

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Composition and structure of the atmosphere: importance of the atmosphere; the composition and structure of the atmosphere- troposphere, stratosphere
Concepts			Atmosphere, atmospheric pressure, density, troposphere, stratosphere			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Assign learners to define atmosphere - Explain the importance of the atmosphere - Demonstrate using a globe the atmosphere - Draw a sketch or show a chart to depict the structure of the atmosphere				- Define the atmosphere - Describe on their own, other importance of the atmosphere - Indicate the atmosphere on the globe (thin blue layer) - Provide visible characteristics of the troposphere and stratosphere		Home work	Text book Chalk board Globe Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date: _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Composition and structure of the atmosphere: continuation of the composition and structure of the atmosphere- mesosphere, thermosphere; the ozone layer- in the stratosphere	
Concepts			Mesosphere, thermosphere, ozone, ozone layer			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Use a chart or draw sketch to demonstrate the mesosphere and thermosphere, linking them to the troposphere and stratosphere - Discuss with the learners the importance of the ozone layer				- Locate the stratosphere and troposphere on the drawn sketch on the chalkboard - Provide characteristics of the mesosphere and thermosphere, linking them to the previous lesson - Discuss with the educator the importance of the ozone layer			Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Composition and structure of the atmosphere: causes and effects of ozone depletion	
Concepts			Chlorofluorocarbons			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: ozone layer - Explain the causes of ozone depletion - Explain the effects of ozone depletion and refer them to a case study in order to identify some other effects				- State the importance of the ozone layer - Describe some general causes of ozone depletion - Identify other effects of ozone depletion from the case study			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Composition and structure of the atmosphere: ways to reduce ozone depletion	
Concepts			Hydrofluorocarbons			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the sustainable ways to reduce ozone depletion				- Describe the causes and effects of ozone depletion - Discuss with the educator the sustainable ways to reduce ozone depletion			Class work Homework (weekend)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: processes associated with the heating of the atmosphere- insolation, reflection, scattering, absorption
Concepts			Solar radiation, insolation, reflection, absorption, scattering			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Assign learners to define solar radiation - Demonstrate using a torch and a globe , the processes of insolation, reflection, scattering and absorption and challenge them to identify and describe these processes evident on a chart				- Define solar radiation - Observe the processes demonstrated and identify and describe these processes visible on a displayed chart		Home work	Text book Chalk board Chart Globe

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: processes associated with the heating of the atmosphere continues- terrestrial radiation, evaporation and release of latent heat, convection and conduction	
Concepts			Radiation, evaporation, latent heat, convection, conduction			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Demonstrate using a light bulb, pot, water, fire the process of radiation, convection and conduction - Possibly take learners out to a pond or well to demonstrate evaporation and release of latent heat				- Describe processes learnt previously - Touch a light bulb to demonstrate radiation as well as observing and demonstrating through the boiling water the processes of convection and conduction - Possibly visit a nearby pond or well or dam to demonstrate evaporation and release of latent heat			Home work	Text book Chalk board Light bulb Pot Water Tripod stand Bunsen burner

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: the greenhouse effect- concept and how do we contribute to it	
Concepts			Greenhouse , greenhouse effect, greenhouse gas			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain the concept of greenhouse effect - Explain how people contribute to greenhouse effect while allowing learners to enumerate other human practices on greenhouse effect				- Differentiate between convection and conduction - List some examples of greenhouse gases - Enumerate other human practices contributing to greenhouse effect			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere : the greenhouse effect- impact on people and the environment	
Concepts			No related concepts			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain to learners the greenhouse effect on the people and challenging them to explain those on the environment. Learners will then be motivated to avoid activities that lead to greenhouse effect.				- Differentiate between greenhouse gases and greenhouse effect - Explain the impact of greenhouse effect on the environment			Class work Home work (weekend)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: factors that affect the temperatures of different places around the world- latitude and altitude	
Concepts			Albedo, latitude, altitude, lapse rate			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Introduce factors that affect temperatures by demonstrating through a globe and a torch how temperature vary in different parts of the world				- Describe the impact of greenhouse effect on people - Demonstrate using a torch and a globe how temperature differ in different places of the world			Class work	Text book Chalk board Globe

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: continuation of factors- ocean currents and distance from the ocean	
Concepts			Ocean current, moderating effect			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Instruct learners to indicate the position of the ocean currents on a drawn map or chart - Demonstrate how one of the ocean current influence temperature while challenging them to explain how the other influence temperature of places as well, intertwined with distance from the sea				- Explain how altitude and latitude influence temperature of different places - Indicate on the chalkboard the location of the ocean currents - Explain how cold benguela or warm Mozambique current influence temperature of different places as well as explaining distance from the ocean			Class work	Text book Chalk board Chart/ drawn sketch

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: global warming-evidence, causes and consequences with reference to Africa
Concepts			Global warming, climate change			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Ask learners to differentiate global warming and climate change - Link greenhouse effect with the evidence of global warming while assigning learners to enumerate causes and consequences of global warming with reference to Africa - Discuss with learners what could be done to stop or reduce global warming				- Differentiate between global warming and climate change - Enumerate causes and consequences of global warming with reference to Africa - Discuss with the teacher what could be done to stop or reduce global warming		Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Heating of the atmosphere: the impact of climate and climate change on Africa’s environment and people- deserts, droughts, floods and rising sea levels
Concepts			No related concept			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Recap and feedback: causes and impact of global warming - Explain to learners about an informal investigation on how climate and climate change impact on the environment and people				- Recall some of the causes and impact of global warming - Take notes on how the investigation must be conducted which could be submitted in the following week, on how climate and climate change impact on the environment and people		Home work for the weekend (chosen investigation on climate change)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Informal class test/ quiz : composition and structure of the atmosphere; heating of the atmosphere	
Concepts			Selected by the assessor to cover low order-type of questions			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Distribute question papers and answer sheets while monitoring the test/quiz in a proper way.				Receive question papers and answer sheets while silently attempting the test/ quiz			Informal class test/ quiz	Question papers Annexures Answer sheets

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: water in the atmosphere in different forms- water vapour, liquid and ice	
Concepts			Moisture			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define moisture and also list the three states of matter - Demonstrate using heat, ice (solid), water (liquid) and water vapour (gas) how each process change from one state to the other, while learners describing the processes of crystallisation, sublimation, condensation and freezing				- Define moisture and list the three states of matter - Describe the processes with examples , crystallisation, sublimation, condensation and freezing			Class work	Text book Chalk board Ice Heat Pot Water

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: processes associated with evaporation, condensation and precipitation	
Concepts			Water cycle (hydrological cycle), evaporation, condensation, precipitation			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Display a chart/ picture resembling the water cycle on the chalkboard and assign learners to identify the hydrological processes with description to each, indicated by arrows with emphasis on evaporation, condensation and precipitation				- Draw rough sketches to differentiate different forms of water - Identify and describe the hydrological processes shown by arrows on the displayed chart with emphasis to evaporation, condensation and precipitation			Home work	Text book Chalk board Picture/ chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: the concepts of dew point, condensation level, humidity, relative humidity- factors affecting relative humidity	
Concepts			Humidity, wet and dry-bulb thermometer, relative humidity, saturated air, dew point, dew, frost			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: water cycle - Display a chart illustrating pictures of dew and frost while learners differentiate the two - Critically explain the concept of humidity and challenge learners to describe some other factors affecting relative humidity				- List and explain the hydrological processes - Differentiate through observing the concept of dew and frost - Describe some other factors affecting relative humidity			Home work (weekend)	Text book Chalk board Chart/ pictures

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: why and how clouds form	
Concepts			Cloud, mist, fog, condensation level, condensation nuclei			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define a cloud - Explain how and why clouds form while assigning them to attempt a class work				- Define a cloud - Attempt a class work based on how and why clouds form			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: clouds names and associated weather	
Concepts			Stratus cloud, cumulus clouds, convection, cirrus clouds			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: why and how clouds form - Display a chart/pictures on the chalkboard while describing a certain type of cloud, then learners match that cloud described - Instruct learners to go out if necessary and identify the types of clouds evident on the sky on their various distribution				- Briefly explain how and why clouds form - Match a type of cloud described by the teacher, referring on the displayed chart - Identify the types of clouds distributed over the sky			home work	Text book Chalk board Chart/ pictures

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: different forms of precipitation- hail, snow, rain, dew and frost	
Concepts			Rain, hail, snow			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: types of clouds - Link previous lesson by explaining the different types of precipitation with the aid of pictures and assign learners to differentiate each form from the other				- Describe the types of clouds - Observe the pictures showing the forms of precipitation while differentiating one from the other			Class work	Text book Chalk board Pictures

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Moisture in the atmosphere: mechanisms that produce different kinds of rainfall- relief, convectional and frontal	
Concepts			Front, relief (orographic) rainfall, rain shadow, convectional rainfall, frontal (cyclonic) rainfall			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: rainfall - Draw three sketches for learners to distinguish the three types of rainfall - Discuss with them how each type of rainfall is formed				- Explain how rainfall is formed - Distinguish the three types of rainfall using the drawn sketches - Discuss with the educator how each type of rainfall is formed			Class work Home work (weekend)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Reading and interpreting synoptic weather maps: weather elements- temperature, dew-point temperature, cloud cover, wind speed and atmospheric pressure	
Concepts			Weather forecast, synoptic weather map			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define a synoptic weather map - Display a synoptic weather map and analyse and interpret with learners the weather elements				- Define a synoptic weather map - Analyse and interpret with the teacher the weather elements evident on the synoptic map			Home work	Text book Chalk board Synoptic weather map

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Reading and interpreting synoptic weather maps: weather elements- temperature, dew-point temperature, cloud cover, wind speed and atmospheric pressure <i>continue....</i>	
Concepts			Warm front, cold front , isobar			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Continuation for the analysis and interpretation of the synoptic weather map with more emphasis on cold and warm fronts and pressure patterns				- May list elements found on a synoptic chart - Continue analysing and interpreting with the educator the synoptic weather map with more emphasis on cold and warm fronts as well as pressure patterns			Home work	Text book Chalk board Synoptic weather chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Reading and interpreting synoptic weather maps: weather conditions- e.g. rain, drizzle, thunderstorms, hail and snow as illustrated on station models
Concepts			Station model			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity
							RESOURCES Used
- Ask learners to define a station model - Draw a station model on the chalkboard and challenge learners to identify weather elements depicted				- Give a short description of the station model - Identify weather elements depicted by the drawn station model			Class work Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Reading and interpreting synoptic weather maps: weather conditions- e.g. rain, drizzle, thunderstorms, hail, and snow <i>continue.....</i>	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: station model - Display a chart to assign learners name the cloud cover symbols and precipitation symbols depicted on a station model				- Provide a brief overview of any drawn station model - Name the cloud cover and precipitation symbols depicted on the chart			Home work (weekend)	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information systems: concept of GIS; reasons for the development of GIS	
Concepts			GIS, satellite, spatial information/data			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define GIS - Discuss with learners reasons for the development of GIS				- Define a GIS - Discuss with the educator the reasons for the development of GIS			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information systems: how remote sensing works; satellite images related to meteorology and climatology	
Concepts			Remote sensing, electromagnetic radiation, spectral characteristic, spectral reflection, spectral reflectance curve, raster model, vector model, pixel, co-ordinate, geostationary orbit			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners using satellite images ,how remote sensing works as well as discussing satellite images related to meteorology and climatology				- Explain reasons for the development of GIS - Discuss with the educator how remote sensing works as well as discussing satellite images related to meteorology and climatology			Class work	Text book Chalk board Satellite images

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Informal quiz: moisture in the atmosphere; reading and interpreting synoptic weather maps	
Concepts			Selected by the assessor to cover low-order type of question			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Distribute question papers and answer sheets - Monitor the test in an appropriate way				- Receive the question papers - Silently attempt questions and after finishing, hand scripts to the teacher			Informal quiz	Question papers Annexures Answer sheets

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Data handling task: Term one scope of work (the atmosphere)	
Concepts			Selected by an assessor or low order-type of questions available in the task provided from the cluster level			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Formally distribute question papers possibly with annexures and monitor the formal task appropriately				Receive and, formally attempt the task in a proper way and handing in to the invigilator after completion			Formal task (Administered under exam conditions in schools)	Question papers Annexures Answer sheets

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork and practical work: using maps and other graphical representations- synoptic weather maps, temperature graphs	
Concepts			Climate graph			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Engage learners in a detailed explanation of how climate graph is used while assigning them to use a synoptic map on their own to analyse and interpret data				Interpret weather maps, satellite images, temperature graphs and other related data			Class work	Text book Chalk board Synoptic maps Graph paper

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork and practical work: using maps and other graphical representations- atlases	
Concepts			Latitude, longitude			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners how to use maps to compare information and leading them on how to read an atlas index				- Name the ways of representing information - Discuss with the educator how to use atlases to compare information while trying to read an atlas index			Class work	Text book Chalk board Atlas

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork and practical work: collecting and recording data using a variety of techniques- using weather instruments, collecting weather information from the media	
Concepts			No related concepts			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Discuss with the learners how to collect and record data using a variety of techniques - Explain to them a practical work they have to do during the weekend (collecting and recording meteorological and climatological data)				- Discuss with the teacher how to collect and record data using a variety of techniques - Write down methods to be carried when doing the practical task over the weekend			Practical work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Fieldwork and practical work: processing, collating and presenting fieldwork findings- line graphs, maps diagrams and synoptic weather maps	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Remind learners on the field work to be done during the weekend - Engage learners in the ways of processing, collating and presenting field work findings through the use of line graphs, maps and synoptic weather maps				- Seek clarities on areas of confusion - Acquire skills on the ways of processing, collating and presenting field work findings as this will be executed on the field work given to the			None	Text book Chalk board Graph paper

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Revision: the atmosphere
Concepts			Concepts on the atmosphere			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Collaborative study through given topics for learners to present in class - Close the gaps through emphasis and re-visiting the content				- Present in a way of revising content topics that were given by the teacher - Seek clarity on their loopholes and may revisit their preparation		Individual presentation (Topics given individually and prior presentation)	Text book Chalk board Synoptic weather maps Charts

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Formal task administered: Task 2 Test (the atmosphere)	
Concepts			Concepts taught through term one scope			Duration		2 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Formal test administered and invigilated under internal arrangement				Formally attempt test under school supervision (internal invigilators)			Formal test	Question papers Annexures Topographic maps Orthophoto maps

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

TERM 2 BEGINS

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The structure of the Earth: then internal structure of the earth	
Concepts			Mantle, crust, silicate, core, continental crust, oceanic crust (sima)			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to recall the <i>external structure of the atmosphere</i> to link with the internal structure - Use a boiled egg to help learners demonstrate the internal structure hence describing each layer in details				- Recall the <i>structure of the atmosphere</i> - Demonstrate the internal structure of the Earth using a boiled egg			class work	Text book Chalk board Boiled eggs

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The structure of the Earth: classifications of rocks- igneous, sedimentary and metamorphic	
Concepts			Igneous rock, magma, sedimentary rock, fossil, metamorphic rock			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: internal structure of the earth - Describe the different types of rocks through their characteristics and assign learners to identify types of rocks given by the teacher				- Recall the internal structure of the earth - Identify the types of rocks displayed by the teacher and also describe their visible characteristics			Home work	Text book Chalk board Small rocks

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The structure of the Earth: the rock cycle	
Concepts			Rock cycle			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback : previous lesson - Discuss with learners the rock cycle and assign them to attempt an activity to identify the processes of rock cycle				- Describe the types of rocks - Discuss with the teacher the rock cycle and then attempt an activity to identify the processes of rock cycle			Class work (<i>activity 8: study & master</i>)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The structure of the atmosphere: intrusive igneous activity and associated features- batholiths, laccoliths, monoliths, dykes, sills and pipes	
Concepts			Igneous intrusion, batholith, laccolith, lopolith, dyke, volcanic pipe			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Demonstrate through a chart the intrusive igneous activity while challenging learners to provide visible description of each shape				- Recall the processes in a rock cycle - Provide visible description of each shape of intrusive igneous activity			Home work (weekend)	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The structure of the Earth : overview of landforms associated with igneous, sedimentary and metamorphic rocks	
Concepts			Weathering, erosion, monolith, tor, hogsback, cuesta, mesa			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Display a chart on the chalkboard to resemble the landforms and assign learners to differentiate the shapes of each landform				- Recall the intrusive igneous activity - Differentiate the shapes of landforms associated with igneous, sedimentary and metamorphic rocks			Home work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: changes in the position of continents over time
Concepts			Pangea, Gondwanaland, continental drift			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Use a globe to demonstrate continental drift and ask learners to construct models to show continental drift				- Recall landforms associated with igneous, sedimentary and metamorphic rocks - Construct models to demonstrate continental drift		Home work	Text book Chalk board Globe

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: evidence for the movement of continents over time	
Concepts			No related concepts			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Assign learners to read the content on the evidence of continental drift and use some of their constructed models to demonstrate the process				- Recall the concept of continental drift - Read the content based on the evidence of continental drift and use their models to demonstrate the process			Home work	Text book Chalk board models

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: plate tectonics- an explanation for the movements of continent	
Concepts			Lithosphere, tectonic plate			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to brainstorm the definition of tectonic plates and demonstrate using a cracked boiled egg - Assign learners to group themselves and identify the main tectonic plates evident from their textbooks				- Brainstorm the description of plate tectonics - Identify the main tectonic plates evident from the map on their textbooks			Class work	Text book Chalk board Map Cracked boiled egg

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: the mechanisms of plate movement	
Concepts			Divergent boundary, convergent boundary, transform fault boundary			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain to learners why do plates move and challenge them to identify the types of plate boundaries drawn on the chalkboard				- Outline some main types of tectonic plates - Identify the types of plate boundaries drawn by the teacher on the chalkboard			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: processes and landforms associated with different kinds of plate boundaries	
Concepts			Mid-oceanic ridge, sea-floor spreading			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Display a chart indicating landforms associated with plate boundaries while discussing with learners the processes resulting to their formation				- Recall the mechanisms of plate movements - Discuss with the teacher the processes resulting to the formation of landforms			home work (<i>activity 6: study & master</i>)	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: processes and landforms associated with different kinds of plate boundaries <i>continue.....</i>	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous part of the lesson - Assign learners to read a case study on the Mariana Trench in the Pacific and answer the questions that follow as a group				- Describe landforms associated with plate boundaries - Read a case study and answer the questions that follow as a group			Class work (<i>activity 8: study & master</i>)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Plate tectonics: the world’s volcanic and earthquake zones
Concepts			No related concepts			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Discuss with learners the zones where there is common occurrence of volcanoes and earthquakes - Assign learners to use their previously constructed models to identify the zones where volcanoes and earthquakes are most frequent				- Discuss with the teacher the zones where volcanoes and earthquakes mostly occur - Identify zones where volcanoes and earthquakes occur, using their models		Home work (weekend)	Text book Chalk board Models

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Folding and faulting: the process of rock folding- link to plate movement
Concepts			Folding, anticline, syncline			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Ask learners to define folding - Explain to them in details the process of rock folding while instructing them to identify the types of folding evident from a chart				- Define folding - Identify the types of folding evident from a chart displayed		Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Folding and faulting : landforms associated with folding	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: folding - Discuss with learners the landforms associated with folding				- Recall the definition of folding and how it links to plate movement - Discuss with the teacher the landforms associated with folding			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Folding and faulting: the process of faulting-link to plate movement ; different types of faults	
Concepts			Faulting, normal fault, reverse (thrust fault), strike-slip fault			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Explain to learners the process of faulting and ask them to differentiate it from <i>folding</i> - Use a chart for learners to label the types of faults after describing each with focus on the linkage of faulting with plate movement				- Differentiate between <i>folding</i> and faulting - Label the types of faults illustrated from the displayed chart			Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Folding and faulting: landforms associated with faulting, e.g. rift valleys and block mountains	
Concepts			Graben, horst, rift valley, block mountain, transform fault			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the types of landforms and features resulting from faulting - Referring learners to read a case study based on The San Andreas Fault and answer the question that follow				- Describe the types of faults - Discuss with the teacher the types of landforms and features resulting from faulting - Read a case study based on The San Andreas Fault and attempt questions that follow			Class work (<i>activity 6: study & master</i>)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Earthquakes : how and where earthquakes occur; the relationship between earthquakes and tectonic forces
Concepts			Earthquake; seismic wave; focus; epicentre			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Assign learners to define an earthquake - Draw an earthquake and challenge learners to label it after briefly characterising each part to be labelled - Display a chart or refer them to a book to demonstrate a map of world's earthquake events while discussing with them how they are linked to plate tectonics				- Define an earthquake - Label an earthquake after being guided by the teacher how each part looks like - Demonstrate the map of world's earthquake events and discuss with the teacher how earthquakes are linked to plate tectonics		Home work	Text book/ Chart Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Earthquakes : measuring and predicting earthquakes	
Concepts			Seismograph; seismogram; seismometer; Richter scale; moment scale			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain to them the seismograph and order them to differentiate concepts on earthquakes - Discuss with them, with observant through the Richter scale how earthquakes are measured and predicted				- Explain how earthquakes occur - Differentiate concepts: seismogram and seismometer - Discuss with the educator through observing the Richter scale how earthquakes are measured and predicted			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Earthquakes : how earthquakes and tsunamis affect people and settlement-differences in vulnerability; case studies examples of the effects of selected earthquakes	
Concepts			Tsunami			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson; and ask them to define a tsunami - Explain how a tsunami forms and discuss with them the impact of earthquakes and tsunamis with focus to that of Haiti - Assign them to research on a recent earthquake or tsunami event while identifying effects on people and the environment				- Define a tsunami - Discuss with the teacher the impact of tsunamis on people and the environment with focus to the case study of Haiti - Research further, a recent earthquake or tsunami event while identifying social and environmental effects			Home work	Text book Chalk board Newspaper/ article

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Earthquakes : strategies to reduce the impact of earthquakes
Concepts			No related concept			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity
- Recap and feedback: impact of earthquakes and tsunamis on people and environment - Discuss with learners the ways of reducing earthquakes and assign them to attempt an activity based on the table indicating a list of the largest and deadliest earthquakes				- Give negative impact of earthquakes on people and environment - Discuss with the educator the ways of reducing earthquakes as well as attempting an activity given			Text book Chalk board
							Class work (Activity 4: study & master) Home work (<i>for the weekend</i>)

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	volcanoes: types of volcanoes-extrusive, intrusive, active, dormant and extinct
Concepts			Volcano; lava; igneous extrusion			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Assign learners to define a volcano - Briefly explain how a volcano forms using a constructed model - Discuss with them the different types of volcanoes				- Define a volcano - Demonstrate how a volcano occurs while identifying the process of igneous extrusion - Discuss with the teacher the different types of volcanoes		Class work	Text book Chalk board Model of a volcano (cardboard, wire, vinegar, bicarbonate of soda)

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	volcanoes: structure of volcanoes	
Concepts			Vent; pipe; crater; caldera; lava lake; lava plateau; plug; geyser			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: model of a volcano - Display a chart for learners to be able to label the structure of a volcano - Assign them to give characteristics of each labelled part				- Recall on the formation of a volcano - Label the structure of a volcano - Give characteristics of each part			Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Volcanoes : impact of volcanoes on people and the environment- positive and negative	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain to them the positive effects of volcanoes and assign them to explain the negative effects of volcanoes both on the people and the environment				- Roughly draw and label the structure of a volcano - Explain the negative effects of volcanoes on both people and the environment			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Volcanoes : case studies of different volcanic eruption	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Assign learners to read and analyse any two case studies based on volcanoes and assign them one to read and answer it as a home work				- Recall on the positive effects of volcanoes - Read and analyse any two case studies based on volcanoes while assigned a case study to attempt as a home work			Home work (for the weekend: selected case study)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: locating exact position-degrees, minutes and seconds; scale-word, ratio, fraction and line scale	
Concepts			Orthophoto map; topographic map			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Demonstrate using maps how to locate exact positions using latitudes and longitudes and allow them to practise on their own - Ask learners to recall and describe the types of scales (<i>previous knowledge: Grade 9</i>)				- Locate on their own the exact positions on a map - Recall and describe the types of scales			Class work	Text book Chalk board Maps (orthophoto & topographic maps)

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: South African 1: 50000 map referencing system; 1: 50000 maps-conventional signs and symbols	
Concepts			Reference grid			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: types of scales - Discuss with learners the referencing system as well as conventional signs on the topographic map				- Describe the different types of scales - Discuss with the educator the referencing system as well as conventional signs on the topographic map			Class work	Text book Chalk board Maps

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: navigating position using compass direction (16 points); direction- true and magnetic bearing	
Concepts			True bearing; true north; magnetic north; magnetic declination		Duration		1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used	
- Recap and feedback: previous lesson - Demonstrate to learners how to navigate position using compass direction, determine true bearing and magnetic declination and challenge them to determine the latter on their own				- Recall conventional signs and other symbols on a map - Determine true bearing and magnetic declination on their own		Class work	Text book Chalk board Maps Calculator	

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Map work skills: landforms and contours; simple cross-sections
Concepts			Spot height; cross-section			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Ask learners to name and distinguish types of landforms - Demonstrate how to identify or draw cross sections of landforms through conventional signs				- Name and differentiate the types of landforms on both maps (Grade 9 content) - Practice drawing cross sections using evident landforms and conventional signs like contour lines		Home work	Text book Chalk board Topographic maps Orthophoto maps Tracing paper Calculator

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Map work task: content for term one and two	
Concepts			Assessed from the cluster level, covering low order type of questions			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Distribute question papers and maps while monitoring the assessment through invigilation				Receive question papers and maps while attempting questions according to the time stipulated			Formal task (administered through strict invigilation)	Text book Chalk board Question papers (<i>To write on them</i>) Topographic maps Orthophoto maps

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Revision : The atmosphere, Geomorphology and map work	
Concepts			Presented by learners			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Instruct learners to present based on the topics provided prior, while giving emphasis				Randomly selected to present on content based on climate and weather			Presentation	Text book Chalk board Charts Synoptic maps Past papers

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Revision : Geomorphology	
Concepts			Presented by learners			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
• Instruct learners to present based on the topics provided prior, while giving emphasis				• Randomly selected to present on content based on geomorphology			Presentation	Text book Chalk board Charts Past papers

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Revision : map work
Concepts			Presented by learners			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
Instruct learners to present based on the topics provided prior, while assisting them on areas of weakness				Randomly selected to present on content based on map work		Presentation	Text book Chalk board Topographic maps Orthophoto maps Calculator

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Mid-year exam : The atmosphere, geomorphology	
Concepts			Low order type of questions set at a cluster level			Duration		(p1)and (p2)
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
• Exam monitored through internal arrangement of invigilators on the day stipulated by the school exam committee				• Formally attempt questions on strict monitoring under exam conditions in the school			Mid-year exam (Paper 1 and 2)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

TERM 3 BEGINS

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population distribution and density : meaning of population and population density	
Concepts			Population distribution; ecumene area ; non-ecumene; abiotic; biotic; population density			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define population - Explain to them in greater details the concept of population, distribution and differentiate ecumene from non-ecumene - Discuss with them the concept of population density				- Explain the concept of population - Enumerate examples of biotic and abiotic factors - Discuss with the teacher the concept of population density			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population distribution and density :world population density and distribution	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Refer learners to their textbooks to analyse population distribution of the world				- Describe population distribution - Analyse population distribution of the world			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population distribution and density : factors that affect distribution and density of the world's population	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with them the factors that affect distribution and density of the world's population				- Explain the concept of population density - Discuss with the teacher the factors affecting distribution and density of the world's population			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population structure : population indicators- birth rates, death rates, life expectancy	
Concepts			Population indicators; birth rate; death rate; zero population growth ; life expectancy			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain the population indicators and assign learners to describe some of the indicators				- Give a summary on the factors which influence the world population density - Describe some of the population indicators			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population structure : continuation of population indicators- fertility rate and natural increase	
Concepts			Fertility rate; natural increase			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the fertility rate and natural increase				- Differentiate between death rate and birth rate - Discuss with the educator the fertility rate and natural increase			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population structure: factors that influence population indicators	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: fertility rate and natural increase - Discuss with learners the factors that influence population indicators				- Describe fertility rate and natural increase - Discuss with learners the factors that influence population indicators			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

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Date: _____

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population structure : population structure-age, gender represented as population pyramids	
Concepts			Dependency ratio			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback : previous lesson - Discuss with them the importance of age and gender of a population - Demonstrate through a displayed chart the different types of population pyramids and information carried thereof				- Summarise the factors influencing population indicators - Discuss with the teacher the importance of age and gender of a population - Analyse each of the displayed pyramids with emphasis on the information carried thereof			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population growth :world population growth over time	
Concepts			Carrying capacity			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define population growth - Discuss with learners the explanation of huge population growth since 1800s				- Define population growth - Discuss with the educator the explanation of huge population growth since 1800s			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population growth: demographic transition model	
Concepts			Demographic transition model, negative growth rate			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Display a chart of the demographic transition model and challenge learners to comment on the population indicators				- Summarise on the different types of pyramids - Describe the demographic transition model using population indicators			Home work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population growth :continuation of the demographic transition model	
Concepts			Sub-replacement fertility stage			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Continue discussing with the learners the demographic transition model				- Enumerate the first few stages of the demographic transition model - Discuss with the educator the other remaining stages of the demographic transition model			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population growth: concept of overpopulation
Concepts			Overpopulation			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Ask learners to define overpopulation - Explain the concept of overpopulation in greater details and assign learners to compare the population of different countries				- Define overpopulation - Compare the statistics of population of different countries of the world		Class work	Text book Chalk board Map

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population growth :managing population growth	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the ways of managing population growth				- Recall the concept of overpopulation - Discuss with learners the ways of managing population growth			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

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Date: _____

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population movements: kinds of population movement- international migration, emigration, immigration	
Concepts			Migrant; refugee; emigration; push factor; pull factor; immigration			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the different types of population movement and ask them to differentiate each type				- Describe briefly the ways of managing population growth - Discuss with the teacher the different types of population movement and differentiate each type			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population movements : continuation of kinds of population movement- regional migration, rural-urban migration	
Concepts			Regional migration; rural-urban migration, depopulation			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Explain to learners the concept of regional migration and challenge learners to brainstorm factors leading to rural-urban migration				- Differentiate between emigration and immigration - Brainstorm the factors resulting to rural-urban migration			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

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Date: _____

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population movement: continuation of kinds of population movement- urbanisation, voluntary and forced migration	
Concepts			Urbanisation; megacity; voluntary migration; forced migration			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the concept of urbanisation and assign them to differentiate voluntary and forced migration				- Enumerate push and pull factors relating to rural-urban migration - discuss with the educator the concept of urbanisation and differentiate voluntary and forced migration			Class work Home work (<i>for the weekend</i>)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

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Date: _____

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population movement: causes and effects of population movement	
Concepts			Counter-urbanisation			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the causes of population movement and order learners to explain positive and negative effects of population movement				- Explain voluntary and forced migration - Explain the positive and negative effects of population movement			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population movement: temporary and permanent movements including: migrant labour; economic migrants	
Concepts			Temporary migrant; permanent migrant; migrant labour; economic migrant			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the concepts of temporary and permanent movements and ask learners to present information based on migrant labour and economic migrant				- Describe the causes of population movements - Present information based on migrant labour and economic migrant			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

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NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Population movement: continuation of political migrants and refugees attitudes to migrants and refugees
Concepts			Political migrant; asylum seeker; xenophobia			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the political migrants and refugees as well as attitudes to migrants and refugees				- Recall on the migrant labour and economic migrant - Discuss with learners the political migrants and refugees as well as attitudes to migrants and refugees		Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	HIV and AIDS: HIV infection rates in Southern Africa	
Concepts			AIDS; HIV			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to differentiate HIV and AIDS - Discuss with comparison of countries the HIV infection rate in Southern Africa				- Differentiate between HIV and AIDS - Compare and contrast the rate of HIV infection rate in Southern Africa			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	HIV AND AIDS: social economic effects of HIV and AIDS using specific examples from the southern African region	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the social effects of HIV/AIDS and assign them to evaluate those effecting on the economy				- Summarise the infection of HIV infection in Africa - Evaluate the economic effects of HIV/ AIDS			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	HIV and AIDS: the impact of HIV and AIDS on population structure	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the impact of HIV and AIDS on population structure				- Evaluate the social effect of HIV/AIDS - Discuss with the teacher the impact of HIV and AIDS on population structure			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Formal task: research/ essay : Based on Term 3 content	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Distribute question papers to learners - Explain to them the instruction and all aspects to be followed when writing a research or essay, then set a due date for submission.				- Receive question papers - Write down important aspects to be followed when attempting the research or essay and may seek clarities			Research/ essay (due date stipulated for submission)	Question papers Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Geographical Information Systems :satellite images related to topics about population	
Concepts			No related concept			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Discuss with learners how satellite images are used to present information about population				Discuss with learners how satellite images are used to present information about population			Class work	Text book Chalk board Pictures

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Atlas skills :map reading- comparing information from different maps	
Concepts			No related concept			Duration	1 Hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Explain to learners how to exercise map reading comparing information from different maps				Practice comparing information from different maps			Class work	Text book Chalk board Atlases Maps

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Atlas skills :interpreting graphs, population pyramids, photographs and models
Concepts			Point of origin; TFR;GRR; NRR			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
Discuss with learners how to interpret graphs and assign them to interpret more, using a given chart				Interpret graphs using a given chart to draw conclusion on interpretation		Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Atlas skills :identifying bias and manipulation of data
Concepts			Point of origin; TFR;GRR; NRR			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
Discuss with learners how to identify bias and manipulation of data				Discuss with the teachers how to identify bias and manipulation of data		Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Formal task: Test based on term 3 content	
Concepts			Covered from population geography			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Distribute question papers and read instructions - Monitor the formal writing of the test				- Receive question papers - Attempt the formal test			Formal test (population geography of SA)	Question papers

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Revision : Term 3 content: population geography and map work	
Concepts			All concepts covered in term 3			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Allow learners to present information based on term 3 work as a way of revision				Present information based on term 3 work as a way of revision			Class work	Text book Chalk board Calculators Maps (Orthophoto and topographic)

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

TERM 4 BEGINS

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Water in the world :different forms of water in the world; liquid, solid and gas
Concepts			Salt water; fresh water; glacier; ground water; aquifer			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Ask learners the three states of matter - Demonstrate using different materials how water changes from one form to another and challenge learners to identify the process thereof				- Name the states of matter - Identify the form and processes observed through an experiment conducted		Experiment	Text book Chalk board Ice Fresh water Heat (Bunsen burner) Pot

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Water in the world :occurrence of salt water and fresh water in oceans, rivers, lakes, ground water, and atmosphere; the hydrological cycle
Concepts			Hydrological cycle; runoff; infiltration; transpiration			Duration	1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Recap on previous lesson - Explain to learners the different forms of water and their composition on Earth while assigning them to compare Earth's total water and Earth's fresh water - Display the chart representing the hydrological and ask learners to identify some processes (term 1 work)				- Name the different forms of water - Compare the Earth's total water and Earth's fresh water - Identify hydrological processes		Class work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The world's oceans :oceans as sources of oxygen, food and energy	
Concepts			Phytoplankton; photosynthesis; food chain; food web ; fossil fuel; off-shore drilling; wave energy; tidal energy; tide			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback : previous lesson - Explain to learners the usefulness of oceans as a source of oxygen and energy, and challenge them to brainstorm the importance of oceans as a source of food				- List the hydrological processes - Brainstorm the importance of oceans after vividly understood the importance as a source of food and energy explained by the teacher respectively			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The world's oceans :ocean circulation- warm and cold currents	
Concepts			Ocean currents; warm current; cold current			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Display a chart showing the world map to allow learners to show the location of ocean currents - Discuss with them the characteristics of each ocean current				- Describe the importance of water as a source of oxygen and energy - Locate the position of all ocean currents on the map - Discuss with the teacher the characteristics of each ocean current			Home work (weekend)	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The world's oceans :ocean currents and their importance for fishing, trade and tourism	
Concepts			Fishing bank; continental shelf; upwelling; commercial fishing; subsistence fishing ; marticulture			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: ocean current circulation - Discuss with learners the importance of ocean currents for fishing, trade and tourism				- Explain briefly what drives the ocean currents - Discuss with the teacher the importance of ocean currents for fishing, trade and tourism			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The world's oceans :relationship between oceans and people; pollution	
Concepts			Pollution			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Ask learners to name ways in which humans impact on the oceans and further explain to them each pollutants and effects				- Summarise the importance of trade and tourism on the ocean's perspective - Name ways in which humans impact on the oceans			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The world's oceans :continuation of humans impact on oceans :overfishing and desalination	
Concepts			Over-fishing; by-catch; desalination			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the impact of over-fishing and desalination on oceans				- Describe pollutants and effects of the sources of pollution - Discuss with the educator the impact of over-fishing and desalination on oceans			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	The world's oceans : strategies for managing the world's ocean
Concepts			Concepts relevant to all Grade 10 content			Duration	1 Hour in a week
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES		Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the strategies in which we can protect our oceans and coastal resources				- Explain briefly the impact of over-fishing and desalination on oceans - Discuss with the educator the strategies in which we can protect our oceans and coastal resources		Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Water management :rivers, lakes and dams in South Africa; factors influencing the availability of water in South Africa	
Concepts			River; dam; lake			Duration		1 Hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: strategies for managing oceans - Ask learners to differentiate a dam and a lake and further explain their contribution to water management - Display a map showing water distribution in South Africa while allowing learners to compare areas with favourable and unfavourable rainfall				- Name ways of managing oceans - Differentiate between a dam and a lake and explain their contribution to water management - Compare the distribution of rainfall on a map			Class work	Chalkboard Textbook Map (climatological)

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Water management in South Africa: challenges of providing free basic water to rural and urban communities in South Africa	
Concepts			No related concept			Duration		1 hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the challenges of providing free basic water to rural and urban communities in South Africa				- Describe factors influencing water availability in South Africa - Discuss with the teacher the challenges of providing free basic water to rural and urban communities			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Water management in South Africa: role of government- initiatives towards securing water, inter-basin transfers and building dams	
Concepts			Hydroelectricity; water transfer scheme			Duration		1 hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the role of government- initiatives towards securing water, inter-basin transfers and building dams				- Recall some of the challenges of ;providing water to communities - Discuss with the teacher the role of government- initiatives towards securing water, inter-basin transfer schemes and building dams			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Water management in South Africa: role of municipalities- provision and purification of water; strategies towards sustainable use of water-role of government and individuals	
Concepts			Free basic water; sustainable water use; water management			Duration	1 hour	
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the role of municipalities for the provision and purification of water and allow learners to debate on the sustainable use of water as per by the role of the government and individuals				- Describe the role of government for securing water - Debate on the sustainable use of water as per by the role of government and individuals			Home work <i>(for the weekend)</i>	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Floods : causes of flooding- physical and human	
Concepts			Flood; flash flood; storm surge			Duration		1 hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Ask learners to brainstorm the causes of flooding caused by physical and human factors				- Describe sustainable ways of managing water - Brainstorm the causes of flooding caused by physical and human factors			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Floods : characteristics of floods: analysis and interpretation of flood hydrographs	
Concepts			Hydrograph; discharge; flood hydrograph ; lag time			Duration		1 hour
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Ask learners to define a storm hydrograph - Display a chart showing a storm hydrograph and ask learners to explain the relationship between lag time and stream discharge				- Define storm hydrograph - Explain the relationship between lag time and stream discharge			Home work	Text book Chalk board Chart

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Floods : managing flooding in urban, rural and informal settlement areas	
Concepts			Flood line			Duration		Weekly revision sessions
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Discuss with learners the ways in which floods can be managed or prevented				- Describe the relationship between lag time and discharge - Discuss with the teacher the ways in which floods can be managed or prevented			Class work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Floods : case study of a flooding in South Africa	
Concepts			No related concept			Duration		Weekly revision sessions
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
- Recap and feedback: previous lesson - Assign learners to read and interpret a case study selected				- Describe ways of managing flooding in urban, rural and informal settlements - Read and interpret a case study selected by the teacher			Home work	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Revision : the atmosphere, geomorphology, population, water resources and map work	
Concepts			All concepts included in Grade 10 content			Duration		Weekly revision sessions
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Allow learners to present content as a way of revision for each and every topic assigned to them				Present content as a way of revision for each and every topic assigned by the teacher			Presentations	Text book Chalk board

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____

NATIONAL CURRICULUM STATEMENT- CAPS

LESSON PREPARATION

GRADE	10	SUBJECT	GEOGRAPHY	Date		Content	Final exam: term 1, 2, 3 and 4 content on : paper 1 (225 marks: 3 hrs) p2 (75 marks: 1.5 hrs)	
Concepts			Low order type of concepts covered and selected in all terms			Duration		P1 (3hrs): p2 (1.5 hrs)
EDUCATOR ACTIVITIES				LEARNER ACTIVITIES			Assessment Activity	RESOURCES Used
Final exam administered formally under strict invigilation at school				Attempt final exam according to the instructions adhered to in the question paper and answer sheet provided by the invigilator			Formal task: End of year exam	From the invigilator: Question papers Answer sheets Maps (topographic and orthophoto) From the candidate: Blue/ blank ink pens Pencils Protractor Ruler Calculator

Name of Teacher _____

HOD: _____

Sign: _____

Sign: _____

Date: _____

Date _____