



NATIONAL CURRICULUM STATEMENT (NCS) 2012

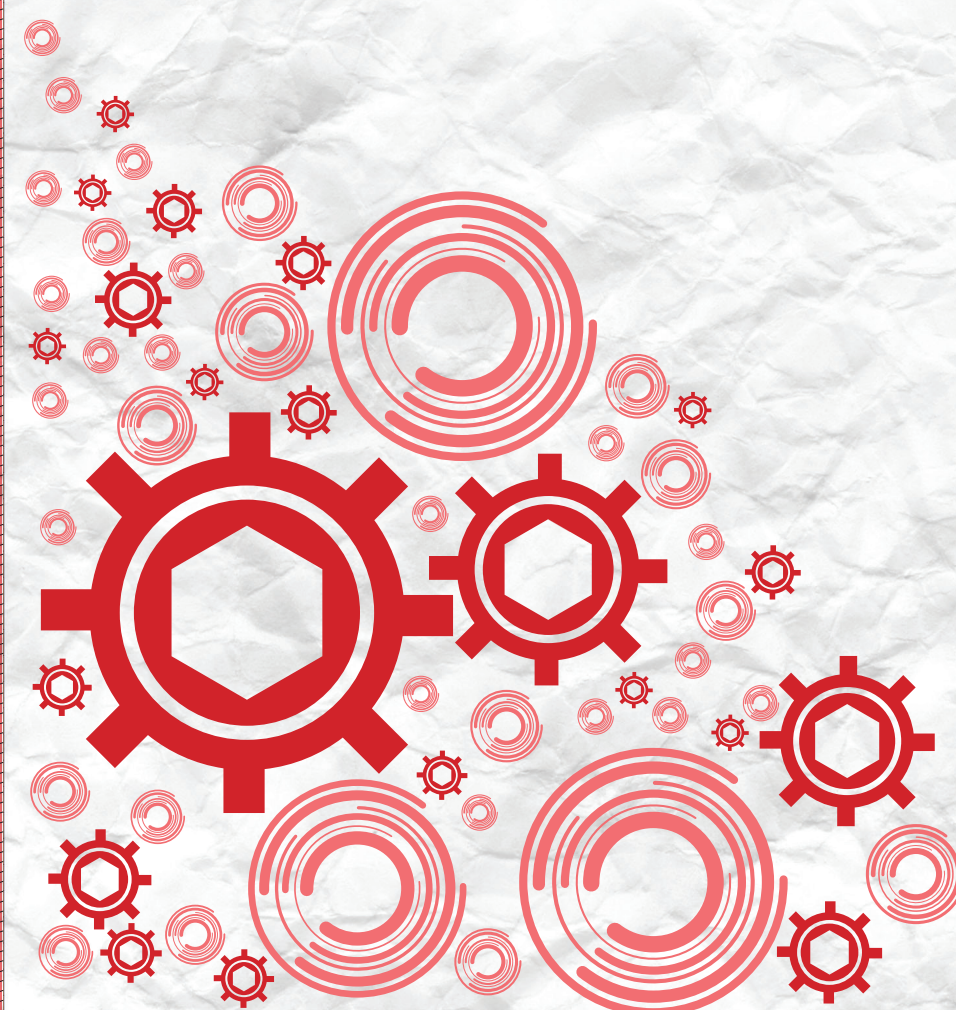
SOCIAL SCIENCES

CAPS ORIENTATION 2013 • SENIOR PHASE GRADE 7-9

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Basic Education
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History

Specific aims and skills of History CAPS for the Intermediate and Senior Phases

The specific aims of History	Examples of the skills involved
1. Finding a variety of kinds of information about the past.	Being able to bring together information, for example, from text, visual material (including pictures, cartoons, television and movies), songs, poems and interviews with people; using more than one kind of written information (books, magazines, newspapers, websites).
2. Selecting relevant information.	Being able to decide about what is important information to use. This might be choosing information for a particular history topic, or, more specifically, to answer a question that is asked. Some information that is found will not be relevant to the question, and some information, although relevant, will not be as important or as useful as other information.
3. Deciding about whether information can be trusted.	Being able to investigate where the information came from: who wrote or created the information and why did they do it? It also involves checking to see if the information is accurate – comparing where the information came from with other information. Much information represents one point of view only.
4. Seeing something that happened in the past from more than one point of view.	Being able to contrast what information would be like if it was seen or used from another point of view. It also requires being able to compare two or more different points of view about the same person or event.
5. Explaining why events in the past are often interpreted differently.	Being able to see how historians, textbook writers, journalists, or producers and others come to differing conclusions from each other and being able to give a reason(s) for why this is so in a particular topic of history.
6. Debating about what happened in the past on the basis of the available evidence.	Being able to take part in discussions or debates and developing points of view about aspects of history, based on the evidence that comes from the information available.
7. Writing history in an organised way, with a logical line of argument.	Being able to write a piece of history which has an introduction, sets out the relevant information in a logical way and in chronological order, and comes to a conclusion that answers the question asked in a coherent way.
8. Understanding the importance of heritage and conservation.	Being able to explain how and why people and events are publicly remembered in a community, town or city, province and the country. It also involves investigating how people and events in the past are commemorated in ceremonies, celebrations, museums and monuments.

Geography

Specific aims of Geography CAPS for Intermediate and Senior Phases

The Geography curriculum aims to develop learners who:	Examples of the skills involved. Learners will be able to:
1. Are curious about the world they live in	- ask questions and identify issues - discuss and listen with interest - collect and refer to information (including newspapers books and, where possible, websites)
2. Have a sound general knowledge of places and the natural forces at work on Earth	- read and use sources in order to assimilate information - use information to describe, explain and answer questions about people, places and the relationship between the two
3. Understand the interaction between society and the natural environment	- consider, synthesise and organise information - make links between cause and effect; change and Continuity - acknowledge and appreciate diverse lifestyles and world views
4. Think independently and support their ideas with sound knowledge	- use geographical knowledge to solve problems - discuss and debate issues - recognise bias and different points of view - develop own ideas based on new knowledges - suggest solutions to problems
5. Care about their planet and the well-being of all who live on it	- engage with issues relating to the planet, its people and - resources with knowledge and sensitivity - act responsibly towards people and the environment
6. Understand and work with a range of sources – including maps, data and photographs	- use and draw maps - identify and extract information from texts, atlases and other sources, including visual sources such as photographs - work with data and statistics in the form of graphs, tables and diagrams - cross-reference information using different sources
7. Observe and engage with phenomena in their own environment	- develop observation, interviewing and recording skills - through fieldwork - interview people and apply social skills - process, interpret and evaluate data
8. Find out about places, people, events, and issues using different sources, e.g. books, people, photographs, the Internet	- devise and frame questions - develop and apply research skills - analyse, process and present information
9. Communicate ideas and information	- ask in a clear and informed way - write in a structured and coherent way - draw maps, sketches, simple illustrations, graphs, and flow charts - provide reasoned explanations
10. Make informed decisions and take appropriate action	- work co-operatively and independently - plan and evaluate actions systematically and critically