



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY
EDUCATION

HISTORY SYLLABUS

FORMS 1 – 4

2024 - 2030

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HISTORY F1-4 2024 - 2030

Table of Contents

ACKNOWLEDGEMENTS	1
Table of Contents	3
1.0 PREAMBLE	4
1.1 Introduction.....	4
1.2 Rationale	4
1.3 Summary of content	4
1.5 Cross cutting themes	5
2.0 PRESENTATION OF SYLLABUS	5
3.0 AIMS.....	5
4.0 SYLLABUS OBJECTIVES	5
5.0 METHODOLOGY AND TIME ALLOCATION	6
5.2 Time allocation	6
6.0 TOPICS	6
7.0 SCOPE AND SEQUENCE.....	8
8.0 COMPETENCY MATRIX.....	12
FORM 1	12
FORM 2	17
FORM 3	23
FORM 4	29
9.0 ASSESSMENT	33
9.1 Assessment objectives.....	33
9.2 Assessment Model.....	33
9.3 Scheme of Assessment	34
9.4 Specification Grid	36
Assessment Instruments/Tools.....	37

1.0 PREAMBLE

1.1 Introduction

The Heritage-based History syllabus covers lower secondary education. It provides learners with an understanding of historical views of Zimbabwe, Africa and the world. The syllabus focuses on pre-colonial, colonial and post-colonial periods in Zimbabwe. It looks at historical events in Africa and the world. It also assesses historical developments and their impact on Zimbabwean society. The syllabus also deals with evolving relations between Zimbabwe and the international community.

1.2 Rationale

This syllabus seeks to impart knowledge on skills development, empowerment, patriotism and responsible citizenship. It is a philosophical quest for identity and national consciousness. Furthermore, it raises an awareness of the need to preserve and conserve our heritage. The syllabus helps learners to acquire an informed understanding of social, economic and political historical developments. In addition, it fosters an understanding and appreciation of issues concerning population, constitutionally enshrined human rights, governance, empowerment, gender sensitivity and societal norms and values. The syllabus enables learners to draw lessons from the changing political, social and economic models and environments through different times, places and societies.

1.3 Summary of content

This syllabus covers the historical development of Zimbabwe and the world's economic, social and political systems. It ensures sustenance of nationalism and patriotism through an appreciation of Zimbabwe and other countries' struggles for political and economic emancipation.

The History syllabus enables learners to develop skills in:

- Problem solving
- Critical thinking
- Decision making
- Conflict resolution
- Leadership
- Self-management
- Management
- Communication
- Technology and innovation

1.4 Assumptions

It is assumed that learners:

- have some communication skills
- are aware of folklores
- have a general knowledge of archaeological and cultural heritage

- are aware of human rights
- have a general knowledge of political systems
- are aware of the land tenure systems
- have a general knowledge of colonialism, nationalism and armed struggles
- are aware of resource-based conflicts
- have a general knowledge of political and economic developments in Zimbabwe and the wider world.

1.5 Cross cutting themes

- Health and well-being
- Disaster risk management
- Climate change
- ICT
- Business enterprise skills
- Gender equality
- Children's rights and responsibilities

2.0 PRESENTATION OF SYLLABUS

The Heritage based History syllabus is presented as a single document which covers Forms 1 – 4. It consists of the preamble, aims, objectives, scope and sequence, competency matrix, and assessment. The topics are developmental and progressive from form 1 to 4.

3.0 AIMS

The syllabus enables learners to:

- 3.1 develop an interest in the study of Zimbabwean, African and World history.
- 3.2 develop appropriate skills and tools of analysing historical transformation of Zimbabwean societies
- 3.3 understand how colonisation and resistance to it have influenced relations among nations
- 3.4 inculcate a sense of patriotism through appreciating Zimbabwean history.
- 3.5 nurture Ubuntu/Unhu/Vumunhu through participation in commemoration of historical events
- 3.6 integrate ICT skills in the study of Heritage based History

4.0 SYLLABUS OBJECTIVES

Learners should be able to:

- 4.1 define historical terms
- 4.2 describe historical events in their context
- 4.3 analyse historical evidence, points of view, and make rational historical judgments
- 4.4 explain concepts and issues that relate to history, population, governance and constitutionally enshrined human rights in a relevant and coherent manner
- 4.5 use ICT in the study of History

- 4.6 explain the concept of patriotism
- 4.7 describe how colonisation and resistance to it have influenced relations among nations
- 4.8 illustrate an understanding of the similarities, differences and the common experiences of the peoples of Africa and the World
- 4.9 demonstrate Ubuntu/Unhu/Vumunhu in all aspects of life.

5.0 METHODOLOGY AND TIME ALLOCATION

5.1 Methodology

The teaching of Heritage-based History syllabus will be accomplished through the use of the following learner-centred and multi-sensory approaches:

- problem solving
- games and quizzes
- imitation or simulation
- video and film shows
- educational tours
- arts-based learning
- experiential learning
- design-based learning
- case study
- group discussions
- discovery method
- research
- project-based learning
- e-learning

5.2 Time allocation

For the successful and effective coverage of this syllabus, 5 periods of 40 minutes should be allocated per week. Learners should go on educational tours at least three times a year.

6.0 TOPICS

- 6.1 Conceptualisation of History
- 6.2 Ancient Civilisation in Africa: Egypt
- 6.3 Development of Zimbabwean Societies
- 6.4 The Slave Trade

- 6.5 Early European Contacts with Zimbabwe: Portuguese and Missionaries
- 6.6 Colonisation of Zimbabwe
- 6.7 Colonial Policies in Zimbabwe
- 6.8 Nationalism in Zimbabwe
- 6.9 The Armed Struggle in Zimbabwe
- 6.10 Post-Independence developments in Zimbabwe
- 6.11 The Constitution of Zimbabwe and governance
- 6.12 Regional and International Co-operation
- 6.13 The struggle for independence in Southern Africa
- 6.14 World war 1 and post war treaties
- 6.15 Inter war period 1919-1939

HISTORY F1-4 2024 - 2030

7.0 SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
CONCEPTUALISATION OF HISTORY	<ul style="list-style-type: none"> • Introduction to History • Sources of History • Types of History 			
ANCIENT CIVILISATIONS IN AFRICA: EGYPT	<ul style="list-style-type: none"> • Ancient civilisations in Egypt. • Spread of Egyptian civilisation 			
DEVELOPMENT OF ZIMBABWEAN SOCIETIES	<ul style="list-style-type: none"> • Late Stone Age societies and transition to Early Iron Age • Later Iron Age states 			
THE SLAVE TRADE	<ul style="list-style-type: none"> • Causes of the Slave Trade • Triangular slave trade. • Effects of slave trade 			

History Syllabus Forms 1 – 4 MoPSE 2024

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	<ul style="list-style-type: none"> Abolition of Slave Trade 			
EARLY EUROPEAN CONTACTS WITH ZIMBABWE: PORTUGUESE AND MISSIONARIES		<ul style="list-style-type: none"> Portuguese activities in the Zambezi Valley Early Missionary Activities in Zimbabwe 		
COLONISATION OF ZIMBABWE		<ul style="list-style-type: none"> Background to the Colonisation of Zimbabwe The Berlin Conference (1884 - 1885) Colonisation process Anglo Ndebele War 1893-94 The First Chimurenga/ Umvukela 1896-97 		
COLONIAL RULE – (1923 – 1979)		<ul style="list-style-type: none"> Colonial policies 1923-1979. 		
NATIONALISM IN ZIMBABWE		<ul style="list-style-type: none"> Rise of Mass Nationalism in Zimbabwe 		

History Syllabus Forms 1 – 4 MoPSE 2024

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
THE ARMED STRUGGLE IN ZIMBABWE			<ul style="list-style-type: none"> • Causes of Second Chimurenga/ Umvukela in Zimbabwe (1966-1979) • Early phase of the armed struggle • Second phase of the armed struggle (mobilization) • Decisive phase 1972-1979 • Peace settlements in the armed struggle 	
POST INDEPENDENCE DEVELOPMENTS IN ZIMBABWE			<ul style="list-style-type: none"> • Social, political and economic policies since 1990 	
REGIONAL AND INTERNATIONAL CO-OPERATION			<ul style="list-style-type: none"> • Zimbabwe as a member of regional and international groups (SADC, AU and UN) 	
THE CONSTITUTION OF ZIMBABWE AND GOVERNANCE			<ul style="list-style-type: none"> • Provisions of the constitution of Zimbabwe • Child rights and responsibilities • Principles of good governance 	
THE FIRST WORLD WAR AND POST WAR TREATIES				<ul style="list-style-type: none"> • Causes, course and results of the first world war • Post-war peace treaties

History Syllabus Forms 1 – 4 MoPSE 2024

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
INTER-WAR PERIOD 1919-1939				<ul style="list-style-type: none"> • League of nations • Rise of European dictators • Causes of the Second World war
THE STRUGGLE FOR INDEPENDENCE IN SOUTHERN AFRICA				<ul style="list-style-type: none"> • Background history of liberation struggle in Southern Africa • Resistance to colonial rule

8.0 COMPETENCY MATRIX**FORM 1****TOPIC 1: CONCEPTUALISATION OF HISTORY**

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction to History	<ul style="list-style-type: none"> define History explain the importance of the study of History 	<ul style="list-style-type: none"> Definition of History The importance of History 	<ul style="list-style-type: none"> Defining History Discussing reasons for the study of History 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Talking books Sign language interpreter
Sources of History	<ul style="list-style-type: none"> list sources of History describe sources of History explain the advantages and disadvantages of the sources of History 	<ul style="list-style-type: none"> Sources of History <ul style="list-style-type: none"> -archaeology - written evidence -oral tradition -rock art Advantages and disadvantages of sources of history 	<ul style="list-style-type: none"> Stating the sources of History. Explaining sources of History. Discussing the advantages and disadvantages of the sources of History Compiling their history using various sources of History. Touring historical sites 	<ul style="list-style-type: none"> ICT tools Textbooks Artefacts Documentaries Brailled material Talking books Resource person
Types of History	<ul style="list-style-type: none"> identify the different types of history describe the types of history 	<ul style="list-style-type: none"> Types of history <ul style="list-style-type: none"> - Social history - Political history - Economic history 	<ul style="list-style-type: none"> Explaining different types of history Discussing on types of history Researching on types of history 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled materials Talking books

TOPIC 2: ANCIENT CIVILISATION IN AFRICA: EGYPT

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Ancient Civilisation in Egypt	<ul style="list-style-type: none"> define the term Ancient civilisation locate Ancient Egypt on the map of Africa describe the civilisations in Egypt 	<ul style="list-style-type: none"> Forms of Egyptian civilisation Science Writing Architecture Agriculture Calendar Map of Africa 	<ul style="list-style-type: none"> Explaining Ancient civilisation Identifying Ancient Egypt on the map of Africa Designing models of Egyptian civilisations Researching on the influence of Ancient Egyptian civilisation on contemporary developments Collecting pictures showing Egyptian civilization 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Map Media Talking book
Spread of Egyptian Civilisation	<ul style="list-style-type: none"> identify the forms of Egyptian civilisation adopted by other parts of the World. describe the effects of Egyptian civilisation on other parts of the World design models of Egyptian civilisation 	<ul style="list-style-type: none"> Forms of Egyptian civilization adopted by other parts of the world The effects of Egyptian civilization Models of Egyptian civilisation <ul style="list-style-type: none"> -Shaduf -canals -dam wall 	<ul style="list-style-type: none"> Discussing forms of Egyptian civilisation adopted in other parts of the World Outlining the effects of Egyptian civilisation on other parts of the world. Making a model of the Shaduf 	<ul style="list-style-type: none"> Textbooks ICT tools Resource person Brailled materials Talking books

TOPIC 3: DEVELOPMENT OF ZIMBABWEAN SOCIETIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Late Stone Age Societies and transition to Early Iron Age	<ul style="list-style-type: none"> define the terms: <ul style="list-style-type: none"> Stone Age Iron Age describe the political, social and economic activities of the Late Stone Age. explain the changes from Stone Age to Early Iron Age examine the effects of the introduction of Iron 	<ul style="list-style-type: none"> Late Stone Age (San and Khoi - Khoi) <ul style="list-style-type: none"> -Social, economic and Political activities Changes from Late Stone Age to Early Iron Age Effects of the introduction of Iron 	<ul style="list-style-type: none"> Explaining the terms Stone Age and Iron Age Discussing political, social and economic activities of the Late Stone Age. Examining the transition from Late Stone Age to Early Iron Age. Making and exhibiting Stone and Iron Age tools Debating on the effects of the introduction of Iron 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Artefacts Talking books
States Formation in Zimbabwe	<ul style="list-style-type: none"> locate the geographical positions of the Great Zimbabwe, Mutapa, Rozvi and Ndebele States identify factors leading to the rise of the Great Zimbabwe, Mutapa, Rozvi and Ndebele States describe the economic, political and social organisation of the Great Zimbabwe, Mutapa Rozvi and Ndebele States. 	<ul style="list-style-type: none"> Rise of Great Zimbabwe, Mutapa, Rozvi and Ndebele States. Organisation of Great Zimbabwe, Mutapa, Rozvi and Ndebele States. The fall of the Great 	<ul style="list-style-type: none"> Identifying the geographical locations of the Great Zimbabwe, Mutapa, Rozvi and Ndebele States. Discussing the factors leading to the rise of the Great Zimbabwe, Mutapa, Rozvi and Ndebele States. Researching on the Economic, Political and Social activities of the Great Zimbabwe, Mutapa, Rozvi and Ndebele States 	<ul style="list-style-type: none"> Resource person Brailled material Textbooks ICT tools Talking books Maps Pictures

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> explain the fall of the Great Zimbabwe, Mutapa, Rozvi and Ndebele States. 	Zimbabwe, Mutapa, Rozvi and Ndebele States	<ul style="list-style-type: none"> Touring the Great Zimbabwe and other monuments. Making paintings on Great Zimbabwe for Exhibitions. Debating the factors leading to the decline of the states. 	

TOPIC 4: SLAVE TRADE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Causes of Slave trade	<ul style="list-style-type: none"> outline the causes of slave trade explain the causes of slave trade 	<ul style="list-style-type: none"> Economic, social and political causes. 	<ul style="list-style-type: none"> Discussing the causes of slave trade Researching on the causes of slave trade 	<ul style="list-style-type: none"> Textbooks ICT tools Maps Brailled material Documentaries

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Triangular Slave trade	<ul style="list-style-type: none"> list continents involved in the Triangular slave trade describe the triangular slave trade 	<ul style="list-style-type: none"> Continents involved in triangular slave trade Commodities involved in triangular slave trade 	<ul style="list-style-type: none"> Drawing a map showing the triangular slave trade routes Identifying commodities exchanged on each route 	<ul style="list-style-type: none"> ICT tools Textbooks Brailed material
Impact of slave trade	<ul style="list-style-type: none"> state the effects of triangular slave trade outline the effects of triangular slave trade evaluate the impact of slave trade on Africa 	<ul style="list-style-type: none"> Political, social and economic effects Impact of triangular slave trade on Africa 	<ul style="list-style-type: none"> Simulating the impact of triangular slave trade Watching documentaries on triangular slave trade Designing triangular slave trade realia 	<ul style="list-style-type: none"> ICT tools Textbooks Print media World Map Brailed material Documentaries talking books
Abolition of slave trade	<ul style="list-style-type: none"> name abolitionists of slave trade explain the reasons for abolishing slave trade make an anti-slave trade placard or banner 	<ul style="list-style-type: none"> Role of abolitionists in ending slave trade Reasons for abolishing slave trade 	<ul style="list-style-type: none"> Reciting poems on abolishing slave trade Debating on reasons for abolishing slave trade Designing an anti-slave trade placard or banner 	<ul style="list-style-type: none"> ICT tools Textbooks Print media World Map Brailed material Documentaries talking books

FORM 2

TOPIC 5: EARLY EUROPEAN CONTACTS WITH ZIMBABWE: THE PORTUGUESE AND MISSIONARIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Portuguese Prazo System in the Zambezi Valley	<ul style="list-style-type: none"> list Prazeros involved in the Prazo system. describe the Portuguese Prazo system. explain the effects of the Prazo system on Africans. 	<ul style="list-style-type: none"> Prazeros involved. Characteristics of the Prazo system Effects of the Prazo system. 	<ul style="list-style-type: none"> Naming the Prazeros. Discussing the characteristics of the Prazo System. Describing the effects of the Prazo system on Africans. 	<ul style="list-style-type: none"> Brailled material Textbooks ICT tools Map of Africa Talking books
Early Missionary Activities (1850 – 1900)	<ul style="list-style-type: none"> identify early missionary groups and their areas of operations. describe missionary activities. explain challenges faced by missionaries. analyse the effects of missionary activities. 	<ul style="list-style-type: none"> Early missionary groups and areas of operation. Missionary activities. Challenges faced by missionaries. 	<ul style="list-style-type: none"> Listing early missionary groups and their areas of operation. Studying maps showing locations of different missionary sites. Discussing challenges faced by missionaries 	<ul style="list-style-type: none"> Textbooks Brailled material Maps ICT tools Talking books Photographs

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> Effects of missionary activities 	<ul style="list-style-type: none"> Debating the effects of missionary activities 	

TOPIC 6: COLONISATION OF ZIMBABWE

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Background to the Colonisation of Zimbabwe	<ul style="list-style-type: none"> state the causes of the scramble and partition of Africa describe the terms of the Berlin Conference analyse effects of the Berlin Conference 	<ul style="list-style-type: none"> causes of the scramble and partition of Africa Terms of the Berlin Conference (1884-1885) Effects of the Berlin Conference 	<ul style="list-style-type: none"> Explaining the causes of the Scramble and Partition of Africa Discussing the terms of the Berlin conference Simulating the Berlin conference 	<ul style="list-style-type: none"> Textbooks ICT tools Brailed material Maps Talking books Archival Documents
Process of Colonisation of Zimbabwe	<ul style="list-style-type: none"> identify European countries which were involved in the scramble for Zimbabwe. 	<ul style="list-style-type: none"> European countries involved in the scramble for Zimbabwe. 	<ul style="list-style-type: none"> Naming European countries involved in the Scramble for Zimbabwe. 	<ul style="list-style-type: none"> Brailed material Textbooks ICT tools Map

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> describe the reasons for colonisation of Zimbabwe. explain the occupation of Zimbabwe 	<ul style="list-style-type: none"> Reasons for the colonisation of Zimbabwe. Occupation of Zimbabwe <ul style="list-style-type: none"> -Treaties and concessions -Royal Charter -BSAC Invasion/occupation of Zimbabwe. 	<ul style="list-style-type: none"> Discussing the reasons for the colonisation of Zimbabwe. Describing the occupation of Zimbabwe. Researching on the treaties and concessions signed between Lobengula and the whites Dramatising the signing of treaties and concessions Drafting of the agreements between parties 	<ul style="list-style-type: none"> Archival Documents Talking books Documentaries
The Anglo-Ndebele War (1893-1894)	<ul style="list-style-type: none"> state the causes of the Anglo-Ndebele War. describe the course of the Anglo-Ndebele War. assess the results of the Anglo-Ndebele War. 	<ul style="list-style-type: none"> Causes of the Anglo-Ndebele war. Course of the Anglo-Ndebele War Results of the Anglo-Ndebele War. Effects of the Anglo-Ndebele War 	<ul style="list-style-type: none"> Identifying causes of the Anglo-Ndebele war. Explaining the effects of the Anglo-Ndebele war. Dramatising mock trial (putting British officials on trial for war crimes e.g Cecil John Rhodes) Touring historical sites, archives and museums Creating historical artefacts for exhibition 	<ul style="list-style-type: none"> Brailed material Textbooks ICT tools Talking books Resource person Pictures Historical artefacts Maps

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The First Chimurenga/ Umvukela (1896-1897)	<ul style="list-style-type: none"> list the causes of the First Chimurenga/ Umvukela 1896-1897. describe the course of the First Chimurenga/ Umvukela 1896-1897. outline the role played by chiefs and spirit mediums in the First Chimurenga/ Umvukela 1896-1897. Explain the results and effects of the First Chimurenga/ Umvukela 1896-1897. 	<ul style="list-style-type: none"> Causes of the First Chimurenga/ Umvukela Course of the First Chimurenga/ Umvukela Role played by chiefs and spirit mediums in the First Chimurenga/ Umvukela. Results and effects of the First Chimurenga/ Umvukela. 	<ul style="list-style-type: none"> Stating the causes of the First Chimurenga/ Umvukela. Outlining the major events of the First Chimurenga/ Umvukela Researching on the role of Chiefs and Spirit Mediums in the First Chimurenga / Umvukela. Discussing the results and effects of the First Chimurenga Compiling pictorial history of the first Chimurenga / Umvukela. Composing songs and singing songs on Chimurenga / Umvukela 	<ul style="list-style-type: none"> Resource person Brailed material Textbooks ICT tools

TOPIC 7: COLONIAL RULE IN ZIMBABWE 1923-1979

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Colonial policies (1923-1979)	<ul style="list-style-type: none"> outline the political, economic and social policies under colonial rule analyse the effects of colonial policies in Zimbabwe 	<ul style="list-style-type: none"> Political, economic and social policies under colonial rule Effects of colonial policies in Zimbabwe 	<ul style="list-style-type: none"> Discussing the political, economic and social policies during colonial rule Researching on the effects of colonial rule 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Maps
Federation of Rhodesia and Nyasaland (1953-1963)	<ul style="list-style-type: none"> outline the reasons for the formation of the Federation Rhodesia Nyasaland describe the policies and developments during the Federation Rhodesia and Nyasaland explain factors leading to the collapse of the Federation Rhodesia and Nyasaland. 	<ul style="list-style-type: none"> Reasons for the formation of the Federation Rhodesia Nyasaland Policies and developments during the Federation of Rhodesia and Nyasaland Collapse of the Federation of Rhodesia and Nyasaland 	<ul style="list-style-type: none"> Discussing the reasons for the formation of the Federation Rhodesia Nyasaland Examining policies and developments during the Federal period. Researching on factors leading to the collapse of the Federation of Rhodesia and Nyasaland Debating on the effects of the federation on Africans in Rhodesia and Nyasaland. 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Resource person Talking books Pictures Map
Unilateral Declaration of Independence (U.D.I.)	<ul style="list-style-type: none"> outline the reasons for the U.D.I. describe the policies and developments during the U.D.I. 	<ul style="list-style-type: none"> Reasons for the U.D.I. Policies and developments during the U.D.I. Effects of the UDI policies on the indigenous people 	<ul style="list-style-type: none"> Discussing reasons for the U.D.I. Researching on the policies and developments during U.D.I. 	<ul style="list-style-type: none"> ICT tools Brailled material Talking books Pictures

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> evaluate the effects of the U.D.I. policies on the indigenous people 		<ul style="list-style-type: none"> Evaluating the impact of the U.D.I policies on the indigenous people Compiling pictures on U.D.I developments 	<ul style="list-style-type: none"> Text books Sign language interpreter

TOPIC 8: NATIONALISM IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Rise of Nationalism	<ul style="list-style-type: none"> define Nationalism outline factors leading to the rise of Nationalism in Zimbabwe. describe the activities of Early protest movements in Zimbabwe explain the rise of mass nationalism 	<ul style="list-style-type: none"> Causes of the rise of Nationalism Activities of Early protest movements Rise of mass nationalism -formation of political parties (CYL, ANC, NDP, ZAPU, ZANU) 	<ul style="list-style-type: none"> Identifying Early protest movements Researching on factors leading to the rise of Nationalism. Explaining the activities of Early protest movements. Dramatising Early protest movement activities Watching documentaries on the rise of mass nationalism 	<ul style="list-style-type: none"> Resource person Brailled material Textbooks ICT tools Talking books Sign language interpreter documentaries

FORM 3

TOPIC 9: THE ARMED STRUGGLE IN ZIMBABWE (1966-1979)

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Causes of the Second Chimurenga/Umvukela in Zimbabwe (1966-1979)	<ul style="list-style-type: none"> list the causes of the Second Chimurenga/<u>Umvukela</u> explain the causes of the Second Chimurenga/<u>Umvukela</u> evaluate the causes of the Second Chimurenga/<u>Umvukela</u> 	<ul style="list-style-type: none"> Causes of the Second Chimurenga/Umvukela <ul style="list-style-type: none"> -political -economic -social 	<ul style="list-style-type: none"> Researching the causes of the Second Chimurenga/Umvukela Simulating the causes of the Second Chimurenga/<u>Umvukela</u> Compiling documentaries on causes of Second Chimurenga/<u>Umvukela</u> 	<ul style="list-style-type: none"> Resource person Brailled material Textbooks ICT tools MP 4 recorders Songs of the liberation struggle

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			<ul style="list-style-type: none"> Composing liberation struggle songs Designing placards on causes of Second Chimurenga/Umvukela 	
Early phase of the armed struggle	<ul style="list-style-type: none"> identify battles of the early phase of the armed struggle describe the early battles of the armed struggle explain the failure of the early phase of the armed struggle 	<ul style="list-style-type: none"> Early battles of the armed struggle <ul style="list-style-type: none"> -Chinhoyi/Sinoia (1966) -Wankie (1967) -Sipolilo (1968) Failure of the early battles of the armed struggle explaining the reasons for the failure of the early phase of the armed struggle 	<ul style="list-style-type: none"> Researching on the early battles of the armed struggle Composing songs of the armed struggle Watching documentaries of the early phase of the armed struggle 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Resource person Pictures documentaries
Second phase of the armed struggle (Mobilisation)	<ul style="list-style-type: none"> outline the role of the masses in the armed struggle explain the role of external support in the armed struggle evaluate the role of internal mobilisation in the armed struggle 	<ul style="list-style-type: none"> Role of the masses in the armed struggle <ul style="list-style-type: none"> -chiefs, spirit mediums, chimbwidos, mujibhas, workers Role of external support in the armed struggle <ul style="list-style-type: none"> -Front line states -international countries 	<ul style="list-style-type: none"> simulating the role of masses in the armed struggle watching documentaries of the armed struggle researching on the role of external support in the armed struggle 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Resource person Map

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		<ul style="list-style-type: none"> Importance of internal mobilisation such as “pungwes” 	<ul style="list-style-type: none"> dramatising “pungwes” 	
Decisive phase 1972-1979	<ul style="list-style-type: none"> state decisive events in the armed struggle describe the decisive events of the armed struggle explain the challenges of the decisive stage of the armed struggle 	<ul style="list-style-type: none"> Decisive events of the armed struggle <ul style="list-style-type: none"> -Altena farm -independence of Mozambique -bombing of the fuel tanks in Salisbury Challenges of the armed struggle 	<ul style="list-style-type: none"> Touring armed struggle historical sites Designing weapons used in the armed struggle Researching on events of the armed struggle. 	<ul style="list-style-type: none"> Resource persons Brailled material ICT tools Documentaries Songs Pictures
Peace Settlements in the armed struggle	<ul style="list-style-type: none"> identify peace conferences in the armed struggle describe the terms of different peace conferences in the armed struggle evaluate the successes and failures of different peace conferences 	<ul style="list-style-type: none"> Peace conferences in the armed struggle Terms of peace conferences <ul style="list-style-type: none"> -Geneva (1976) -Lusaka (1978) -Lancaster (1979) Successes and failures of peace conferences 	<ul style="list-style-type: none"> Simulating the peace negotiations Watching of documentaries Debating negotiations of the armed struggle Drawing cartoons depicting success of the armed struggle 	<ul style="list-style-type: none"> Resource persons ICT tools Pictures Brailled material Documentaries textbooks

TOPIC 10: POST-INDEPENDENCE DEVELOPMENTS IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Social, Political and Economic Policies since 1990	<ul style="list-style-type: none"> outline the economic, political and social developments since 1990. describe the economic, political and social developments since 1990. examine economic, political and social challenges post-independence since 1990 	<ul style="list-style-type: none"> Economic, Political and social developments since 1990 <ul style="list-style-type: none"> the land issue. gender equity, equality and human rights issues foreign policy: look East Policy peace making and peace keeping missions engagement and re-engagement policies <ul style="list-style-type: none"> Challenges of post-independence since 1990 such as climate change and sanctions 	<ul style="list-style-type: none"> Evaluating the social, economic and political developments since 1990 Watching documentaries of post-independence developments Assessing the land reform program Researching on measures taken since independence to promote gender equity, equality and indigenisation of the economy. Discussing challenges of post-independence Dramatising the anti-sanctions march Participating in clean up campaigns 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Resource person Map Placards Documentaries

TOPIC 11: THE CONSTITUTION OF ZIMBABWE AND GOVERNANCE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Provisions of the constitution	<ul style="list-style-type: none"> define a constitution describe the importance of a constitution. describe the major provisions of the constitution of Zimbabwe on human rights 	<ul style="list-style-type: none"> Definition of constitution. Importance of a Constitution Provisions of the constitution of Zimbabwe: <ul style="list-style-type: none"> -Citizenship -Bill of rights 	<ul style="list-style-type: none"> Discussing the importance of a constitution. Researching on the requirements for Zimbabwean Citizenship Reciting poems on Bill of rights. 	<ul style="list-style-type: none"> Textbooks ICT tools Brailed material Maps Constitution of Zimbabwe document.
Child Rights and Responsibilities	<ul style="list-style-type: none"> Describe the Rights of Children as enshrined in the Constitution of Zimbabwe. outline the limitations of the children's rights 	<ul style="list-style-type: none"> Child Rights and responsibilities Limitations on Rights of Children 	<ul style="list-style-type: none"> Researching on the Rights of Children. Dramatising on Children's responsibilities. Debating the limitations of the children's rights 	<ul style="list-style-type: none"> Resource person Brailed material Textbooks ICT tools MP 4 recorders Constitution of Zimbabwe document.
Principles of good governance	<ul style="list-style-type: none"> state characteristics of good governance explain the characteristics of good governance 	<ul style="list-style-type: none"> Characteristics of good governance <ul style="list-style-type: none"> - regular elections - separation of powers - respect for constitutionally enshrined human rights - rule of law 	<ul style="list-style-type: none"> Simulating electoral process Debating the principles of good governance engaging in community programmes Forming advocacy clubs on good governance 	<ul style="list-style-type: none"> Textbooks ICT tools Brailed material Pictures models of ballot papers Constitution of Zimbabwe document

TOPIC 12: REGIONAL AND INTERNATIONAL CO-OPERATION

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Zimbabwe as a member of regional and International organisations	<ul style="list-style-type: none"> list members of regional and international organisations outline the aims of regional and international organisations describe the role played by regional and international organisations in the socio- economic development of the region and global development explain the successes and failures of the regional and international organisations 	<ul style="list-style-type: none"> SADC AU UN <ul style="list-style-type: none"> -Member States -Aims -Duties -Successes -Failures 	<ul style="list-style-type: none"> Identifying SADC, AU and UN member states and their duties. Discussing the aims of SADC, AU and UN Debating the successes and failures of SADC, AU and UN Collecting newspaper cuttings on the works of SADC, AU and UN 	<ul style="list-style-type: none"> Textbooks ICT tools Brailed material Resource person Talking book Sign language interpreter Maps

FORM 4

TOPIC 13: THE STRUGGLE FOR INDEPENDENCE IN SOUTHERN AFRICA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Resistance to colonial rule in Mozambique and Namibia	<ul style="list-style-type: none"> describe the causes of the armed struggle in Southern Africa outline the forms of resistance to colonial rule explain the role of the liberation movements in Southern Africa analyse the challenges faced by liberation movements in Southern Africa evaluate contemporary lessons drawn from the armed struggle in Southern Africa 	<ul style="list-style-type: none"> Background history of liberation struggles in Southern Africa: <ul style="list-style-type: none"> -Mozambique -Namibia Causes of the armed struggle in Mozambique and Namibia Forms of resistance to colonial rule in Mozambique and Namibia Role of the liberation movements in Mozambique and Namibia 	<ul style="list-style-type: none"> Researching background history of liberation struggles in Mozambique and Namibia Discussing the causes of the armed struggles in Mozambique and Namibia Watching documentaries on the armed struggles in Mozambique and Namibia Touring historical sites of the armed struggle such as Museum of African Liberation in Harare Comparing armed struggles of Mozambique and Namibia with Zimbabwe 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Maps Documentaries Resource persons

TOPIC 14: THE FIRST WORLD WAR AND POST WAR TREATIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Causes, course and results of the First World War	<ul style="list-style-type: none"> list the causes of First World War describe the causes of First World War outline the events of the First world war examine the results of the First World War 	<ul style="list-style-type: none"> Causes of the First World War. Course of the First World War Results of the First World War 	<ul style="list-style-type: none"> Discussing the causes of the First World War Watching documentaries on the course of the First World War Designing model weapons of First World War Analysing the results of the First World War 	<ul style="list-style-type: none"> Textbooks ICT tools Brailled material Models of weapons Maps
Paris peace conference and Post-War Peace Treaties	<ul style="list-style-type: none"> describe the views of the “Big three” describe the terms of post-war peace treaties analyse the terms of post-war peace treaties 	<ul style="list-style-type: none"> Views of the “Big three” Terms of post-war 5 peace treaties <ul style="list-style-type: none"> - Versailles treaty - St Germain - Trianon - Sevres / Lausanne - Neuilly 	<ul style="list-style-type: none"> Simulating the Paris peace settlement Designing cartoons on defeated powers debating terms of post-war peace treaties 	<ul style="list-style-type: none"> ICT tools Mind-map Pictures Documentaries Cartoons Map

TOPIC 15: INTER-WAR PERIOD 1919-1939

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The League of Nations	<ul style="list-style-type: none"> list the aims of the League of Nations outline the organs of the League of Nations and their functions evaluate the work of the League of Nations up to 1939 explain the reasons for the collapse of the League of Nations 	<ul style="list-style-type: none"> Aims of the League of Nations Organs of the League of Nations and their functions The work of the League of Nations up to 1939 -success and failure Reasons for the collapse of the League of Nations 	<ul style="list-style-type: none"> Discussing the aims of the league of Nations Designing the structure of the League of Nations Debating the successes and failures of the League of nations Drawing cartoons of the failure of the League of Nations 	<ul style="list-style-type: none"> Pictures Diagrams Cartoons Documentaries Brailled material ICT tools
Rise of European Dictators	<ul style="list-style-type: none"> explain the concept of Fascism and Nazism describe post-First World War problems that led to the rise of dictatorship in Italy and Germany outline domestic and foreign policies of the dictators 	<ul style="list-style-type: none"> Concept of Fascism and Nazism Post- First World War problems that led to the rise of dictators <ul style="list-style-type: none"> - Italy and the rise of Mussolini - Weimar Republic and the rise of Hitler Domestic and foreign policies of the dictators 	<ul style="list-style-type: none"> Discussing features of Fascism and Nazism Researching on factors that led to the rise of Mussolini and Hitler Interpreting cartoons depicting problems in Germany and Italy Explaining the domestic and foreign policies of the dictators 	<ul style="list-style-type: none"> Cartoons Brailled material ICT tools Talking books Pictures Documentaries
Causes of Second World War	<ul style="list-style-type: none"> list the causes of the Second World War 	<ul style="list-style-type: none"> Causes of the Second World War 	<ul style="list-style-type: none"> Researching on causes of Second World War 	<ul style="list-style-type: none"> Textbooks ICT tools

History Syllabus Forms 1 – 4 MoPSE 2024

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> outline the causes of the Second World War evaluate the causes of the Second World War 		<ul style="list-style-type: none"> Debating causes of the Second World War Watching documentaries on the causes of Second World War 	<ul style="list-style-type: none"> Documentaries Cartoons Maps Brailled material Resource person

HISTORY F1-4 2024 MoPSE

9.0 ASSESSMENT

The History syllabus learning area for Form 1-4 shall be assessed through School Based Continuous Assessment (SBCA) and Summative Assessment (SA). These assessments shall be guided by the principles of inclusivity, practicability, authenticity, transparency, flexibility, validity and reliability. The principles are crucial for creating a supportive and effective learning environment that fosters growth and development in learners at secondary school level. Arrangements, accommodations and modifications shall be visible to enable candidates with special needs to access assessments.

This section covers the assessment objectives, the assessment model, the scheme of assessment, and the specification grid.

9.1 Assessment objectives

By the end of the History learning syllabus for form 1 - 4, learners will be assessed on their ability to:

- 9.1.1 recall historical facts
- 9.1.2 describe developments in the history of Zimbabwe, the region and the world
- 9.1.3 outline the social, economic and political human activities and their effects on the environment and other people
- 9.1.4 analyse trends and events in the history of Zimbabwe and the rest of the world
- 9.1.5 evaluate historical evidence, points of view and detect bias.
- 9.1.6 empathise with the past and interpret events and make decisions on a particular period in light of the information and conditions prevailing at that time
- 9.1.7 demonstrate ICT skills in research projects.
- 9.1.8 explain concepts and issues that relate to history, population, gender, democracy and human rights in a relevant and coherent manner.

9.2 Assessment Model

Assessment of learners at Lower Secondary school level for the History syllabus shall be both Continuous and Summative as illustrated in Figure 1. School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year reports. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.

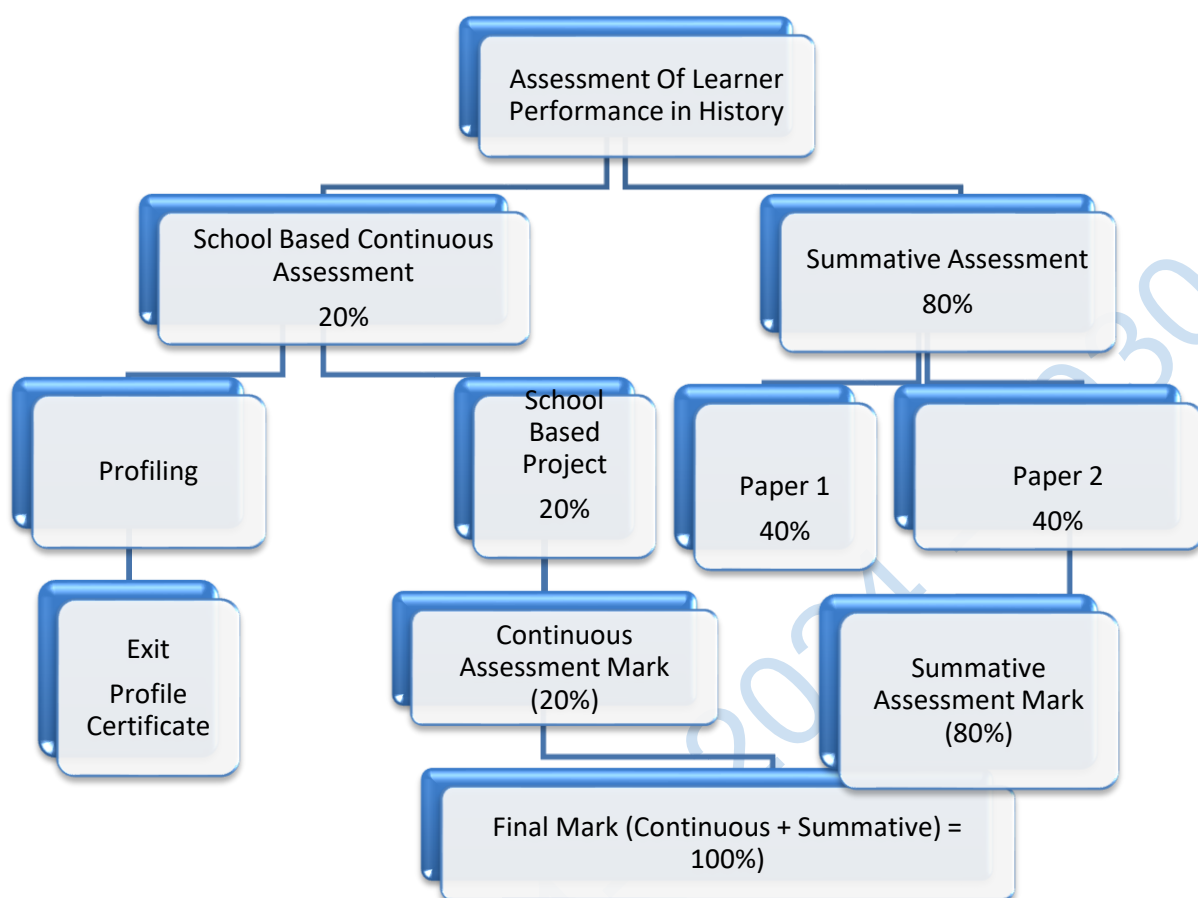


Fig. 1 Assessment Model

In addition, learners shall be profiled and learner profile records established. Learner profile certificates shall be issued for checkpoints assessment in schools as per the dictates of the Teacher's Guide to Learning and Assessment. The aspects to be profiled shall include learner's prior knowledge, values and skills, and subsequently the new competences acquired at any given point.

9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments. The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

FORM OF ASSESSMENT	WEIGHTING
School Based Continuous Assessment	20%
Summative Assessment	80%
Total	100%

9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based project per Form which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school-based projects shall be considered as School Based Continuous Assessment at Form 5 and 6. The two School Based Projects shall include those done at Form 3 and Form 4 sessions. Each one will contribute 10%.

9.3.1.1 School – Based Project: Continuous Assessment Scheme

The Table given below shows the Learning and Assessment Scheme for the School Based Project.

Project Execution Stages	Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Selecting the most suitable solution	April-May	5
5	Refinement of selected solution	June	5
6	Presentation of the final solution	July	10
7	Evaluation of the solution and Recommendations	August-September	5
	TOTAL		50

The learning and assessment scheme shows the stages that shall be executed by pupils and the timeline at which each stage shall be carried out. Possible marks, totalling 50, are highlighted to indicate how much can be allocated.

9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Form 6. The examination consists of 2 papers of equal weighting.

Paper	Paper type	Marks	Duration	Weighting
1	Structured questions	100	2 hours	40%
2	Structured questions	100	2 hours	40%
TOTAL				80%

Paper Description

Paper 1 (100 marks)

This component comprises 14 questions (Section A and B)

Section A consists of 7 questions each carrying 25 marks. Candidates must answer 2 questions. The total for the section is 50 marks.

Section B consists of 7 questions each carrying 25 marks. Candidates must choose and answer 2 questions. The total for this section is 50 marks.

Paper 2 (100 marks)

This component comprises 12 questions (Section A and B)

Section A consists of 6 questions each carrying 25 marks. Candidates must answer 2 questions. The total for the section is 50 marks.

Section B consists of 6 questions each carrying 25 marks. Candidates must choose and answer 2 questions. The total for this section is 50 marks.

9.4 Specification Grid

Skill	Paper 1	Paper 2
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Knowledge and comprehension	40%	40%
Application and Analysis	40%	40%
Problem solving	20%	20%
TOTAL	100%	100%

Assessment Instruments/Tools

The following are suggested tools:

FORM OF ASSESSMENT	SUGGESTED INSTRUMENTS
Profiling	Check list Observation schedules Rating Scale
Continuous Assessment	Practical activities School based continuous projects
Summative Assessment	Tests Exercises