Covid-19 has resulted in the disruption in teaching time and the school calendar. The Department of Education (DBE) created a recovery framework including revised annual teaching plans (ATPs) to assist schools and educators to complete the academic year.

There are also circulars with amendments to the current Curriculum Assessment Policy Statements (CAPS) that are released. This document serves to address the latest Circular 3 changes, as set out by the DBE. The Circular 3 makes reference to fundamental core priority content that must be taught per subject, per grade, in the school year. This document is an addendum to the Pearson Senior Phase (SP) survival guides that are available on Pearson's Classroom Solutions' website.

Please also consult the DBE website for more information:
### Senior phase subjects Grade 7–9

#### Home And First Additional Languages

<table>
<thead>
<tr>
<th>Fundamentals to be Prioritised</th>
<th>Home and First Additional Languages Grade 7–9: Proposed Topics/Concepts Per Priority</th>
</tr>
</thead>
</table>
| **Listening and Speaking**    | • Listening comprehension  
|                               | • Prepared / Unprepared speech                                                   |
| **Reading and Viewing**       | • Reading aloud (prepared or unprepared)  
|                               | • Response to texts (Reading Comprehension)  
|                               |   • Literary or non-literary  
|                               |   • Visual text  
|                               |   • Summary  
|                               | • Literature  
|                               |   • Poetry  
|                               |   • Short Story  
|                               |   • Drama  |
| **Writing and Presenting**    | • Essay  
|                               | • Transactional texts                                                            |
| **Language Structures and Conventions** | • Dictionary use  
|                               | • Language conventions  
|                               | • Vocabulary development  
|                               | • Grammar  
|                               |   • Word level  
|                               |   • Phrases  
|                               |   • Clauses  
|                               |   • Sentences  
|                               |   • Paragraphing  
|                               |   • Critical language awareness                                                 |
## Mathematics

### Proposed Topics/Concepts Per Priority

<table>
<thead>
<tr>
<th>Numbers, Operations and Relationships</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>Patterns, Functions and Algebra</td>
<td>• Functions and Relationships</td>
</tr>
<tr>
<td></td>
<td>• Algebraic expressions</td>
</tr>
<tr>
<td></td>
<td>• Algebraic Equations</td>
</tr>
<tr>
<td></td>
<td>• Graphs</td>
</tr>
<tr>
<td>Space and Shape (Grade 8 and 9 only)</td>
<td>• Geometry of straight lines</td>
</tr>
<tr>
<td></td>
<td>• Properties of 2D shapes</td>
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<tr>
<td>Measurement</td>
<td>• Area and Perimeter</td>
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<td>• Surface Area and Volume</td>
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### Fundamentals to be Prioritised

<table>
<thead>
<tr>
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</table>
## Natural Sciences

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<thead>
<tr>
<th>Fundamentals To be Prioritised</th>
<th>Proposed Topics/Concepts Per Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Matter and Materials</strong></td>
<td><strong>Grade 7</strong></td>
</tr>
<tr>
<td></td>
<td>- Properties of Materials (Boiling and melting points; Electrical conductivity; Heat conductivity)</td>
</tr>
<tr>
<td></td>
<td>- Separating Mixtures (Mixtures; Methods of physical separation)</td>
</tr>
<tr>
<td></td>
<td>- Acids, bases and neutrals (Properties of acids, bases and neutrals; Acid-base indicators)</td>
</tr>
<tr>
<td></td>
<td>- Introduction to the Periodic table of Elements (Arrangement of elements on the Periodic table; Some properties of metals, semi-metals and non-metals)</td>
</tr>
<tr>
<td></td>
<td><strong>Grade 8</strong></td>
</tr>
<tr>
<td></td>
<td>- Atoms (Atoms – building blocks of matter; Sub-atomic particles; Pure substances; Elements; Compounds)</td>
</tr>
<tr>
<td></td>
<td>- Particle model of matter (The concept of the particle model of matter; Change of state; Density, mass and volume; Density and states of matter; Density of different materials; Pressure)</td>
</tr>
<tr>
<td></td>
<td><strong>Grade 9</strong></td>
</tr>
<tr>
<td></td>
<td>- Compounds (The Periodic Table; Names of compounds)</td>
</tr>
<tr>
<td></td>
<td>- Chemical reactions (Chemical equations to represent reactions; Balanced equations)</td>
</tr>
<tr>
<td></td>
<td>- Reactions of metals with oxygen (The general reaction of metals with oxygen; Reaction of iron with oxygen; Formation of rust; Ways to prevent rusting)</td>
</tr>
<tr>
<td></td>
<td>- Reactions of non-metals with oxygen (The general reaction of non-metals with oxygen; Reaction of carbon with oxygen)</td>
</tr>
<tr>
<td></td>
<td>- Acids &amp; bases and pH value (The concept of pH value)</td>
</tr>
<tr>
<td></td>
<td>- Reactions of acids with bases: Part I (Neutralisation and pH)</td>
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</tbody>
</table>
**Energy and Change**

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<tr>
<td>• <strong>Potential &amp; Kinetic energy</strong> (Potential; Kinetic energy; Potential and kinetic energy in systems; Law of conservation of energy)</td>
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</tr>
<tr>
<td>• <strong>Heat Transfer</strong> (Heating as a transfer of energy; Conduction; Convection; Radiation)</td>
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<tr>
<td>• <strong>Insulation &amp; energy saving</strong> (Using insulating materials)</td>
<td></td>
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<tr>
<td><strong>Grade 8</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Static electricity</strong> (Friction and static electricity)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Energy transfer in electrical systems</strong> (Circuits and current electricity; Components of a circuit; Effects of an electric current)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Series and parallel circuits</strong> (Series circuits; Parallel circuits)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Visible light</strong> (Radiation of light; Spectrum of visible light; Opaque and transparent substances; Absorption of light; Reflection of light; Seeing light; Refraction of light)</td>
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</tr>
<tr>
<td><strong>Grade 9</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Forces</strong> (Types of forces; Contact forces; Field forces (non-contact forces))</td>
<td></td>
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<tr>
<td>• <strong>Electric cells as energy systems</strong> (Electric cells)</td>
<td></td>
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<tr>
<td>• <strong>Resistance</strong> (Uses of resistors; Factors that affect resistance in a circuit)</td>
<td></td>
</tr>
<tr>
<td>• <strong>Series and parallel circuits</strong> (Series circuits; Parallel circuits)</td>
<td></td>
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<tr>
<td>• <strong>Safety with electricity</strong> (Safety practices)</td>
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</tbody>
</table>
### Social Sciences

<table>
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<tr>
<th>Fundamentals To be Prioritised</th>
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</table>

#### Volcanoes and Earthquakes
- Structure of the Earth
- Core, mantle, crust, How the crust moves: Structure of the Earth
- Volcanoes: Location around the world (map)
- Earthquakes: Location of earthquakes around the world (map)
- Earthquakes: Case study of a selected earthquake, case studies should be from this century.

#### Population Growth and Change
- Definition of concepts, e.g. birth rate, death rate, infant mortality, life expectancy
- Factors affecting birth rates and death rates
- Disease: Widespread illnesses such as HIV and AIDS, tuberculosis, malaria, diarrhoea
- Pandemics of the past such as the Black Death in Europe, smallpox at the Cape *(COVID 19 MUST BE INCLUDED)*

#### Natural Resources and Conservation in South Africa
- Water in South Africa
- Who uses South Africa’s water (pie graph of water users)?
- Availability of water and requirement in South Africa
- River health and the care of catchment areas.

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<th>Fundamentals To be Prioritised</th>
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#### Colonisation of the Cape 17th – 18th Centuries
- Indigenous inhabitants of the Cape in 17th century
- Where African farmers were settled
- Reasons for the VOC (DEIC) permanent settlement at the Cape 1652
- Results of the Dutch Slaves at the Cape
- Why slaves were brought to the Cape
- Where the slaves came from
- How slaves were brought to the Cape What it was like to be a slave at the Cape
- Causes and effects of slave resistance at the Cape Slave legacy at the Cape, including religion of Islam and the development of the Afrikaans language

#### Co-operation and Conflict on the Frontiers of the Cape Colony in the early 19th Century
- Arrival of British and the expanding frontiers of European settlement
- The eastern frontier of European settlement
- The eastern frontier of European settlement
- Case study: Chief Maqoma (1798 – 1873) and Xhosa resistance to British rule - Soldiers and officials
# Social Sciences

## Senior phase subjects Grade 7-9

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</table>
| **Settlement** (Focus: Africa with a Focus on South Africa) | • Settlements and Land use  
• Rural settlements  
• Urban settlements  
• Investigation of a settlement - Project |
| **Climate Regions** (Focus: South Africa and World) | • South Africa's climate  
• Difference between climate and weather  
• Elements of weather (temperature, humidity, winds and precipitation)  
• South Africa's climate: Kinds of climate: Tropical, subtropical, temperate.  
• Bar and line graphs |
| **History: Proposed Topics/Concepts Per Priority** |                                                 |
| **Grade 8**                   |                                                 |
| **The Mineral Revolution in South Africa** | • Britain, diamond mining  
• Increasing labour control over black workers: close compounds and migrant labour  
• Further land dispossession and defeat of African kingdoms: Xhosa 1878  
• Further land dispossession and defeat of African kingdoms: Pedi and Zulu: 1879  
• Mining of gold and the conditions underground  
• Migrant workers  
• Increasing burden on women in the reserves, erosion of families  
• Skilled and unskilled white workers  
• Forms of labour resistance  
• The city of Johannesburg |
| **The Scramble for Africa** | • European colonization of Africa in the late 19th century:  
• Berlin conference 1884  
• Map of Africa (showing different colonising countries)  
• Causes of colonisation  
• Patterns of colonisation: which countries colonised which parts of Africa |
## Social Sciences

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| **Development Issues**        | • Definition of concepts, for e.g., The Human Development Index (HDI) life expectancy, Per capita, Gross Domestic Product (GDP)  
• Reasons for differences in development  
• Historical factors such as colonialism  
• Sustainable development – including economic, social and environmental factors |
| **Surface Forces that Shape the Earth** | • Concept of weathering:  
• Physical weathering  
• Chemical weathering  
• Biological weathering  
• Impact of human activities on weathering  
• Difference between weathering, erosion and deposition  
• Case study: agriculture as a contributor to erosion |
| **Turning Points in Modern South African History Since 1948** | • The Universal Declaration of Human Rights after World War II  
• Definition of racism  
• Apartheid and the myth of ‘race’  
• 1948 National Party and Apartheid  
• Main apartheid laws in broad outline  
• Case study: Group Areas Act: Sophiatown forced removals  
• 1950s: Repression and non-violent resistance to apartheid  
• SACP banned  
• ANC programme of action  
• Brief biography: Albert Luthuli, his role in the ANC and resistance to apartheid  
• The Defiance Campaign  
• Freedom Charter and Treason Trial  
• Women's March  
• Brief biographies: Helen Joseph and Lillian Ngoyi and their roles in resistance to apartheid |
### Social Sciences

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• Sharpeville massacre  
• 1976: Soweto uprising: Causes, leaders, events of 16 June, spiralling events that followed throughout the country, longer-term consequences for resistance and repression  
• 1990 release of Nelson Mandela and the unbanning of liberation movements  
• Negotiations and violence 1990 – 1994  
• Democratic election 1994 |