

## ILLUSTRATIVE SUMMARY OF THE CAPS HISTORY CURRICULUM (Headings and sub-headings)

TERM	GRADE R
2	<b>My family:</b> Who belongs; Activities; Celebrations.
3	<b>Transport:</b> Getting to school, Different kinds of transport; Transport long ago.
	<b>GRADE 1</b>
2	<b>My family:</b> What a family is; Members of my family.
	<b>GRADE 2</b>
3	<b>Transport:</b> What transport is; Road, Rail, Air; Water
	<b>GRADE 3</b>
1	<b>About me:</b> What a timeline is; Timeline of own life; An interesting object from the past. <b>Rights and responsibilities:</b> Learner's rights and responsibilities; Rights and responsibilities of others.
3	<b>How people lived long ago: Family:</b> Stories (food, clothes, transport); Objects; Old pictures and photographs; How people lived then and now (change and continuity).
	<b>GRADE 4</b>
1	<b>Local history:</b> How do we find out about the present in a local area; How do we find out about the history of a local area; History project.
2	<b>Learning from leaders:</b> Ask and answer questions about the lives and qualities of good leaders; Life stories of leaders who show the above qualities: Nelson Mandela; Mahatma Ghandi; Guiding questions.
3	<b>Transport through time:</b> Transport on land; Transport on water; Transport in the air.
4	<b>Communication through time:</b> The oldest forms of communication; Change in modern forms of communication.
	<b>GRADE 5</b>
1	<b>Hunter-gathers and herders in southern Africa:</b> How do we find out about hunter-gatherers and herders? San hunter-gatherer society in the later Stone age; Khoikhoi herder society in the Later Stone Age.
2	<b>The first farmers in southern Africa:</b> When, why and where the first African farmers settled in Southern Africa; How early African farmers lived in settled chiefdoms; Tools.
3	<b>An ancient African society: Egypt:</b> The Nile river and how it influenced settlement; Way of life in Ancient Egypt; The tomb of Tutankhamen: The spread of Egypt's advanced knowledge to other places, such as Europe and the Middle East.
4	<b>A heritage trail through the provinces of South Africa:</b> The names of provinces and their capital cities on a map: What heritage is; Examples of heritage from each province.

Abridged from Department of Basic Education (2011) *Curriculum and Assessment Policy Statement Foundation Phase: English Life Skills; Curriculum and Assessment Policy Statements Intermediate and Senior Phases: Social Sciences*; and *Curriculum and Assessment Policy Statement Further Education and Training Phase: History*. Available [www. http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/419/Default.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/419/Default.aspx)

<b>GRADE 6</b>	
1	<b>An African kingdom long ago in southern Africa:</b> Mapungubwe: Changes in societies in the Limpopo valley between 900 AD and 1300 AD; Settlements in the Limpopo Valley before Mapungubwe: K2 and Schroda; Mapungubwe: the first state in southern Africa 1220-1300; Change and continuity
2	<b>Explorers from Europe find southern Africa:</b> Reasons for European exploration: Renaissance, New ideas, Inventions, Spreading Christian religion, Trade and making a profit.
3	<b>Democracy and citizenship in South Africa:</b> How people govern themselves in a democracy: our national government; Rights and responsibilities of citizens in a democracy; Children's rights and responsibilities; National symbols since 1994; Research project.
4	<b>Medicine through time:</b> Indigenous healing in South Africa; Some modern Western scientific medical discoveries; Case study: the first heart transplant; Link between holistic and Western forms of healing today.
<b>GRADE 7</b>	
1	<b>The kingdom of Mali and the city of Timbuktu 14<sup>th</sup> century:</b> Trade across the Sahara desert; The kingdom of Mali; The city of Timbuktu.
2	<b>The transatlantic slave trade:</b> West Africa before European slave trade; The nature of slavery in West Africa before Europeans; The impact of the transatlantic slave trade on slaves; The impact of the transatlantic slave trade on the economies of West Africa, America and Britain; Gains for America and Britain and negative impact on West Africa.
3	<b>Colonisation of the Cape 17<sup>th</sup>-18<sup>th</sup> centuries:</b> Dutch settlement: Reasons for the VOC permanent settlement at the Cape 1652; Results of the Dutch: Slaves at the Cape; Free burghers; Land dispossession and consequences for the indigenous population.
4	<b>Co-operation and conflict on the frontiers of the Cape Colony in the early 19<sup>th</sup> century:</b> Arrival of the British and expanding frontiers of European settlement; The Eastern frontier of European settlement: Frontier wars; Case study: Chief Maqoma, Andries Stockenström; British immigration; Boers migrate and move to the interior: the Great Trek; Case study: The lives of inboeksellings; The northern frontier of European settlement: Kora and Griqua; southern borders of the Tswana world; Missionaries and traders; Case study: Robert Moffat.
<b>GRADE 8</b>	
1	<b>The Industrial Revolution in Britain and southern Africa from 1860:</b> Changes during the Industrial Revolution; Southern Africa by 1860; Diamond mining in Kimberley 1867 onwards.
2	<b>The Mineral Revolution in South Africa:</b> Britain, diamond mining and increasing labour control and expansion; Deep-level gold mining on the Witwatersrand 1886 onwards; The mineral revolution as a turning point in South African history.
3	<b>The scramble for Africa: late 19<sup>th</sup> century:</b> European colonisation of Africa in the late 19 <sup>th</sup> century [causes, results]; Case study: the Ashanti kingdom.
4	<b>World War I (1914 - 1918):</b> Reasons why World War I broke out; Aspects of experiences of World War I; Women in Britain in World War 1; The defeat of Germany and the Treaty of Versailles.

Abridged from Department of Basic Education (2011) *Curriculum and Assessment Policy Statement Foundation Phase: English Life Skills; Curriculum and Assessment Policy Statements Intermediate and Senior Phases: Social Sciences*; and *Curriculum and Assessment Policy Statement Further Education and Training Phase: History*. Available [www. http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/419/Default.aspx](http://www.education.gov.za/Curriculum/CurriculumAssessmentPolicyStatements/tabid/419/Default.aspx)

<b>GRADE 9</b>	
1	<b>World War II (1919 - 1945):</b> The rise of Nazi Germany; World War II: Europe; World War II in the Pacific.
2	<b>The Nuclear Age and the Cold War (1945—1990):</b> Increasing tension between allies after the end of World War II in Europe; End of World War II in the Pacific: Atom bombs and the beginning of the Nuclear Age; Definition of the superpowers and the meaning of “Cold war”; Areas of conflict between the superpowers in the Cold war; End of the Cold War 1989.
3	<b>Turning points in South African history 1948 and 1950s:</b> The Universal Declaration of Human Rights after World War II; Definition of racism; 1948 National Party and Apartheid; Case studies: Group Areas Act and Bantustans; 1950s: Repression and non-violent resistance to Apartheid; Oral history and research project.
4	<b>Turning points in South African history 1960, 1976 and 1994:</b> 1960: Sharpeville massacre and Langa march; 1976: Soweto uprising; 1990: Release of Nelson Mandela and unbanning of liberation movements.
<b>GRADE 10</b>	
1	<b>The world around 1600:</b> Broad comparative overview: China; Songhai; India (Mughal); European societies.
1	<b>Expansion and conquest in the 15th to 18th centuries:</b> Overview; Case studies: America: Spanish conquest and Africa: Portugal and the destruction of the Indian Ocean Trade and Dutch East India Company: (to include: processes of conquest and colonialism; how colonisation led to the practice of slavery; the impact of slave trading on societies; the consequences on the indigenous societies and in the world).
2	<b>The French Revolution:</b> France in 1789; The causes and course of the revolution; Napoleon, the reaction against democracy and the modernisation of France; Case study: the spread of revolutionary aspirations.
2-3	<b>Transformations in southern Africa after 1750:</b> What was South Africa like in 1750? Political changes from 1750 to 1820 (Tswana and Ndwandwe); Political revolution between 1820 and 1835 (Ndwandwe and consolidation under Dingane; Ndabele; Boer, Kora and Griqua; Gaza, Swazi, Pedi, Mpondo, southern Tswana).
3	<b>Colonial Expansion after 1750:</b> Britain takes control of the Cape: labour and ending of slave trade and slavery; expanding frontiers and trade; Boer response to British control; Xhosa response: co-operation and conflict including the Cattle killing; The Zulu kingdom and the colony of Natal; Co-operation and conflict on the Highveld: Boer republics and Basotho kingdom as case studies.
4	<b>The South African War and Union:</b> Background to the South African war: mining capitalism; The South African War from 1899 to 1902; the Union of South Africa (a brief overview); The Natives Land Act of 1913.
<b>GRADE 11</b>	
1	<b>Communism in Russia 1900 to 1940:</b> What is communism? The 1905 revolution; The February and October Revolutions of 1917; Lenin seizes control; Stalin’s interpretation of Marxism-Leninism; coming of the Second World War.

1-2	<b>Capitalism and the USA 1900-1940:</b> Nature of capitalism in the USA; Boom of 1920s; Wall Street crash; New Deal; outbreak of Second World War; Impact of and responses to capitalism in the USA; Cyclical nature of capitalism.
2	<b>Ideas of race in the late 19th and 20th Century:</b> Theories and Practice; Case study: Australia and the Indigenous Australians; Case study: Nazi Germany and the holocaust.
3	<b>Nationalisms - South Africa, the Middle East and Africa:</b> What is nationalism? Case Study: South Africa: Rise of African nationalism; Rise of Afrikaner nationalism; Case Study: Middle East; Case study: From 'Gold coast' to Ghana; Review: The positive and negative factors of nationalism.
4	<b>Apartheid South Africa 1940s to 1960s:</b> Racism and segregation in the 1920s and 1930s; Segregation after formation of Union; National Party victory 1948; Legalising Apartheid; from petitions to Programme of Action; Response of the Apartheid state; Sharpeville massacre; Rivonia Trial
<b>GRADE 12</b>	
1	<b>The Cold War:</b> Origins of the Cold War; Extension of the Cold War; Case study: China OR Vietnam; Stages in the war.
1	<b>Independent Africa:</b> What were the ideas that influenced independent states? Comparative case studies: the Congo and Tanzania; The successes and challenges faced by independent Africa? What was the impact of the internal and external factors on Africa during the time? African in the Cold War: Case study: Angola.
2	<b>Civil Society protests 1950s to 1970s:</b> Overview of civil society protests; Case study: the US Civil Rights Movement; Case Study: the Black Power Movement.
2	<b>Civil resistance in South Africa 1970s to 1980s:</b> The challenge of Black consciousness to the Apartheid state; The crisis of Apartheid in the 1980s: Government attempts to reform Apartheid; Internal resistance to reforms: International response; The beginning of the end.
3	<b>The coming of democracy in South Africa and coming to terms with the past:</b> The negotiated settlement and the Government of National Unity; How has South Africa chosen to remember the past? The Truth and Reconciliation Commission: Reasons for the TRC; Remembering the past: memorials.
3	<b>The end of the Cold War and a new world order:</b> The end of the Cold War: the events of 1989; A new world order: Globalisation; responses of globalisation; unfinished process of liberation in South Africa.