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| **CURRICULUM MONITORING PLAN** | |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 1 YEAR:** |

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| **ASSESSMENT OVERVIEW** | | |
| **ASSESSOR:** |  | |
| **SUBJECT MODERATOR:** |  | |
| **ASSESSMENT(S):** | **FAT:** | **FAT:** |
| **Type: Research Task** | **Type: Control Test** |
| **ASSESSMENT PRE-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:** | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:** | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Earth’s Energy and Balance  Consolidation of Climatology from Grade 10. Unequal heating; Earth’s axis and ; transfer of energy and energy | 1 |  |  |
| Global Air Circulation  Global air circulation-world pressure belts; tricellular circulation; the relationships between air temperature, air pressure and wind | 2 |  |  |
| Global Air Circulation  Pressure gradient, Coriolis force; geostrophic global air circulation; air masses; Monsoons and Föhn | 3 |  |  |
| Africa’s Weather and Climate  Grade 10; The world’s oceans: Ocean circulationwarm and cold currents – link to rainfall; the role of oceans in climate control in Africa; | 4 |  |  |
| Africa’s Weather and Climate  El Niño and La Niña;- (Basic knowledge- link to the weather conditions: not for exam purposes) reading and interpreting synoptic weather maps | 5 |  |  |
| Droughts and Desertification  Causes of droughts; causes of desertification | 6 |  |  |
| Droughts and Desertification  Effects of droughts and desertification on people and the environment; management strategies – case studies | 7 |  |  |
| Geographical Techniques and Skills  Oblique and vertical aerial photographs; orthophoto maps; | 8 |  |  |
| Geographical Techniques and Skills  GIS satellite images; and application of GIS to climatology | 9 |  |  |
| Control Test | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** | |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 2 YEAR:** |

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| **ASSESSMENT OVERVIEW** | | |
| **ASSESSOR:** |  | |
| **SUBJECT MODERATOR:** |  | |
| **ASSESSMENT(S):** | **FAT:** | **FAT:** |
| **Type: Mapwork** | **Type: Control Test** |
| **ASSESSMENT PRE-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:** | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:** | **Return Date:** |

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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| The Structure of the Earth  The rock cycle The mechanics of plate movements Landforms and processes linked to plate movement | 1 - 2 |  |  |
| Horizontally Layered Rocks  Characteristics and processes associated with the development of: hilly landscapes, basaltic plateaux, canyon landscape and Karoo landscape (mesa, butte and conical hill) | 3-4 |  |  |
| Inclined/Tilted Rock Strata  Characteristics and processes associated with the development of a scarp slope, a dip slope, a cuesta, homoclinal ridge, hogsback, cuesta basin and cuesta dome | 5 |  |  |
| Massive Igneous Rocks  Grade 10: Intrusive igneous activity Identification of batholiths, laccoliths, dykes and sills | 6 |  |  |
| Massive Igneous Rocks  Characteristics and processes associated with the development of granite domes and tors | 7 |  |  |
| Slopes  Overview of SA topography; types of slopes; slope elements: crest, cliff (scarp slope, free face), talus (debris, scree slope) and pediment; Characteristics of the slope elements; and the concept of slope retreat | 8 |  |  |
| Geographical Techniques and Skills  Topographic Maps Contours and landforms; cross-sections; Vertical exaggeration; Inter-visibility; gradient GIS data; spatial and spectral resolution different types of data; | 9 |  |  |
| Assessment | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** | |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 3 YEAR:** |

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| **ASSESSMENT OVERVIEW** | | |
| **ASSESSOR:** |  | |
| **SUBJECT MODERATOR:** |  | |
| **ASSESSMENT(S):** | **FAT:** | **FAT: NA** |
| **Type: Control Test** | **Type:** |
| **ASSESSMENT PRE-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:** | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Development  Terminology associated with development; the concept of development; (developed, developing, MED’s, LEDC’s and industrial countries | 1 |  |  |
| Development  The concept of economic, social, sustainable, appropriate scale and spatial aspects. Economic, social and demographic indicators of development; GNP, GDP, HDI, GINI co-efficient, Life expectancy and infant mortality Examples to illustrate differences in development; | 2 |  |  |
| Framework for Development  Factors that affect development; Approaches to rural and urban development (Case studies) | 3 |  |  |
| Trade and Development  International trade and world markets; commodities traded and terms of trade. Types of trading relationships | 4 |  |  |
| Trade and Development  The concept of globalisation and its impact on development Export-led development – critically examined with examples from around the world. | 5 |  |  |
| Development Issues and Challenges  The effect of development on the environment. | 6 |  |  |
| Role of Development Aid  Concept of development aid and development co-operation; types of development; impact of aid on development (including case studies of development aid- positive and negative) | 7 |  |  |
| Geographical Techniques and Skills  Locating exact position; relative position; magnetic bearing; scale; distance; calculating area. | 8 |  |  |
| Using Atlas  Map index; locating places on different maps - degrees and minutes; comparing information from different maps. | 9 |  |  |
| Control Test | 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_

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| **CURRICULUM MONITORING PLAN** | |
| **EDUCATOR:** | **SUBJECT: Geography** |
| **GRADE: 11** | **TERM: 4 YEAR:** |

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| **ASSESSMENT OVERVIEW** | | |
| **ASSESSOR:** |  | |
| **SUBJECT MODERATOR:** |  | |
| **ASSESSMENT(S):** | **FAT:** | **FAT:** |
| **Type: Paper 1** 150 marks | **Type: Paper 2** 150 marks |
| **ASSESSMENT PRE-MODERATION:** | **FAT:** | **FAT:** |
| **Hand In Date:** | **Hand In Date:** |
| **Return Date:** | **Return Date:** |
| **ASSESSMENT POST-MODERATION:** | **FAT:** | **FAT:** |
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| **Content/Topic** | **Week** | **Progress Per class** | **Comment/Reflection** |
| Soil Erosion  Causes of soil erosion: human, animal, physical, and past and present, evidence of soil erosion in South Africa, effects of soil erosion on people and the environment, and management strategies to prevent and control soil erosion | 1 |  |  |
| Conventional Energy Source  Maps and graphs to show thermal, hydro, production in South Africa; thermal electricity generation using coal – outline of principles and processes; | 2 |  |  |
| Conventional Energy Source  The impact of coal mining and thermal power stations; – advantages and disadvantages; SA’s potential to meet long-term energy needs using conventional sources | 3 |  |  |
| Non Conventional Energy Source  Wind energy – examples from South Africa and the world; future of nonconventional energy in South Africa; and possible effects of using more nonconventional energy on the South African economy and the environment | 4 |  |  |
| Geographical Techniques and Skills  Contours and landforms, cross section on 1:50 000 maps, vertical exaggeration, intervisibility and gradient  Geographical Information Systems  Spatially referenced data, spatial and spectral resolution, different types of data, line, point, area and attribute, raster and vector data, and capturing different types of data from existing maps, photographs or other records on tracing paper | 5 |  |  |
| Assessment | 6 - 10 |  |  |

**Educator:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Grade Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_ **Date**:\_\_\_\_\_\_\_\_\_\_

**Subject Head**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Principal:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date:**\_\_\_\_\_\_\_\_\_\_