



KWAZULU-NATAL PROVINCE

EDUCATION
REPUBLIC OF SOUTH AFRICA

ILEMBE DISTRICT

ALTERNATING WEEKS LESSON PLANS

TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 7	Week 1
Discipline: Geography	Dates:	
Duration : 3 hours		
Topic: Natural resources and conservation in South Africa		
Content: Natural Resources/Management of resources		
Concepts: Natural Resources on earth –including water ,air ,forests ,soil ,soil, animal and marine life Use and abuse of selected examples Concept of conservation, including reasons for conservation Conservation areas (including marine reserves): • Purpose and location • Case study of a selected area Community conservation projects – examples Eco-tourism – examples		
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 (Low order level)	
* Learners respond to the questions asked by the teacher and do an activity Learners find out where they think the things they need and want come from like food, water, shelter, clothes etc. Link their answers with broad categories of natural resources like water, air, forests, soil, animals, marine life, minerals, and fossil fuels	South Africa is rich in some natural resources like gold, platinum, land, marine but not in some like water, clean and unpolluted air, and forests. South Africa is a major contributor to high carbon emissions in Africa and that contributes to climate change and the world Asks learners to find out where they think the things they need and want come from like food, water, shelter, clothes etc. Link their answers with broad categories of natural resources like water, air, forests, soil, animals, marine life, minerals, and fossil fuels Discusses the type, use and value of natural resources and also the abuse of selected natural resources
Tier 2 (Middle order level) DAY 2	
*Learners listen and write summary notes *Learners in groups select one Heritage site and state where they are and provide reasons why they are referred to as World Heritage sites *Learners read the case study on iSimangaliso Wetland Park and answer the questions	The teacher defines the term “conservation “to the learners and discusses reasons Provides learners with a map of different World Heritage sites South Africa offers to the world (Also refer to Grade 5 History part in term 4) The teacher also explains the purpose and location of marine protected areas in South Africa with a case study on iSimangaliso Wetland Park....show them images of the iSimangaliso Wetland Park and talk about its i) geographic value ii)Conservation value)Eco-tourism and recreation value and iv)Environmental and biophysical diversity value
Tier 3(High order level) Day 3	
*Learners provide examples of community conservation projects and also examples of eco-tourism	Community conservation projects – examples Eco-tourism – examples The teacher describes community conservation project and eco –tourism
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)
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Expanded Opportunitys		
Reflection:		
Teacher Surname and Initials:		
Teacher's Signature:		
Departmental Head Surname and Initials:		
Departmental Head's Signature:		





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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Science		Grade: 7	Week 2
Discipline: History		Dates:	
Duration : 3 hours			
Topic: Co-operation and conflict on the frontiers of the cape in the 19 Century			
Content: The Eastern frontiers of European settlement			
Concepts: : Arrival of British and the expanding frontiers of European settlement Frontier wars/Case study Chief Maqoma and Xhosa resistance to British rule/soldiers and officials/ British immigration			
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 (Lower order level)			
Learners are studying the map of South Africa and answer the questions. Learners must be able to see the link between causes and results and the pressure exerted by each war on the Xhosa people and became		The teacher uses the map of South Africa to indicate to learners where the borders of the Cape Colony lay and where the Xhosa chiefdoms were situated and how the Xhosa lost their land the teacher must discuss different frontier wars and stress that the fourth one was	

dispossessed of their land, lost their culture and way of life due to the Europeans and missionaries governance, economic activity and religion Learners answer the source-based questions and also paragraph writing Learners listen and ask questions		Britain's attempt to consolidate the eastern Frontier of Europeans settlement. Show that to learners in a flowchart, table or mind map He provides learners with the case study on Chief Maqoma and Xhosa resistance to the British rule The teacher discusses the role played by the British officials including those in positions such as magistrates and soldiers who drove the colonisation process
Tier 2 (Middle order level)		DAY 2
Learners answer the source-based questions based on the case study and prepare an essay to explain the role of Stockennstroom in the Eastern Cape i.e. His position, role in the native conflict, his suspicions regarding the Cape Colonial authorities 'motives, his return to Britain and his return to the Cape		The teacher provides learners with the case study on Andrei's Stockennstroom and his involvement on the Eastern frontier of European settlement as he played a role of being a soldier and a colonial official. Adds pictures, maps and information on the frontier wars and on Andries Stockennstroom
Tier 3 (High order level)		DAY3
Learners work in groups to discuss how the immigrants 'disgruntlement led to concessions which led to the introduction of labour and merino sheep Compare the different point of views about the abolition of slavery. 5 learners in a group must act out how the following people felt: the skilled slaves, the unskilled slaves, the slave owners, the missionaries, and the British government		The teacher explains the concept "immigration" and why the British emigrated from Britain, challenges, and the solution, also includes abolition of slavery
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research		☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity		
Reflection:		
Teacher Surname and Initials:		
Teacher's Signature:		
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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade	Week 3
Discipline: Geography	Dates:	
Duration : 3 hours		
Topic: Natural resources and conservation in South Africa		
Content: Water in South Africa		
Concepts: Who uses South Africa's water (pie chart of water users) Availability of water and requirement in South Africa River health and the care of catchment areas		
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		
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Learner Activities	DAY 1	Teacher activities
Tier 1 (Low order level)		Who uses South Africa's water (pie chart of water users)

*Learners interpret a pie graph and answer the questions ,also share views of different ways to implement that could make a difference and use less water or prevent water pollution in their own homes		The main focus is on water as a scarce resource that should be well managed. The quality of water is also a major challenge. Wetlands can improve water quality, as they act as natural filters. He explains the responsible use of water resource by industrial, agricultural and domestic users The teacher show learners a pie graph indicating water users in South Africa
DAY 2		
Tier 2 (Middle order level) *Learners listen and write summary notes		Availability of water and requirement in South Africa Discusses the importance of dams and water cleaning and distributing systems
Tier 3 (High order level)		DAY 3
Learners in groups ,express their views on the crucial role of I local municipality ,community, businesses and media for the conservation of wetlands		The teacher explains how to keep rivers healthy and catchment areas .Describes a catchment area to the learners Provides reasons for the conservation of wetlands
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:		
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TERM 4

Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade: 7	Week 4
Discipline: History		Date:	
Duration : 3 hours			
Topic:			
Co-operation and conflict on the frontiers of the Cape in the 19th century			
Content: The Northern frontier of European settlement			
Concepts: - : Expanding trade relationships on the northern frontier /Kora & Griqua traded manufactured goods /The southern borders of the Tswana world /Case study Robert Moffat			
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:			
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❖ 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	
Tier 1 (Low order level)			
Learners listen and answer the questions asked		The expansion of the northern frontier of European settlement was based on trade which became influential in determining relations among various groups and the presence of the missionaries. The teacher discusses the role of the missionaries as the forerunners of trade as they helped to establish a demand for Western goods and trade routes followed	
Tier 2 (Middle order)		DAY 2	

Write a paragraph on how trade influenced relations among the Griqua, Kora and Tswana and the role played by the missionaries and Boers in this aspect		The teacher highlights how trade influenced relations among the Griqua, Kora and Tswana and the role played by the missionaries and Boers in this aspect
Tier 3 (High order level) DAY 3		
Suggest reasons that contributed to the success of Robert Moffart in Kuruman		He gives learners a case study on Robert Moffart and his role among the Tswana in Kuruman ,his achievements and how the community accepted him
Assessment Activities		Assessment Criteria / Tool
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity: .		
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Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences	Grade 7	Week 5
Discipline: Geography	Date:	
Duration :3 hours		
Topic: Natural resources and conservation in South Africa		
Content: Natural Resources/Management of resources /Water in South Africa		
Concepts: REVISION		
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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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 (Low order level)		
Tier 2 (Middle order level)	DAY 2	

Tier 3 (High order level)		DAY 3
☐ Classwork ☐ Homework ☐ Presentations ☐ Interviews ☐ Debates ☐ Models ☐ Research	☐ Assignment ☐ Project ☐ Short Paragraphs ☐ Summaries ☐ Tests ☐ Essay ☐ Other(Specify)	☐ Memorandum ☐ Rubrics ☐ Other(Specify)
Expanded Opportunity:		
Reflection:		
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Curriculum Differentiation Aligned Lesson Plan

Subject: Social Sciences		Grade: 7	Week 6
Discipline: History		Dates:	
Duration : 3 hours			
Topic: Co-operation and conflict on the frontiers of the Cape in the 19th century			
Content: The Eastern frontiers of European settlement /The Northern frontier of European settlement			
Concepts: REVISION			
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			
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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 (Low order level)			

Tier 2 (Middle order level)		DAY 2
Tier 3 (High order level)		DAY 3
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:		
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