



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

Term 1 11 days	Week 1 (3 days) 16/1 – 17/1	Week 2 (5 days) 20/1 – 24/1	Week 3 (5 days) 27/1 – 31/1	Week 4 (5 days) 3/2 – 7/2	Week 5 (5 days) 10/2 – 14/2	Week 6 (5 days) 17/2 – 21/2	Week 7 (5 days) 24/2 – 28/2	Week 8 (5 days) 3/3 – 7/3	Week 9 (5 days) 10/3 – 14/3	Week 10 (3 days) 16/3 – 20/3	Week 11 24 – 28 March 2 (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 & SB signatures											
Minimum no. activities to complete in term 1 (book)	1	4	7	10	13	17	20	23	27	29	
Core Concepts, Skills and Values	How science works based on knowledge and scientific skills, careers and subject combinations 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	Biosphere: Concept of the biosphere, Inter-connectedness with and components of global ecosystem's: hydrosphere, lithosphere, atmosphere Biomes: 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 Details on biomes removed.	Environment: Concept of environment to show human activities in and interactions with the natural environment. Abiotic and biotic factors, Effects on the community Ecosystems: Concept of ecosystem, Structure and ecosystem functioning	Abiotic Factors: -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) -atmosphere	Energy flow: Energy flow through ecosystems and relationship to trophic structure (food pyramids) -Trophic levels: producers, consumers (herbivores and carnivores) and omnivores, decomposers	Cycles: Flow-charts of the following: -nutrient -water -Oxygen	Cycles: Flow-charts of the following: -carbon -nitrogen -oxygen cycles (bacteria e.g. nitrates are required but no detail of chemistry is necessary) Removed: Ecosystems, economics, ethics, and opportunities	Classification schemes as a way of organizing biodiversity: Brief history of classification; scientist attempt to classify organisms based on shared features. As speciation increases classification changes One of the currently accepted classification systems is the five kingdom system, Animalia, Plantae, Fungi, Protista and Monera (Bacteria) naming things in	Main groupings of living organisms are bacteria, protists, fungi, plants and animals. Removed: Diagnostic features of each of the following: -Bacteria -Protists -Fungi -Plants -Animals	

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CH Cherryholmes



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