 3 hours		
Topic: Colonisation of the Cape 17th–18th centuries Focus: Colonisation, the expanding frontiers of Dutch settlement and immediate consequences at the Cape		
Content:		
Concepts: REVISION AND ASSESSMENT		
Specific Aims: ☐ Finding a variety of kinds of information ☐ Selecting relevant information ☐ Deciding about whether the information can be trusted ☐ Seeing something that happened in the past from more than one point of view ☐ Explaining why events in the past are often interpreted differently ☐ Debating about what happened in the past based on available evidence ☐ Writing history in an organized way, with a logical line of argument ☐ Understanding the importance of heritage and conservation		
Skills taught/ being developed: ○ Being able to bring together information for example, from text, visual material (including pictures, cartoons television and movies) songs, poems, and interviews with people ○ Using more than one kind of written information (books, magazines, newspapers websites)		
Curriculum Differentiation Strategies:		
❖ Differentiating by content		
❖ Differentiating by environment		
❖ Differentiating by process		
❖ Differentiating by product		
Resources: Atlas Globe World map ,Oral History Interviews Newspapers/magazines YouTube channel videos Internet (Google)		
English Across the Curriculum: Speaking and listening:		
Reading and viewing		
Writing and presenting		
Language structures		
Learner Activities	Teacher Activities	
Tier 1 (Slow Flyers)		
Tier 2 (Medium Flyers)		

Tier 3 (Highflyers)	
Assessment Activities	Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research ☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:	
Reflection:	
Teacher's Surname and Initials:	
Teacher's Signature:	
Departmental Head's Surname and Initials:	
Departmental Head's Signature:	

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