



## 2025 Annual Teaching Plan – Term 1: **LIFE SCIENCES: Grade 10 STARTING WITH ENVIRONMENTAL STUDIES**

| Term 1<br>11 days                            | Week 1<br>(3 days)<br>16/1 – 17/1                                                                                                                                       | Week 2<br>(5 days)<br>20/1 – 24/1                                                                                                                                                                                                              | Week 3<br>(5 days)<br>27/1 – 31/1                                                                                                                                                                                                                                                                                                                                                     | Week 4<br>(5 days)<br>3/2 – 7/2                                                                                                                                                                                                                                       | Week 5<br>(5 days)<br>10/2 – 14/2                                                                                                                                                                                                                                                             | Week 6<br>(5 days)<br>17/2 – 21/2                                                                                                                                                                     | Week 7<br>(5 days)<br>24/2 – 28/2                                     | Week 8<br>(5 days)<br>3/3 – 7/3                                                                                                                                                                                             | Week 9<br>(5 days)<br>10/3 – 14/3                                                                                                                                                                                                                                                                                                                                                    | Week 10<br>(3 days)<br>16/3 – 20/3                                                                                                                                                                 | Week 11<br>24 – 28<br>March 2<br>(5 days) |
|----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| CAPS Topic                                   | (CAPS pg. 26,27) Orientation to Life Sciences                                                                                                                           |                                                                                                                                                                                                                                                | (CAPS pg. 23) Biosphere to ecosystems                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                       |                                                                       |                                                                                                                                                                                                                             | (CAPS pg. 24) Biodiversity and classification                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                    |                                           |
| ATP coverage                                 | 1%                                                                                                                                                                      | 2%                                                                                                                                                                                                                                             | 5%                                                                                                                                                                                                                                                                                                                                                                                    | 8%                                                                                                                                                                                                                                                                    | 11%                                                                                                                                                                                                                                                                                           | 16%                                                                                                                                                                                                   | 18%                                                                   | 22%                                                                                                                                                                                                                         | 26%                                                                                                                                                                                                                                                                                                                                                                                  | 28%                                                                                                                                                                                                |                                           |
| Date & SBK signature                         |                                                                                                                                                                         |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                       |                                                                       |                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                    |                                           |
| Minimum no. activities to be marked/assessed | 1                                                                                                                                                                       | 4                                                                                                                                                                                                                                              | 7                                                                                                                                                                                                                                                                                                                                                                                     | 10                                                                                                                                                                                                                                                                    | 13                                                                                                                                                                                                                                                                                            | 17                                                                                                                                                                                                    | 20                                                                    | 23                                                                                                                                                                                                                          | 27                                                                                                                                                                                                                                                                                                                                                                                   | 29                                                                                                                                                                                                 |                                           |
| <b>Core Concepts, Skills and Values</b>      | How science works based on knowledge and scientific skills, careers and subject combinations<br>Graphs, Calculations, Percentage, Percentage increase/decrease, Average | Scientific method, Planning steps, identification of variables, ensuring validity and reliability, Brief overview of the history of microbiology, Light and Electron microscope, Scientific diagrams, Calculations, Actual size, Magnification | <b>Biosphere:</b> Concept of the biosphere, Inter-connectedness with and components of global ecosystem's Hydrophere, lithosphere, atmosphere<br><br><b>Biomes:</b> Terrestrial and aquatic biomes of Southern Africa, How climate, soils and vegetation influence the organisms found in each, Location of different biomes in South Africa<br><br><b>Details on biomes removed.</b> | <b>Environment:</b> Concept of environment to show human activities in and interactions with the natural environment.<br><br>Abiotic and biotic factors, Effects on the community<br><br><b>Ecosystems:</b> Concept of ecosystem, Structure and ecosystem functioning | <b>Abiotic Factors:</b> -photographic factors (aspect, slope, altitude) -soil (pH, humus content, texture, water retention capacity, air content) -light (day length, seasonal change) -temperature (effect of day/night, seasons) -water (-water cycle, importance of wetlands) -atmospheric | <b>Energy flow:</b> Energy flow through ecosystems and relationship to trophic structure (food pyramids) -Trophic levels: producers, consumers (herbivores and carnivores) and omnivores, decomposers | <b>Cycles:</b> Flow-charts of the following: -nutrient -water -Oxygen | <b>Cycles:</b> Flow-charts of the following: -carbon -nitrogen cycles (bacteria e.g. nitrates are required but no detail of chemistry is necessary)<br><br><b>Removed: Ecosystems, economics, ethics, and opportunities</b> | <b>Classification schemes as a way of organizing biodiversity:</b> Brief history of classification; scientist attempt to classify organisms based on shared features. As speciation increases classification changes<br><br>One of the currently accepted classification systems is the five kingdom system, Animals, Plants, Fungi, Protista and Monera (Bacteria) naming things in | Main groupings of living organisms are bacteria, protists, fungi, plants and animals.<br><b>Removed: Diagnostic features of each of the following: -Bacteria -Protists -Fungi -Plants -Animals</b> |                                           |

# Gradelife Science Scope Gauteng

**E Durkheim**



## **Gradelife Science Scope Gauteng:**

## **Gradelife Science Scope Gauteng** Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become much more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Gradelife Science Scope Gauteng**," compiled by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve into the book's central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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