

2021 Annual Teaching Plan – Term 1: **SOCIAL SCIENCES (GEOGRAPHY): Grade 6**

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Map skills</b> (Focus: World)									
<b>Content and concepts Skills and Values</b>	<b>Orientation of learners to Grade 6:</b> Welcome learners to Grade 6 Geography/ Social Sciences subject. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks. Explain the programme of assessment (formal and informal). Discuss the class rules. Revise concepts from Grade 5 Term 1 content, e.g. the globe, position of the equator, north and south poles, points of a compass and eight directions from a fixed point.	<b>Latitude and longitude</b> Latitude and longitude on a globe (degrees) Concept of hemisphere: Northern and southern hemispheres – divided by the equator Eastern and western hemispheres – divided by the Greenwich Meridian and 180° longitude.	<b>Latitude and longitude</b> Any place in the globe is in two hemispheres – north or south <b>and</b> east or west. Location of South Africa in southern and eastern hemispheres.	<b>Latitude and longitude</b> Latitude and longitude on a map (degrees) – from a globe to a flat map Locate selected countries and cities in degrees of latitude and longitude. Locate major current events or places in the news on a map (NB: this should be ongoing throughout the year)	<b>Scale</b> Concept of scale Small-and large-scale maps: different scale for different maps – from world maps to street maps	<b>Scale</b> Line scales Word scales Measuring straight-line distances between cities on a South African map	<b>Scale</b> Measuring straight-line distances between cities on a world map	<b>Atlases, global statistics and current events</b> Kinds of information provided in an atlas How the content page of an atlas is organised? Own province in an atlas: what information can a map give about a province?	<b>Atlases, global statistics and current events</b> Own province in an atlas: what information can a map give about a province?  <b>Revision and consolidation</b>	<b>Formal Assessment:</b> Test: Map skills 40 Marks
<b>Skills and values (CAPS P.14)</b>		Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify and extract information from visual sources such as maps. Provide reasoned explanations. Cross-reference information using different sources	Use and draw maps (street maps) Provide reasoned explanations	Use and draw maps. Provide reasoned explanations	Use and draw maps. Provide reasoned explanations Provide reasoned explanations	Identify and extract information from visual sources such as photographs Draw maps, sketches, simple illustrations. Write in a structured way - writing coherent sentences. Provide reasoned explanations		
<b>Resources (other than textbook) to enhance learning</b>	Atlas, Globe, World map Newspapers/ magazines Ruler, 360° protractor YouTube channel videos Internet (Google Earth)									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	<b>Formal Assessment:</b> Test: Map skills 40 Marks									

2021 Annual Teaching Plan – Term 2: **SOCIAL SCIENCES (GEOGRAPHY): Grade 6**

Term 2 51 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	<b>Trade</b> (Focus: South Africa and the world)										
<b>Content and concepts Skills and Values</b>	Revision, feedback and corrections of Term 1 Map Skills Test Introduction to the topic on Trade	<b>Why people trade</b> Trade as the exchange of goods – buying and selling of goods for money Exports and imports between South Africa and the world	<b>What people trade</b> Goods: Raw materials (primary products) Manufactured goods (secondary products) Skills and services	<b>Resources and their value</b> Values of selected raw materials and manufactured goods  <b>Resources and their value</b> Case study: From cocoa to chocolate	<b>Resources and their value</b> Case study: From cocoa to chocolate	<b>Resources and their value</b> Case study: From gold to jewellery	<b>Fair trading</b> Concepts of unfair and fair trade The human cost of unfair trade – work and exploitation	<b>Fair trading</b> Fair trade – case of a positive project	<b>Revision and consolidation</b>	<b>Revision and consolidation</b>	<b>Formal Assessment: Controlled Test: 40 marks</b>
<b>Skills and values (CAPS P.14)</b>		Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Provide reasoned explanations. Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Provide reasoned explanations	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations			
<b>Resources (other than textbook) to enhance learning</b>	Atlas Newspapers/ magazine articles on trade YouTube channel videos Daily goods for practical exchange activities Tables and graphs for data handling										
<b>Informal Assessment</b>	Corrections on Term 1 assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	<b>Formal Assessment:</b> Controlled Test: Term1 content: 15 marks Term 2 content: 25 marks Total marks: 40										

2021 Annual Teaching Plan – Term 3: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 6

Term 3 52 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	Climate and vegetation around the world										
<b>Content and concepts Skills and Values</b>	Revision, feedback and corrections of Term 2 Controlled test Introduction to the topic on Climate and vegetation around the world Link the revision to Grade 5 Term 3 topic – differences between climate and weather	<b>Climate around the world</b> Difference between climate and weather Hot, mild and cold climates of the world - including January and July temperature maps	<b>Climate around the world</b> Wet and dry areas of the world – including annual rainfall map	<b>Tropical rainforests</b> Location on earth Climate: temperature and rainfall patterns (monthly averages)	<b>Tropical rainforests</b> Natural vegetation and wildlife in a rainforest Deforestation – reasons, consequences with a case study	<b>Hot deserts</b> Location on Earth Climate: temperature and rainfall patterns (monthly averages)	<b>Hot deserts</b> Natural vegetation and wildlife in a desert –How people live in a desert – examples of lifestyles	<b>Coniferous forests</b> Location on earth Climate: temperature and rainfall patterns (monthly averages)	<b>Revision and consolidation</b>	<b>Revision and consolidation</b>	<b>Formal Assessment: Test: 40 Marks</b>
<b>Skills and values (CAPS P.14)</b>		Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps, tables and graphs Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as maps, tables and graphs	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations. Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations			
<b>Resources (other than textbook) to enhance learning</b>	Atlas World maps to show annual rainfall and summer and winter temperatures Graphs with monthly temperature and rainfall data Photographs of vegetation types Photographs of people in their environments You Tube channel videos Internet										
<b>Informal Assessment</b>	Corrections on Term 2 assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	<b>Formal Assessment: Test: 40 Marks</b>										

2021 Annual Teaching Plan – Term 4: **SOCIAL SCIENCES (GEOGRAPHY):** Grade 6

Term 4 47 Days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	Population – Why people live where they do (Focus: South Africa and the world)									
<b>Content and concepts Skills and Values</b>	Revision, feedback and corrections of Term 3 Assessment Introduction to the topic on Population – Why people live where they do Link the revision to Grade 5 Term 3 topic – differences between climate and weather	<b>People and provinces in South Africa</b> Population distribution and population density Population distribution in South Africa (distribution map)	<b>People and provinces in South Africa</b> Total population figures for each province (reading graphs) Average population density for each province (reading graphs)	<b>Why people live where they do (South Africa)</b> Reasons for location of settlements – such as climate, vegetation, natural features, laws (past and present), resources and human activities (such as mining, fishing and trade)	<b>Why people live where they do (South Africa)</b> Reasons for location of settlements – such as climate, vegetation, natural features, laws (past and present), resources and human activities (such as mining, fishing and trade)	<b>Why people live where they do (South Africa)</b> Concept of rural and urban Why people move from rural areas to towns and cities	<b>Population around the world</b> Population distribution around the world  Major cities and their population sizes (map).	<b>Population around the world</b> Case study of a major city to highlight the reasons for its location	<b>Revision and consolidation</b>	<b>Formal assessment: Controlled test: 40 marks</b>
<b>Skills and values (CAPS P.14)</b>		Read and use sources in order to assimilate information. Identify and extract information from visual sources such as maps, tables and graphs Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places Identify and extract information from visual sources such as maps, tables and graphs	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations. Cross-reference information using different sources	Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as maps, tables and graphs Provide reasoned explanations Cross-reference information using different sources	Identify and extract information from visual sources such as photographs Write in a structured way - writing coherent sentences. Provide reasoned explanations.		
<b>Resources (other than textbook) to enhance learning</b>	Atlas World maps to show annual rainfall and summer and winter temperatures Graphs with monthly temperature and rainfall data Photographs of vegetation types Photographs of people in their environments You Tube channel videos Internet									
<b>Informal Assessment</b>	Corrections on Term 2 assessment	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based		Homework/ Classwork/ Worksheet. Informal assessment should be source-based	
<b>SBA (Formal Assessment)</b>	<b>Formal assessment: Controlled test:</b> Term 3 content: 15 marks Term 4 content: 25 marks Total: 40 marks									

2021 Annual Teaching Plan – Term 1: **SUBJECT: HISTORY** Grade 6

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	An African kingdom long ago in southern Africa: Mapungubwe									
<b>Core Concepts, Skills and Values</b>	<b>Orientation of learners to Grade 6:</b> Welcome learners to Grade 6 History (Social Sciences) subject. Allocate the textbooks to the learners. Explain the importance of taking care of the textbooks. Explain the programme of assessment (formal and informal). Revise concepts from Grade 5 Term 4 content e.g. Golden objects at Mapungubwe: Limpopo	<b>Changes in societies in the Limpopo Valley between 900 AD and 1300 AD: bigger, more organised and more complex</b>	<b>Settlements in the Limpopo Valley before Mapungubwe: K2 and Schroda</b>	<b>Mapungubwe: first state in southern Africa 1220 – 1300</b> - King and sacred leadership  -First stone-walled palace  -Significance of Mapungubwe Hill	<b>Mapungubwe: first state in southern Africa 1220 – 1300</b> -First town  -Distinct social classes  -Golden rhinoceroses and other golden objects (symbols of royal power and political leadership)	<b>Mapungubwe: first state in southern Africa 1220 – 1300</b> -Trade across Africa and across Indian Ocean and beyond (globalisation)  -Goods traded  -People's journeys on foot: routes, dangers, finding the way	<b>Change and continuity in East Coast trade with settlements inland</b>	<b>European explorer in Asia at the same time as Mapungubwe was at its height</b>  -European explorer Marco Polo and his travels  -Marco Polo's influence on European traders and explorers	<b>Revision and consolidation</b>	<b>Formal assessment</b>  <b>Test</b> (Source based and paragraph writing): An African kingdom long ago in southern Africa: Mapungubwe  40 Marks
<b>Skills and values (CAPS P.11)</b>		Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in Limpopo Valley during the period under study.	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about related change and continuity	Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in Limpopo Valley during the period under study.		
<b>Resources (other than textbook) to enhance learning</b>	Atlas, Worksheets South African map showing different provinces Newspapers/ magazines, websites, etc.									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	<b>Formal assessment: Test</b> (Source based and paragraph writing): An African kingdom long ago in southern Africa: Mapungubwe  40 Marks									

2021 Annual Teaching Plan – Term 2: **SUBJECT: HISTORY** Grade 6

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	<b>Explorers from Europe find southern Africa</b>										
<b>Core Concepts, Skills and Values</b>	Revision of content and concepts taught in Term 1	<b>Reasons for European exploration</b> •The European Renaissance 15th and 16th centuries: a turning point in European history	<b>Case studies: The contributions of:</b> •Leonardo da Vinci •Galileo	<b>New ideas and knowledge</b> <b>Inventions:</b> •gunpowder • magnetic compass •caravel (including influence on Europe from elsewhere).	<b>REASONS FOR EXPLORING</b> 1. Curiosity about the world. 2. Looking for trade and profit	<b>REASONS FOR EXPLORING</b> 3. Spreading the Christian religion. 4. Crossing the sea and finding the East	<b>European trade route to the East via southern Africa</b>	Dias and his crew encounter the Khoikhoi in Mossel Bay 1488	The journey of Da Gama - Dutch East India Company (DIEC) journeys	<b>Revision and consolidation</b>	<b>Formal assessment</b> <b>Test</b> (Source based and paragraph writing)  40 Marks
<b>Skills and values (CAPS P.11)</b>		Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in Limpopo Valley during the period under study.	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about related change and continuity	Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to Explorers from Europe			
<b>Resources (other than textbook) to enhance learning</b>	Atlas, Political map of the world Globe Worksheets, Newspapers/ magazines, websites, etc.										
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based			
<b>SBA (Formal Assessment)</b>	<b>Controlled test: Source-based</b> Term 1: 15 marks Term 2: 25 marks										

2021 Annual Teaching Plan – Term 3: **SUBJECT: HISTORY** Grade 6

Term 3 53 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>CAPS Topic</b>	Democracy and citizenship										
<b>Core Concepts, Skills and Values</b>	Revise content and concepts taught in Term 2	<b>How people govern themselves in a democracy</b>  <b>Our national government</b> •The first democratic government in South  <b>Starting with Project</b>	<b>Our national government continue</b>  •Africa 1994 Political parties and voting in national elections.  •The purpose of the Constitution.	<b>Our national government continue</b>  •The role of Parliament. •The importance of rules and laws.	<b>Our national government continue</b>  The justice system and equality under the law.	<b>Rights and responsibilities of citizens in a democracy</b>  Case study Fatima Meer	<b>Rights and responsibilities of citizens in a democracy</b>  •The Constitutional Court.  Case study Pius Langa	<b>Children's rights and responsibilities</b>  •Children's Charter of South Africa	<b>National symbols since 1994</b>  •Coat of arms •National flag  <b>Submission of project</b>	<b>National symbols since 1994</b>  •National anthem	<b>Feedback on the Project</b>  40 Marks
<b>Skills and values (CAPS P.11)</b>		Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in Limpopo Valley during the period under study.	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about related change and continuity	Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to democracy and citizenship.			
<b>Resources (other than textbook) to enhance learning</b>	Atlas Worksheets Constitution of South Africa National flag Newspapers/ magazines, websites, etc.										
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based			
<b>SBA (Formal Assessment)</b>	<b>Project: To be introduced at the beginning of the topic on Democracy and citizenship. (Marks: 40)</b>										

2021 Annual Teaching Plan – Term 4: **SUBJECT: HISTORY** Grade 6

Term 1 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS Topic</b>	<b>Medicine through time</b>									
<b>Core Concepts, Skills and Values</b>	Revise content and concepts taught in Term 3	<b>Indigenous healing in South Africa:</b> <ul style="list-style-type: none"> <li>Physical causes of illness</li> <li>Spiritual healing</li> <li>Use of indigenous plants to cure diseases</li> </ul>	<b>Some modern Western scientific Medical discoveries</b> <ul style="list-style-type: none"> <li>The fight against infectious disease</li> <li>Vaccination against smallpox and the role of Edward Jenner</li> </ul>	<b>Some modern Western scientific Medical discoveries</b> <p>The connection between germs and disease and the role of Louis Pasteur</p>	<b>Some modern Western scientific Medical discoveries</b> <ul style="list-style-type: none"> <li>The germs that cause TB and the role of Robert Koch</li> </ul>	<b>Some modern Western scientific medical discoveries</b> <p>Brief overview of discoveries which made this surgery possible: anaesthetics; avoiding infection; blood transfusions; X-rays</p>	<b>Some modern Western scientific medical discoveries</b> <p>Case study A breakthrough in surgery: the first heart transplant</p>	<b>Some modern Western scientific medical discoveries</b> <p>Heart surgery: Christiaan Barnard and the world's first heart transplant</p>	Revision and consolidation	<b>Formal assessment</b> <p>Test:</p> <p>It should assess content and concepts on the topics:</p> <ul style="list-style-type: none"> <li>Democracy and Citizenship &amp; Medicine through time.</li> </ul> <p>Marks: 40</p>
<b>Skills and values (CAPS P.11)</b>		Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in Limpopo Valley during the period under study.	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Identify, extract, interpret, compare and contrast information from visual sources such as pictures, maps, etc. Provide reasoned and organised explanations with a logical line of argument.	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about places	Read and use sources in order to assimilate information. Use information to describe, explain and answer questions about related change and continuity	Read and use information from different sources like books, magazines, pictures, websites, etc. to explain, describe and answer questions related to changes in societies in Limpopo Valley during the period under study.		
<b>Resources (other than textbook) to enhance learning</b>	Social Sciences textbook Atlas Worksheets Newspapers/ magazines, websites, etc.									
<b>Informal Assessment</b>	Oral assessment – simple question and answers. Learners should be able to follow simple instructions.	Oral assessment – simple question and answers. Learners should be able to follow simple instructions, such as writing on their books, reading from their books, etc.	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based	Learners should read and write for part of every lesson	Homework/ Classwork/ Worksheet. Informal assessment should be source-based		
<b>SBA (Formal Assessment)</b>	<b>Controlled test: (Source – based questions and paragraph writing).</b> <p>The Test should assess content and concepts on the topics:</p> <ul style="list-style-type: none"> <li>Term 3: 15 marks</li> <li>Term 4: 25 marks</li> </ul> <p>Total marks: 40</p>									