



**ZIMBABWE**

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

**HERITAGE STUDIES SYLLABUS**

**FORM 1 – 4**

**2024-2030**

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## **ACKNOWLEDGEMENTS**

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- UNICEF
- UNESCO

HERITAGE STUDIES F1-4 2024-2030

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## **PREAMBLE**

### **1.1 Introduction**

The Heritage Studies Syllabus covers four years of secondary education (Form 1 – 4). The syllabus covers the national history of the people of Zimbabwe, liberation struggle, natural resources, cultural norms and values, beliefs, historical sites, indigenous crafts and food heritage.

The focus of the syllabus is on facilitating the learner to become a responsible citizen of Zimbabwe, who is patriotic, competent, self-reliant and has a sense of national pride. The syllabus also aims at upholding the spirit of Ubuntu/Unhu/Vumunhu (societal norms and values). It is envisaged that the syllabus will produce a creative learner who has the knowledge to explore and exploit the available resources for survival. The syllabus utilises Information Communication Technologies (ICTs) to enhance the teaching and learning of Heritage Studies.

### **1.2 Rationale**

The Heritage studies syllabus seeks to develop individuals who have a collective responsibility for protecting and investing in their cultural, natural and liberation heritage for posterity and wealth creation. It develops a spirit of national consciousness and moulds the human character which is the foundation of Ubuntu/Unhu/Vumunhu (norms and values).

The syllabus seeks to uphold our national unity, sovereignty and governance by embracing the Zimbabwean Constitution, national symbols and events which foster patriotism, national identity and a sense of pride and ownership of means of production.

### **1.3 Summary of Content**

The Heritage Studies Syllabus' main thrust is upholding and sustaining national history as well as preserving the gains of the liberation struggle. It inculcates Ubuntu/Unhu/Vumunhu (cultural norms, values) among learners. The syllabus deals with cultural beliefs, practices and national symbols. It also instils innovative, problem solving, critical thinking, leadership, communication, enterprise and technological skills.

### **1.4 Assumptions**

It is assumed that learners:

- have a background knowledge of national celebrations such as Independence Day and Heroes Day:
- know the significance of the national flag and symbols
- have visited national shrines and monuments
- are aware of our cultural norms and values
- are aware of indigenous crafts and artefacts
- engage in project work, cooperative work and self-reliant activities

### **1.5 Cross - cutting themes**

- Children's rights and responsibilities
- Environmental management
- Disaster and Risk Management
- Climate change

- Health and wellbeing
- Business enterprise

## **2.0 PRESENTATION OF THE SYLLABUS**

The Form 1 – 4 Heritage Syllabus is presented as a single document. All forms have the same topics that are developmental in nature.

## **3.0 AIMS**

The syllabus aims to:

- 3.1 inculcate and sustain Ubuntu/Unhu/Ubuntu through interaction with family, community and society at large
- 3.2 understand and appreciate Zimbabwe pre-colonial, colonial and post- colonial
- 3.3 develop an appreciation of the importance of Chimurenga/Umvukela liberation war heroes and heroines, national heritage, symbols and identity
- 3.4 foster in learners a spirit of patriotism through involvement in national celebrations and events
- 3.5 uphold Zimbabwe's constitutional rights; respect for self, the vulnerable and disadvantaged groups, others and property
- 3.6 prepare learners to face rapid changes in their socio-economic environment without losing their identity and integrity
- 3.7 develop attitude and skills consistent with sustainable environmental management and global challenges
- 3.8 prepare learners for life and work with respect to life skills such as a team work and enterprise skills

## **4.0 OBJECTIVES**

By the end of the four-year secondary Heritage Studies course learners should be able to:

- 4.1 explain key events and the significance of wars of resistance such as the first and second Chimurenga/Umvukela liberation struggle
- 4.2 describe the significance of national symbols, events and heritage sites
- 4.3 discuss norms and values appropriate for responsible behaviour
- 4.4 describe the operations of various government structures and systems
- 4.5 apply skills and knowledge gained to improve the quality of life of individuals, families and communities
- 4.6 explain concepts and issues that relate to Heritage Studies, gender, human rights and responsibilities
- 4.7 examine various ways of managing the national environment for sustainable development
- 4.8 explain the production and marketing of goods and services
- 4.9 explain the fundamental rights and freedom contained in the Zimbabwean Constitution
- 4.10 create productive units for own survival and to service others and their communities
- 4.11 build voluntary clubs/groups for the conservation of both tangible and intangible heritage

## **5.0 METHODOLOGY AND TIME ALLOCATION**

### **5.1 Methodology**

In teaching of Heritage Studies, learner centred participatory methodologies should be used. These include:

- Case studies
- Discovery

- Research
- Discussion
- Debate
- Drama
- Educational tours
- Role play
- Project
- Group work
- Demonstration
- Resource person
- Songs and poems
- Folklore
- Quiz

## **5.2 Time allocation**

The learning area should be allocated at least four periods of 40 minutes per week.

## **6.0 SYLLABUS TOPICS**

- 5.1 Socialisation
- 5.2 Identity
- 5.3 Cultural Heritage: Norms and Values
- 5.4 National History: Sovereignty and Governance
- 5.5 National Heritage
- 5.6 Constitution of Zimbabwe
- 5.7 Rights and Responsibilities
- 5.8 Production, Distribution of Goods and Services
- 5.9 Global Issues

## 7.0 SCOPE AND SEQUENCE

### TOPIC 1: SOCIALISATION

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Socialisation in the home</li></ul>	<ul style="list-style-type: none"><li>• Role of the school in socialisation</li><li>• Role of peers in socialisation</li><li>• Role of the media in socialisation</li><li>• Responsible use of the media</li></ul>	<ul style="list-style-type: none"><li>• Role of the community in socialisation</li><li>• Role of religious beliefs in socialisation</li><li>• Role of the media in socialization</li></ul>	<ul style="list-style-type: none"><li>• Information and Communication Technologies in socialisation</li></ul>

### TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Types of families</li><li>• Language and national identity</li><li>• Indigenous hunting and production tools</li><li>• National identification documents:<ul style="list-style-type: none"><li>- Birth certificate</li><li>- National identity</li><li>- Passport</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Forms of personal identity:</li><li>• Totems, totem praises and genealogy</li><li>• Purpose of totem systems</li><li>• Indigenous herbs</li><li>• Indigenous languages and cultures of the people of Zimbabwe</li></ul>	<ul style="list-style-type: none"><li>• Family and the community</li><li>• Indigenous community gatherings, ceremonies and events</li></ul>	<ul style="list-style-type: none"><li>• Indigenous marriages:</li><li>• Contemporary marriages</li><li>• Indigenous wise sayings<ul style="list-style-type: none"><li>- proverbs</li><li>- idioms</li></ul></li><li>• Indigenous religious practices</li></ul>

### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• The concept of Unhu/Ubuntu/Vumunhu</li><li>• Attributes of Unhu/Ubuntu/Vumunhu</li><li>• Norms and values</li><li>• Concept of inheritance</li></ul>	<ul style="list-style-type: none"><li>• Norms and values in the community</li><li>• Main features of the indigenous Zimbabwean culture</li><li>• Inheritance and heirship practices of indigenous families and societies</li><li>• Contemporary courtship practices</li></ul>	<ul style="list-style-type: none"><li>• Norms and values at the workplace</li><li>• Birth and Death rites and ceremonies</li><li>• Inheritance and heirship practices in contemporary families and societies</li></ul>	<ul style="list-style-type: none"><li>• Zimbabwean and foreign norms and values</li><li>• Threats to indigenous culture in Zimbabwe</li></ul>

### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES CONTD..

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>• Rites of passage</li> <li>• Indigenous courtship practices of different ethnic groups</li> <li>• Indigenous entertainment</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous marriage counsellors</li> <li>• Forms of indigenous entertainment</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary courtship practices</li> <li>• Indigenous marriage practices</li> <li>• Dance and drama</li> </ul>	<ul style="list-style-type: none"> <li>• Men and women in marriage</li> <li>• Sport, arts and culture</li> </ul>

### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>• Pre-colonial societies: <ul style="list-style-type: none"> <li>- Hunter-gatherer communities</li> <li>- Social and economic activities</li> </ul> </li> <li>• Indigenous Political Structures</li> </ul>	<ul style="list-style-type: none"> <li>• Early Iron Age societies</li> <li>• Late Iron Age States</li> <li>• Contribution of Iron Age communities to contemporary societies</li> <li>• Missionaries, explorers, traders, concession seekers, adventurers and hunters</li> </ul>	<ul style="list-style-type: none"> <li>• Colonisation</li> <li>• Anglo-Ndebele war (1893-94)</li> <li>• First Chimurenga/ Umvukela (1896-97)</li> <li>• Heroes and heroines of the 1st Chimurenga/Umvukela</li> <li>• Expropriation of resources in colonial Zimbabwe</li> <li>• Liberation Struggle/Second Chimurenga/Umvukela (1966-79)</li> </ul>	<ul style="list-style-type: none"> <li>• Independent Zimbabwe</li> <li>• Local government structures</li> <li>• Systems of Governance</li> <li>• Structures and functions of the central government</li> <li>• Government as a social service provider</li> <li>• Zimbabwe as a member of regional and international organisations</li> </ul>

### TOPIC 5: NATIONAL HERITAGE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"> <li>• National symbols, monuments and shrines</li> <li>• National Schools Pledge</li> <li>• Natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• National events and celebrations</li> <li>• Participation in and commemoration of national events</li> <li>• National Schools Pledge</li> <li>• Natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• National shrines, monuments and world heritage sites</li> <li>• National Schools Pledge</li> <li>• Natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites</li> <li>• National Schools Pledge</li> <li>• Natural resources</li> </ul>



## TOPIC 6: CONSTITUTION OF ZIMBABWE

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Constitution of Zimbabwe</li></ul>	<ul style="list-style-type: none"><li>• Declaration of Rights in Zimbabwe</li><li>• Zimbabwean citizenship</li><li>• Rules and laws of Zimbabwe</li></ul>	<ul style="list-style-type: none"><li>• Constitution of Zimbabwe</li></ul>	<ul style="list-style-type: none"><li>• Constitution of Zimbabwe</li></ul>

## TOPIC 7: RIGHTS AND RESPONSIBILITIES

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Indigenous entitlements</li><li>• Rights and responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Children`s rights and responsibilities at school</li><li>• Participation in voluntary community activities</li><li>• Roles and responsibilities of Zimbabwean citizens</li></ul>	<ul style="list-style-type: none"><li>• Rights and responsibilities</li><li>• Civic responsibilities at community and national level</li></ul>	<ul style="list-style-type: none"><li>• Entitlements of men and women in the indigenous societies</li><li>• Gender equity and equality in contemporary Zimbabwe</li><li>• Voluntary community activities</li></ul>

## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Factors of production:</li><li>• Concept of industry</li><li>• The informal sector</li><li>• Storage of indigenous and contemporary foods</li></ul>	<ul style="list-style-type: none"><li>• Types of industries</li><li>• The informal sector</li><li>• Indigenous conservation and management of resources</li><li>• Contemporary methods of manufacturing goods</li></ul>	<ul style="list-style-type: none"><li>• Land ownership in Zimbabwe</li><li>• Constraints to the informal sector</li><li>• National strategic reserves</li></ul>	<ul style="list-style-type: none"><li>• Factors of production</li><li>• Factors inhibiting production</li><li>• Enterprise skills and employment creation:</li><li>• Conservation and preservation of resources</li></ul>

## TOPIC 9: GLOBAL ISSUES

FORM 1	FORM 2	FORM 3	FORM 4
<ul style="list-style-type: none"><li>• Environmental issues</li><li>• Pollution</li><li>• Hazards, risks and disasters</li><li>• Human trafficking</li></ul>	<ul style="list-style-type: none"><li>• Climate change</li><li>• Disasters</li></ul>	<ul style="list-style-type: none"><li>• Land degradation</li><li>• Pollution</li><li>• Pandemics and chronic illnesses</li><li>• Human trafficking</li></ul>	<ul style="list-style-type: none"><li>• Waste management</li><li>• Child labour</li></ul>

## FORM 1

### 7.0 COMPETENCY MATRIX

#### TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>SOCIALISATION IN THE HOME</b>	<ul style="list-style-type: none"><li>• define socialisation</li><li>• list socialising agents in the home</li><li>• examine the role of each family member in socialisation</li></ul>	<ul style="list-style-type: none"><li>• Socialisation<ul style="list-style-type: none"><li>- definition</li><li>- agents</li><li>- role of family members</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Explaining socialisation</li><li>• Identifying socialising agents in the home</li><li>• Discussing the role of each family member in socialization</li><li>• Role playing</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Pictures</li><li>• Resource person</li></ul>

#### TOPIC 2: IDENTITY: LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>TYPES OF FAMILIES</b>	<ul style="list-style-type: none"><li>• identify different family types</li><li>• distinguish different relationships within different types of families</li><li>• assess the roles of family members in the home, community and nation</li></ul>	<ul style="list-style-type: none"><li>• Types of families<ul style="list-style-type: none"><li>-one parent</li><li>-child headed</li><li>-monogamous</li><li>-polygamous</li></ul></li><li>• Roles in the:<ul style="list-style-type: none"><li>- home</li><li>- community</li><li>- nation</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Listing different family types</li><li>• Examining relationships within different types of families</li><li>• Assessing relationships within different family types</li><li>• Explaining the different roles of family members in the home, community and nation</li><li>• Dramatising different roles of family members in the home, community and nation</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Pictures</li><li>• Related literature</li><li>• Literature in Braille</li></ul>

## TOPIC 2: IDENTITY: LOCAL AND NATIONAL IDENTITY CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>LANGUAGE AND NATIONAL IDENTITY</b>	<ul style="list-style-type: none"> <li>identify language aspects that have national identity</li> <li>explain the link between language and identity</li> </ul>	<ul style="list-style-type: none"> <li>Language and identity               <ul style="list-style-type: none"> <li>proverbs</li> <li>idioms</li> <li>riddles</li> <li>folklore</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating language aspects that promote national identity</li> <li>Discussing the origins and significance of wise sayings</li> <li>Discussing the link between language and identity</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Braille literature</li> </ul>
<b>INDIGENOUS HUNTING AND PRODUCTION TOOLS</b>	<ul style="list-style-type: none"> <li>identify indigenous hunting and productive tools</li> <li>explain the use of indigenous hunting and productive tools</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous hunting tools:               <ul style="list-style-type: none"> <li>traps</li> <li>spears</li> <li>bows and arrows</li> </ul> </li> <li>Indigenous productive tools:               <ul style="list-style-type: none"> <li>grinding stones</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing indigenous hunting and production tools</li> <li>Demonstrating the use of the indigenous hunting and production tools</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Cultural museum</li> <li>Indigenous hunting and production tools</li> </ul>
	<ul style="list-style-type: none"> <li>describe how the indigenous hunting and production tools were made</li> </ul>	<ul style="list-style-type: none"> <li>duri nemutswi/ingiga/umgigo</li> <li>winnowing basket/tsero/ukhomane</li> </ul>	<ul style="list-style-type: none"> <li>Collecting and exhibiting indigenous hunting and production tools</li> <li>Making some of the indigenous hunting and production tools</li> </ul>	
<b>NATIONAL IDENTIFICATION DOCUMENTS</b>	<ul style="list-style-type: none"> <li>list the national identification documents</li> <li>describe the contents of each national identification documents</li> <li>explain the importance of possessing national identification documents</li> </ul>	<ul style="list-style-type: none"> <li>Identification documents               <ul style="list-style-type: none"> <li>Birth certificate</li> <li>National identity</li> <li>Passport</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating national identification documents</li> <li>Explaining information on national identification documents</li> <li>Debating the need for national identification documents</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Samples of identity documents</li> <li>Resource person</li> </ul>

### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>THE CONCEPT OF UNHU/UBUNTU/VUMUNHU</b>	<ul style="list-style-type: none"> <li>define the concept of Unhu/Ubuntu/Vumunhu</li> <li>state the attributes of Unhu/Ubuntu/Vumunhu</li> <li>explain the importance of Unhu/Ubuntu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>Concept and attributes: <ul style="list-style-type: none"> <li>tolerance</li> <li>integrity</li> <li>oneness</li> <li>respect</li> <li>humility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Researching on the concept of Unhu/Ubuntu/Vumunhu</li> <li>Listing attributes of Unhu/Ubuntu/Vumunhu <ul style="list-style-type: none"> <li>Discussing the importance of Unhu/Ubuntu/Vumunhu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Relevant literature/ literature in Braille</li> <li>Resource person</li> </ul>
<b>NORMS AND VALUES</b>	<ul style="list-style-type: none"> <li>identify norms and values peculiar to the home, school, community and workplace</li> <li>describe the norms and values at home, school, community and workplace</li> </ul>	<ul style="list-style-type: none"> <li>Norms and values: <ul style="list-style-type: none"> <li>respect</li> <li>courtesy</li> <li>discipline</li> <li>honesty</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describing norms and values at the home, school, community and workplace</li> <li>Comparing and contrasting norms and values at home, school, community and workplace</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Charts</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>THE CONCEPT OF INHERITANCE</b>	<ul style="list-style-type: none"> <li>explain heirship</li> <li>describe indigenous and contemporary heirship practices</li> <li>justify the importance of indigenous and contemporary heirship</li> </ul>	<ul style="list-style-type: none"> <li>Heirship <ul style="list-style-type: none"> <li>indigenous</li> <li>contemporary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the meaning of heirship</li> <li>Listing of indigenous and contemporary heirship practices</li> <li>Comparing indigenous and contemporary heirship practices</li> <li>Researching on importance of indigenous and contemporary heirship</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>literature in Braille</li> <li>Pictures</li> <li>Samples of wills</li> <li>Newspaper stories</li> <li>Talking/large print books</li> <li>Videos</li> </ul>
<b>rites of passage</b>	<ul style="list-style-type: none"> <li>explain rites of passage in different ethnic groups in Zimbabwe</li> <li>examine the importance of rites of passage in different societies</li> </ul>	<ul style="list-style-type: none"> <li>Rites associated with adolescence: <ul style="list-style-type: none"> <li>significance</li> <li>implications of the age of consent to sex</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying rites of passage in different ethnic groups in Zimbabwe</li> <li>Discussing the importance of rites of passage in different societies</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Research person</li> <li>Related literature/literature in Braille</li> </ul>
	<ul style="list-style-type: none"> <li>describe the implications of the age of consent to sex</li> </ul>		<ul style="list-style-type: none"> <li>Researching on the implications of the age of consent to sex</li> </ul>	

<b>INDIGENOUS COURTSHIP PRACTICES OF DIFFERENT ETHNIC GROUPS</b>	<ul style="list-style-type: none"> <li>• identify different indigenous courtship practices</li> <li>• outline advantages and disadvantages of different</li> </ul>	<ul style="list-style-type: none"> <li>• Courtship practices: -advantages and disadvantages</li> <li>• Age of consent to marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on different indigenous courtship practices</li> <li>• Listing advantages and disadvantages of</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Literature in Braille</li> </ul>
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### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	indigenous courtship practices <ul style="list-style-type: none"> <li>discuss age of consent to marriage as per constitution of Zimbabwe</li> </ul>		indigenous courtship practices <ul style="list-style-type: none"> <li>Debating on the age of consent to marriage</li> </ul>	<ul style="list-style-type: none"> <li>Constitution of Zimbabwe</li> </ul>
<b>INDIGENOUS ENTERTAINMENT</b>	<ul style="list-style-type: none"> <li>identify different forms of indigenous entertainment</li> <li>outline other uses of these forms of indigenous entertainment</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous entertainment: <ul style="list-style-type: none"> <li>folklore</li> <li>games</li> <li>dance and song</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing forms of indigenous entertainment</li> <li>Discussing other uses of these forms of entertainment</li> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Game boards</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>

### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>PRE-COLONIAL SOCIETIES</b>	<ul style="list-style-type: none"> <li>identify the hunter-gatherer and herder communities</li> <li>describe the economic, social and political systems of the Khoi Khoi and the San</li> <li>explain the heritage passed on by the San and the Khoi Khoi</li> </ul>	<ul style="list-style-type: none"> <li>Hunter-gatherer (San and Khoi Khoi)</li> <li>-social, political and economic organisation of the San and the Khoi Khoi</li> <li>Contributions of the San and the Khoi Khoi to modern society: <ul style="list-style-type: none"> <li>hunting skills</li> <li>hunting tools</li> <li>rock paintings</li> <li>tool making</li> <li>indigenous medicines</li> <li>tanning</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming the hunter-gatherer and herders</li> <li>Outlining the economic, political and social systems</li> <li>Discussing the heritage shared by the San and the Khoi Khoi</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Rock paintings</li> <li>Artefacts</li> <li>Excursions</li> </ul>

<b>INDIGENOUS POLITICAL STRUCTURES</b>	<ul style="list-style-type: none"> <li>outline the hierarchy of indigenous leaders</li> <li>explain the significance of chieftainship</li> </ul>	<ul style="list-style-type: none"> <li>Hierarchy of indigenous leadership</li> <li>Roles of chiefs, headmen and village</li> </ul>	<ul style="list-style-type: none"> <li>Illustrating the hierarchy of indigenous leaders</li> <li>Discussing the importance of the</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Samples of regalia</li> <li>Pictures</li> </ul>
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#### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>describe how indigenous leaders are enthroned</li> </ul>	heads	indigenous leaders <ul style="list-style-type: none"> <li>Explaining how chiefs are enthroned</li> </ul>	

#### TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NATIONAL SYMBOLS, MONUMENTS AND SHRINES</b>	<ul style="list-style-type: none"> <li>identify national symbols, shrines and monuments</li> <li>explain the significance of national symbols, shrines and monuments</li> </ul>	<ul style="list-style-type: none"> <li>National symbols:               <ul style="list-style-type: none"> <li>National flag</li> <li>Coat-of-arms</li> <li>National anthem</li> <li>Zimbabwe bird</li> </ul> </li> <li>National monuments:               <ul style="list-style-type: none"> <li>Great Zimbabwe</li> <li>Victoria Falls</li> <li>Chinhoyi Caves</li> </ul> </li> <li>National shrines:               Heroes acres Njelele             </li> </ul>	<ul style="list-style-type: none"> <li>Stating symbols, shrines and monuments</li> <li>Visiting shrines and monuments</li> <li>Singing the national anthem</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Related literature</li> <li>National flag</li> </ul>
<b>NATIONAL SCHOOLS PLEDGE</b>	<ul style="list-style-type: none"> <li>recite the National Schools Pledge</li> <li>explain the significance of the National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>Reciting the National Schools Pledge</li> <li>Discussing the importance of the National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>National Schools Pledge</li> <li>Charts</li> <li>Pictures</li> </ul>
<b>NATURAL RESOURCES</b>	<ul style="list-style-type: none"> <li>define natural resources</li> <li>identify natural resources</li> <li>explain the importance of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Natural resource               <ul style="list-style-type: none"> <li>land</li> <li>minerals</li> <li>animals</li> <li>birds</li> <li>plants and forests</li> <li>rivers</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of natural resources</li> <li>Listing natural resources</li> <li>Debating on the ownership of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Literature in Braille</li> <li>Resource map</li> </ul>

## TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CONSTITUTION OF ZIMBABWE</b>	<ul style="list-style-type: none"> <li>explain the process of constitution formulation</li> <li>describe the role of citizens in formulation of the Zimbabwean Constitution</li> <li>summarise the contents of the Zimbabwean Constitution</li> <li>explain the importance of the Zimbabwean constitution</li> </ul>	<ul style="list-style-type: none"> <li>Constitution:               <ul style="list-style-type: none"> <li>-making process</li> <li>-rationale of a new constitution</li> <li>-role of citizens in formulating the constitution</li> <li>-contents of the constitution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Outlining the constitution making process</li> <li>Discussing the role citizens in the constitutionmaking process</li> <li>Examining the contents of the Zimbabwean Constitution</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwean</li> <li>Resource person</li> <li>Related literature</li> </ul>

## TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INDIGENOUS ENTITLEMENTS</b>	<ul style="list-style-type: none"> <li>list some indigenous forms of entitlement</li> <li>examine the importance of entitlement of motherhood and fatherhood in indigenous families</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous forms of entitlements:               <ul style="list-style-type: none"> <li>- women entitlements/ motherhood</li> <li>- mombe yeumai/ mother's cow/ inkomo yohlango</li> <li>- tseu yamai/mother's piece of land</li> <li>- Men entitlements/fatherhood: symbol of authority</li> <li>- protection of family</li> <li>- family identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating indigenous forms of entitlements</li> <li>Discussing the importance of motherhood and fatherhood entitlements in indigenous families</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>RIGHTS AND RESPONSIBILITIES</b>	state the rights and responsibilities of children <ul style="list-style-type: none"> <li>distinguish between rights and responsibilities of children in contemporary societies</li> </ul>	<ul style="list-style-type: none"> <li>Children's rights and responsibilities at home:               <ul style="list-style-type: none"> <li>- shelter</li> <li>- education</li> <li>- security</li> </ul> </li> <li>Duties at home:               <ul style="list-style-type: none"> <li>- sweeping</li> <li>- cooking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing rights and responsibilities of children in the contemporary society</li> <li>Discussing rights and responsibilities of children in contemporary societies</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> </ul>



## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>FACTORS OF PRODUCTION</b>	<ul style="list-style-type: none"> <li>identify the factors that influence production of wealth</li> </ul>	<ul style="list-style-type: none"> <li>Factors of production               <ul style="list-style-type: none"> <li>land</li> <li>capital</li> <li>labour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing the factors of production</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>
	<ul style="list-style-type: none"> <li>describe the significance of the factors of production</li> </ul>		<ul style="list-style-type: none"> <li>Discussing the significance of each of the factors of production</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> </ul>
<b>CONCEPT OF INDUSTRY</b>	<ul style="list-style-type: none"> <li>identify types of industries in early Zimbabwean societies</li> <li>describe types of contemporary industries in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Historical development               <ul style="list-style-type: none"> <li>indigenous industry</li> <li>contemporary industry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing the types of early and contemporary industries in Zimbabwe</li> <li>Discussing the types of early and contemporary industries in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Indigenous food</li> <li>Resource person</li> <li>Charts</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>
<b>THE INFORMAL SECTOR</b>	<ul style="list-style-type: none"> <li>describe the characteristics of the informal sector</li> <li>explain the importance of the informal sector</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of the informal sector</li> <li>Importance of the informal sector</li> </ul>	<ul style="list-style-type: none"> <li>Discussing characteristics of the informal sector</li> <li>Visiting informal sector sites</li> <li>Assessing the importance of the informal sector</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Charts</li> </ul>
<b>STORAGE OF INDIGENOUS AND CONTEMPORARY FOOD</b>	<ul style="list-style-type: none"> <li>list different types of indigenous and contemporary food</li> <li>describe storage and preservation strategies of indigenous and contemporary food</li> <li>explain the importance of indigenous and contemporary food</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous foods:               <ul style="list-style-type: none"> <li>madora/ amacimbi</li> <li>mufushwa/ umfushwa</li> <li>dovi/idobi</li> </ul> </li> <li>Contemporary foods:               <ul style="list-style-type: none"> <li>tinned beans</li> <li>pizza</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating different types of indigenous and contemporary food</li> <li>Discussing the storage and preservation processes of indigenous and contemporary food</li> <li>Examining the importance of indigenous and contemporary food</li> <li>Demonstrating the preservation of some indigenous and contemporary food</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Indigenous food</li> <li>Resource person</li> <li>Charts</li> <li>Related literature/ literature of Braille</li> </ul>

## TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>ENVIRONMENTAL ISSUES</b>	<ul style="list-style-type: none"> <li>identify the different forms of natural resources</li> <li>explain strategies of preserving natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Preservation of natural resources: <ul style="list-style-type: none"> <li>land</li> <li>minerals</li> <li>forests</li> <li>rivers</li> <li>dams</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Describing different forms of natural resources</li> <li>Discussing strategies of preserving natural resources</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Pictures</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>
<b>POLLUTION</b>	<ul style="list-style-type: none"> <li>list types of pollution</li> <li>define different levels of pollution</li> <li>suggest ways of reducing pollution</li> </ul>	<ul style="list-style-type: none"> <li>Types of pollution: <ul style="list-style-type: none"> <li>air</li> <li>land</li> <li>water</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating types of pollution</li> <li>Discussing types of pollution and their effects</li> <li>Examining ways of reducing pollution</li> <li>Engaging in campaigns on environmental issues</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>
<b>PANDEMICS AND CHRONIC ILLNESSES</b>	<ul style="list-style-type: none"> <li>identify different world infectious and chronic diseases</li> <li>explain the effects of the diseases in international communities</li> </ul>	<ul style="list-style-type: none"> <li>Types of infectious and chronic diseases: <ul style="list-style-type: none"> <li>diabetes</li> <li>hypertension</li> <li>HIV/AIDS</li> <li>Ebola</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing different infectious and chronic diseases</li> <li>Discussing the effects or impact of the different infectious and chronic diseases</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> </ul>
<b>HAZARDS, RISKS AND DISASTERS</b>	<ul style="list-style-type: none"> <li>Identify types of hazards, risks and disasters</li> <li>describe the causes of droughts and floods</li> </ul>	<ul style="list-style-type: none"> <li>Hazards, risks and disasters <ul style="list-style-type: none"> <li>environmental</li> <li>biological</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing types of hazards, risks and disasters</li> <li>Explaining the causes of</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> </ul>

## TOPIC 9: GLOBAL ISSUES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>HAZARDS, RISKS AND DISASTERS</b>	<ul style="list-style-type: none"> <li>Identify types of hazards, risks and disasters</li> <li>describe the causes of droughts and floods</li> <li>analyse the effects of droughts and floods</li> </ul>	<ul style="list-style-type: none"> <li>Hazards, risks and disasters               <ul style="list-style-type: none"> <li>- environmental</li> <li>- biological</li> <li>- mechanical</li> </ul> </li> <li>Droughts and floods</li> </ul>	<ul style="list-style-type: none"> <li>Discussing types of hazards, risks and disasters</li> <li>Explaining the causes of droughts and floods</li> <li>Examining the effects of droughts and floods</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Related literature</li> <li>Literature in Braille</li> </ul>
<b>HUMAN TRAFFICKING</b>	<ul style="list-style-type: none"> <li>describe forms of human trafficking</li> <li>explain the impact of trafficking on society</li> </ul>	<ul style="list-style-type: none"> <li>Forms of human trafficking</li> </ul>	<ul style="list-style-type: none"> <li>Listing forms of human trafficking</li> <li>Discussing the causes and effects of human trafficking</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Slides</li> <li>Resource person</li> </ul>

## FORM 2

### TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>ROLE OF THE SCHOOL IN SOCIALISATION</b>	<ul style="list-style-type: none"><li>explain the role of the school in socialization</li><li>assess the impact of the school in socialisation</li></ul>	<ul style="list-style-type: none"><li>Role of the school:<ul style="list-style-type: none"><li>school rules</li><li>punctuality</li><li>discipline</li><li>respect for authority</li><li>hygiene</li></ul></li></ul>	<ul style="list-style-type: none"><li>Discussing the role of the school in socialising the learners</li><li>Demonstrating the effectiveness of the school in socialising the learner</li><li>Applying school rules</li></ul>	<ul style="list-style-type: none"><li>ICT tools</li><li>Resource person</li><li>Related literature</li></ul>
<b>ROLE OF PEERS IN SOCIALISATION</b>	<ul style="list-style-type: none"><li>state the role of peers in socialization</li><li>analyse the impact of peers in socialisation</li></ul>	<ul style="list-style-type: none"><li>Role of peers:<ul style="list-style-type: none"><li>friendship</li><li>peer pressure</li><li>interaction</li><li>cliches</li><li>role models</li></ul></li></ul>	<ul style="list-style-type: none"><li>Dramatising the role of peers in socialising the learners</li><li>Assessing the effects of peers in socialisation</li><li>Debating the effects of cliches in socialisation</li></ul>	<ul style="list-style-type: none"><li>ICT tools</li><li>Resource person</li><li>Related literature</li><li>Pictures</li></ul>
<b>ROLE OF THE MEDIA IN SOCIALISATION</b>	<ul style="list-style-type: none"><li>identify the various types of media</li><li>describe the role of the media in socialisation</li></ul>	<ul style="list-style-type: none"><li>Types of media</li><li>Role of the media:<ul style="list-style-type: none"><li>newspapers</li><li>magazine</li><li>electronic media</li><li>social media</li></ul></li></ul>	<ul style="list-style-type: none"><li>Watching videos on role models</li><li>Discussing the effects of media in socialisation</li></ul>	<ul style="list-style-type: none"><li>ICT tools</li><li>Pictures</li><li>Print media and electronic media</li><li>Related literature</li></ul>
<b>RESPONSIBLE USE OF THE MEDIA</b>	<ul style="list-style-type: none"><li>illustrate responsible use of the media as a socialisation agent</li><li>utilise appropriate media content</li></ul>	<ul style="list-style-type: none"><li>Appropriate media content</li></ul>	<ul style="list-style-type: none"><li>Discussing responsible use of the media</li><li>Demonstrating appropriate use of the media</li></ul>	<ul style="list-style-type: none"><li>ICT tools</li><li>Jaws software</li><li>Resource person</li><li>Print media and electronic media</li><li>Pictures</li></ul>

## TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>FORMS OF PERSONAL IDENTITY</b>	<ul style="list-style-type: none"> <li>identify forms of personal identity</li> <li>explain the importance of personal identity</li> </ul>	<ul style="list-style-type: none"> <li>Forms of personal identity: <ul style="list-style-type: none"> <li>- name</li> <li>- urname</li> <li>- totems</li> <li>- religion</li> <li>- nationality</li> <li>- language</li> <li>- dress</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Sampling identity documents</li> <li>Discussing the importance of identity documents</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>National identity documents</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>TOTEMS, TOTEM PRAISES AND GENEALOGY</b>	<ul style="list-style-type: none"> <li>list totems</li> <li>recite totem praises</li> <li>trace their genealogy</li> </ul>	<ul style="list-style-type: none"> <li>Family identity</li> <li>Family tree</li> <li>Totem praises</li> </ul>	<ul style="list-style-type: none"> <li>Naming totems</li> <li>Researching on their totems</li> <li>Drawing family trees</li> <li>Presenting on totem praises</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Poems</li> <li>Related literature</li> <li>Pictures</li> <li>Resource person</li> <li>Songs</li> </ul>
<b>PURPOSE OF TOTEM SYSTEMS</b>	<ul style="list-style-type: none"> <li>explain the significance of totem systems</li> </ul>	<ul style="list-style-type: none"> <li>Totem systems</li> </ul>	<ul style="list-style-type: none"> <li>Dramatising the importance of totem systems</li> <li>Singing songs based on their totems</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Drama</li> <li>Pictures</li> <li>Related literature</li> </ul>
<b>INDIGENOUS HERBS</b>	<ul style="list-style-type: none"> <li>identify indigenous herbs</li> <li>explain the use of various indigenous herbs</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous herbs: <ul style="list-style-type: none"> <li>- aloe vera</li> <li>- ndorani, ginger</li> <li>- black jack</li> <li>- isihaqa</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Collecting samples of some indigenous herbs</li> <li>Visiting local herbal gardens</li> <li>Researching on different types and uses of indigenous herbs</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Indigenous herbs samples</li> <li>Resource person</li> <li>Educational tours</li> <li>Related literature</li> <li>Pictures</li> </ul>
<b>INDIGENOUS LANGUAGES AND CULTURES OF THE PEOPLE OF ZIMBABWE</b>	<ul style="list-style-type: none"> <li>list indigenous languages</li> <li>explain the importance of upholding indigenous languages and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous languages <ul style="list-style-type: none"> <li>- Shona</li> <li>- Ndebele</li> <li>- Venda</li> <li>- Kalanga</li> <li>- Sign language</li> </ul> </li> <li>Importance of languages and cultures</li> </ul>	<ul style="list-style-type: none"> <li>Naming the different languages spoken in Zimbabwe</li> <li>Comparing cultural practices of people in Zimbabwe</li> <li>Modelling of various cultural attire</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Different cultural dresses</li> <li>Related literature</li> <li>Pictures</li> <li>Cultural artefacts</li> <li>Resource person</li> </ul>

### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NORMS AND VALUES IN THE COMMUNITY</b>	<ul style="list-style-type: none"> <li>identify the different norms and values in the community</li> <li>demonstrate different norms and values in the community</li> <li>analyse the importance of norms and values</li> </ul>	<ul style="list-style-type: none"> <li>Norms and values               <ul style="list-style-type: none"> <li>-greeting</li> <li>-thanking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Role playing different norms and values</li> <li>Debating norms and values of different cultures in Zimbabwe</li> <li>Discussing the importance of norms and values</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Videos</li> </ul>
<b>MAIN FEATURES OF INDIGENOUS ZIMBABWEAN CULTURE</b>	<ul style="list-style-type: none"> <li>identify the main features of indigenous Zimbabwean culture</li> <li>describe Zimbabwean birth and death rites</li> </ul>	<ul style="list-style-type: none"> <li>Features of indigenous Zimbabwean culture               <ul style="list-style-type: none"> <li>- initiation ceremonies</li> </ul> </li> <li>Birth rites and Death rites</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the main features of indigenous Zimbabwean culture</li> <li>Researching on initiation ceremonies</li> <li>Discussing birth and death rites</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Pictures</li> <li>Drama</li> <li>Films</li> </ul>
<b>INHERITANCE AND HEIRSHIP PRACTICES OF INDIGENOUS FAMILIES AND SOCIETIES</b>	<ul style="list-style-type: none"> <li>identify the types of inheritance</li> <li>describe the various inheritance and heirship practices of indigenous families and societies</li> <li>distinguish between tangible and intangible inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Inheritance and heirship practices</li> <li>Types of heirship:               <ul style="list-style-type: none"> <li>- tangible inheritance (assets)</li> <li>- intangible inheritance (language, norms and values)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing inheritance and heirship practices</li> <li>Showing films on indigenous ways of inheritance and heirship</li> <li>Dramatizing inheritance and heirship procedures</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Videos</li> <li>Related literature</li> </ul>
<b>CONTEMPORARY COURTSHIP PRACTICES</b>	<ul style="list-style-type: none"> <li>list contemporary courtship practices</li> <li>compare the contemporary and indigenous courtship practices</li> <li>evaluate the contemporary courtship practices</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary courtship               <ul style="list-style-type: none"> <li>- religious</li> <li>- social</li> <li>- western</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Role playing contemporary courtship practices</li> <li>Debating contemporary courtship and indigenous courtship practices</li> <li>Watching films on contemporary courtship practices</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Videos/ with captions</li> <li>Related literature</li> </ul>

### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INDIGENOUS MARRIAGE COUNSELLORS</b>	<ul style="list-style-type: none"> <li>identify indigenous marriage counsellors</li> <li>explain the role of indigenous marriage counsellors</li> <li>describe the indigenous marriage counselling process</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous marriage counsellors:               <ul style="list-style-type: none"> <li>tete</li> <li>sekuru</li> <li>mbuya</li> <li>community counsellors</li> <li>family counsellors</li> </ul> </li> <li>Indigenous marriage counselling process</li> </ul>	<ul style="list-style-type: none"> <li>Naming indigenous marriage counsellors</li> <li>Researching on the role of indigenous marriage counsellors</li> <li>Role playing indigenous marriage counselling process</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Videos</li> <li>Related literature</li> </ul>
<b>FORMS OF INDIGENOUS ENTERTAINMENT</b>	<ul style="list-style-type: none"> <li>identify forms of indigenous entertainment</li> <li>explain the significance of indigenous forms of entertainment</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous forms of entertainment:               <ul style="list-style-type: none"> <li>folklore</li> <li>games</li> <li>dance and songs</li> </ul> </li> <li>Significance indigenous entertainment</li> </ul>	<ul style="list-style-type: none"> <li>Listing indigenous forms of entertainment</li> <li>Dramatizing forms of indigenous entertainment</li> <li>Discussing the significance of indigenous entertainment</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>

### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>EARLY IRON AGE SOCIETIES</b>	<ul style="list-style-type: none"> <li>identify Early Iron Age societies</li> <li>outline the social, economic and political activities of these societies</li> </ul>	<ul style="list-style-type: none"> <li>Early Iron Age societies:               <ul style="list-style-type: none"> <li>-Mapungubwe</li> <li>-Gokomere</li> </ul> </li> <li>Socio-economic and political activities               <ul style="list-style-type: none"> <li>-tools</li> <li>-iron smelting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming Early Iron Age societies</li> <li>Discussing the socio-economic and political activities</li> <li>Visiting early Iron Age sites</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Artefacts</li> <li>Pictures</li> <li>Related literature</li> <li>Maps</li> </ul>

<b>LATE IRON AGE STATES</b>	<ul style="list-style-type: none"> <li>• Identify Late Iron Age states</li> <li>• Outline the social, economic and political activities of Late Iron Age states</li> </ul>	<ul style="list-style-type: none"> <li>• Late Iron Age states</li> <li>• Social, political and economic practices</li> </ul>	<ul style="list-style-type: none"> <li>• Listing Late Iron Age states</li> <li>• Discussing the socio-economic and political activities of the Late Iron Age states</li> <li>• Modelling Late Iron Age tools</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Artefacts</li> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Films/ with captions</li> </ul>
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#### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CONTRIBUTION OF IRON AGE COMMUNITIES TO CONTEMPORARY SOCIETIES</b>	<ul style="list-style-type: none"> <li>List contributions made by Iron Age communities to contemporary development</li> <li>Assess the significance of these contributions to contemporary societies</li> </ul>	<ul style="list-style-type: none"> <li>Contribution of Iron Age societies to contemporary development               <ul style="list-style-type: none"> <li>craftwork</li> <li>trade</li> <li>traditional medicine</li> <li>political structures</li> <li>religious beliefs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing contributions made by Iron Age societies to contemporary development</li> <li>Explaining the significance of their contributions</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Related literature</li> </ul>
<b>MISSIONARIES EXPLORERS, TRADERS, CONCESSION SEEKERS, ADVENTURERS AND HUNTERS</b>	<ul style="list-style-type: none"> <li>identify various foreign groups involved in the colonization of Zimbabwe</li> <li>examine the role played by these groups in colonization of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Agents of colonization</li> <li>Role played by agents of colonisation</li> </ul>	<ul style="list-style-type: none"> <li>Naming agents of colonisation</li> <li>Discussing the role played by agents of colonisation</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Pictures</li> <li>Maps</li> </ul>

#### TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NATIONAL EVENTS AND CELEBRATIONS</b>	<ul style="list-style-type: none"> <li>identify national events and celebrations</li> <li>explain the significance of these national events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>National events and celebrations</li> <li>Significance of national events and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>Organising activities to commemorate national events</li> <li>Singing songs related to national events</li> <li>Discussing significance of national events and celebrations</li> <li>Watching documentaries of the events</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Videos</li> <li>Related literature</li> </ul>

<b>PARTICIPATION IN AND COMMEMORATION OF NATIONAL EVENTS</b>	<ul style="list-style-type: none"> <li>describe the commemoration process</li> <li>identify roles that they can play during the commemoration</li> <li>explain the significance of participating in national events</li> </ul>	<ul style="list-style-type: none"> <li>Participation and commemoration of national events: <ul style="list-style-type: none"> <li>Independence Day</li> <li>Heroes Day</li> <li>Unity Day</li> <li>Tree planting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participating in national events</li> <li>Watching/playing videos of national events</li> <li>Singing songs related to the national events being celebrated</li> <li>Poems of national events</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Films/ with captions</li> <li>Calendars</li> <li>Pictures</li> <li>Paintings</li> </ul>
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#### TOPIC 5: NATIONAL HERITAGE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NATIONAL SCHOOLS PLEDGE</b>	<ul style="list-style-type: none"> <li>recite the National Schools Pledge</li> <li>explain the importance of the National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>National Schools Pledge: <ul style="list-style-type: none"> <li>reciting</li> <li>importance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Reciting the National Schools Pledge</li> <li>Discussing the National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> </ul>
<b>NATURAL RESOURCES</b>	<ul style="list-style-type: none"> <li>identify natural resources in Zimbabwe</li> <li>explain the importance of natural resources as heritage</li> </ul>	<ul style="list-style-type: none"> <li>Natural resources</li> <li>Natural resources as heritage</li> </ul>	<ul style="list-style-type: none"> <li>Listing natural resources</li> <li>Discussing land as a key resource</li> <li>Analysing the importance of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Natural resources map</li> </ul>

#### TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>DECLARATION OF RIGHTS IN ZIMBABWE</b>	<ul style="list-style-type: none"> <li>define the concept of human rights</li> <li>outline the provisions of the declaration of rights</li> </ul>	<ul style="list-style-type: none"> <li>Human rights</li> <li>Rights in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the concept of human rights</li> <li>Debating the declaration of human rights</li> <li>Discussing constitutional rights</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Copies of Constitution</li> <li>Resource person</li> </ul>
<b>ZIMBABWEAN CITIZENSHIP</b>	<ul style="list-style-type: none"> <li>define the concept of citizenship</li> <li>explain different forms of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>Citizenship in Zimbabwe: <ul style="list-style-type: none"> <li>by birth</li> <li>by descent</li> <li>by registration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing concept of citizenship</li> <li>Discussing the different forms of citizenship</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Copies of Constitution</li> <li>Resource person</li> <li>National identity documents</li> </ul>

<b>RULES AND LAWS OF ZIMBABWE</b>	<ul style="list-style-type: none"> <li>define rules and laws</li> <li>identify types of courts in Zimbabwe</li> <li>describe the functions of Zimbabwe courts</li> </ul>	<ul style="list-style-type: none"> <li>Rules and laws in Zimbabwe</li> <li>Jurisdiction of Courts</li> </ul>	<ul style="list-style-type: none"> <li>Discussing rules and laws of Zimbabwe</li> <li>Classifying courts according to hierarchy</li> <li>Conducting educational tours to observe court sessions</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> </ul>
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## TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CHILDREN'S RIGHTS AND RESPONSIBILITIES AT SCHOOL</b>	<ul style="list-style-type: none"> <li>define rights and responsibilities</li> <li>identify rights and responsibilities at school</li> <li>describe rights and responsibilities at school</li> </ul>	<ul style="list-style-type: none"> <li>Rights and responsibilities at school: <ul style="list-style-type: none"> <li>right to education</li> <li>access to information</li> <li>duties at school</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing rights and responsibilities at school</li> <li>Discussing rights and responsibilities at school</li> <li>Role playing rights and responsibilities at school</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwe</li> <li>Related literature</li> <li>Resource person</li> </ul>
<b>PARTICIPATION IN VOLUNTARY COMMUNITY ACTIVITIES</b>	<ul style="list-style-type: none"> <li>explain the importance of participation in voluntary community activities</li> </ul>	<ul style="list-style-type: none"> <li>Participation in voluntary community activities: <ul style="list-style-type: none"> <li>gully reclamation</li> <li>clean up</li> <li>tree planting campaigns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participating in voluntary community activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Related literature</li> <li>Resource person</li> </ul>
<b>RESPONSIBILITIES OF ZIMBABWEAN CITIZENS</b>	<ul style="list-style-type: none"> <li>identify responsibilities of citizens</li> <li>describe responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>Citizens' responsibilities <ul style="list-style-type: none"> <li>safe guarding heritage</li> <li>defend sovereignty</li> <li>upholding values</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing citizen's responsibilities</li> <li>Discussing the responsibilities of citizens</li> <li>Role playing</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Related literature</li> </ul>

## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>TYPES OF INDUSTRIES</b>	<ul style="list-style-type: none"> <li>identify the types of industries</li> <li>describe the types of industries</li> </ul>	<ul style="list-style-type: none"> <li>Types of industries: <ul style="list-style-type: none"> <li>primary</li> <li>secondary</li> <li>tertiary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Touring industries</li> <li>Discussing various types of industries</li> <li>Participating in informal sector</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Industries</li> <li>Company Register</li> </ul>

<b>THE INFORMAL SECTOR</b>	<ul style="list-style-type: none"> <li>identify economic activities in the informal sector</li> <li>distinguish between formal and informal sector</li> </ul>	<ul style="list-style-type: none"> <li>Informal sector economic activities</li> <li>Formal and informal sector</li> </ul>	<ul style="list-style-type: none"> <li>Listing informal sector economic activities</li> <li>Differentiating between formal and informal sectors</li> <li>Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> </ul>
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## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INDIGENOUS CONSERVATION AND MANAGEMENT OF RESOURCES</b>	<ul style="list-style-type: none"> <li>explain sustainable indigenous methods of conserving and managing natural resources</li> <li>assess the effectiveness of indigenous ways of conserving natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous conservation and management <ul style="list-style-type: none"> <li>- taboos</li> <li>- totems</li> <li>- indigenous knowledge systems (IKS)</li> <li>- indigenous laws</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing indigenous methods of conserving and managing natural resources</li> <li>Debating the effectiveness of indigenous ways of managing resources</li> <li>Role playing conservation methods</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>The immediate environment</li> <li>Related literature</li> </ul>
<b>CONTEMPORARY METHODS OF MANUFACTURING GOODS</b>	<ul style="list-style-type: none"> <li>define the concept of manufacturing</li> <li>outline the processes of manufacturing goods</li> </ul>	<ul style="list-style-type: none"> <li>The manufacturing of goods: <ul style="list-style-type: none"> <li>- processing</li> <li>- assembling</li> <li>- weaving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the process of manufacturing of goods</li> <li>Touring manufacturing industries</li> <li>Demonstrating processes of manufacturing goods</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>The immediate environment</li> <li>Pictures</li> <li>Resource person</li> </ul>

## TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CLIMATE CHANGE</b>	<ul style="list-style-type: none"> <li>define the concept of climate change</li> <li>outline the causes of climate change</li> <li>explain the effects of climate change</li> <li>explain adaptation and mitigation measures against climate change</li> </ul>	<ul style="list-style-type: none"> <li>Causes of climate change</li> <li>Effects of climate change               <ul style="list-style-type: none"> <li>floods and droughts</li> </ul> </li> <li>Adaptation and mitigation measures against climate change</li> </ul>	<ul style="list-style-type: none"> <li>Debating causes and effects of climate change</li> <li>Discussing adaptation and mitigation measures</li> <li>Touring places affected by climate change</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Pictures</li> <li>Films/ with captions</li> <li>Related literature</li> <li>Weather maps and charts</li> </ul>
<b>DISASTERS</b>	<ul style="list-style-type: none"> <li>define natural and man made disasters</li> <li>describe the effects of disasters on the environment</li> <li>describe disaster mitigation and management measures</li> </ul>	<ul style="list-style-type: none"> <li>Classification of disasters:               <ul style="list-style-type: none"> <li>-natural</li> <li>-man made</li> </ul> </li> <li>Impact of disasters</li> <li>Disaster Management</li> </ul>	<ul style="list-style-type: none"> <li>Discussing classification of disasters</li> <li>Assessing the impact of disasters</li> <li>Evaluating disaster management strategies</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> </ul>

### **FORM 3**

#### **TOPIC 1: SOCIALISATION**

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES Learners will be able to:-</b>	<b>CONTENT (knowledge, skills, values and attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>ROLE OF THE COMMUNITY IN SOCIALISATION</b>	<ul style="list-style-type: none"><li>• state the role of the community in socialization</li><li>• explain the socialization process in the community</li></ul>	<ul style="list-style-type: none"><li>• Role of the community</li><li>• Agents of socialization<ul style="list-style-type: none"><li>- ceremonies</li><li>- rituals</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Discussing the role of the community in socialisation</li><li>• Conducting educational tours in the community to observe some ceremonies and rituals</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Resource person</li><li>• Related literature</li><li>• videos</li></ul>
<b>ROLE OF RELIGIOUS BELIEFS IN SOCIALISATION</b>	<ul style="list-style-type: none"><li>• list various religious groups</li><li>• describe the role of religious beliefs in socialisation</li></ul>	<ul style="list-style-type: none"><li>• Role of religious beliefs:<ul style="list-style-type: none"><li>- Christianity</li><li>- Indigenous religion</li><li>- Islamic religion</li><li>- Rastafarianism</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Outlining various religious beliefs</li><li>• Discussing the role of religious beliefs</li><li>• Watching videos of religious groups</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Resource person</li><li>• Related literature</li><li>• videos</li></ul>
<b>ROLE OF THE MEDIA IN SOCIALISATION</b>	<ul style="list-style-type: none"><li>• identify various forms of media</li><li>• describe the effects of the media in socialization</li><li>• explain the advantages of the use media as a socialising agent</li></ul>	<ul style="list-style-type: none"><li>• Forms of media</li><li>• Effects of the media in socialization:<ul style="list-style-type: none"><li>- newspaper</li><li>- internet</li></ul></li><li>• Responsible use of the media</li><li>• Advantages and disadvantages of the media</li></ul>	<ul style="list-style-type: none"><li>• Dramatising the effects of the media in socialisation</li><li>• Debating the effects of media in socialization</li><li>• Discussing the advantages and disadvantages of the media</li><li>• Role playing advantages of the media</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Pictures</li><li>• Related literature</li></ul>

#### **TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY**

<b>KEY CONCEPT</b>	<b>LEARNING OBJECTIVES Learners will be able to:-</b>	<b>CONTENT (knowledge, skills, values and attitudes)</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>FAMILY AND THE COMMUNITY</b>	<ul style="list-style-type: none"><li>• describe the role of the family and the community in shaping one's identity</li></ul>	<ul style="list-style-type: none"><li>• Family as a form of identity</li><li>• The community as a form of identity</li></ul>	<ul style="list-style-type: none"><li>• Discussing the roles of the family and community in shaping one's identity</li><li>• Carrying out voluntary projects in the community</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Resource person</li><li>• Related literature</li><li>• Pictures</li></ul>
<b>INDIGENOUS COMMUNITY GATHERINGS CEREMONIES AND EVENTS</b>	<ul style="list-style-type: none"><li>• list the indigenous community gatherings and events</li></ul>	<ul style="list-style-type: none"><li>• Community gatherings and events:<ul style="list-style-type: none"><li>- nhimbe/ilima</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Identifying indigenous gatherings and events</li><li>• Researching on different</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Resource person</li></ul>

## TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>describe the importance of indigenous gatherings and events</li> <li>Identify indigenous ceremonial tools</li> </ul>	<ul style="list-style-type: none"> <li>- zunde ramambo/ isiphala senkosi</li> <li>- bira/umbuyiso</li> <li>- mukwerera, ukucela izulu</li> <li>- funerals</li> <li>- kurova guva</li> <li>• Indigenous ceremonial tools</li> </ul>	<ul style="list-style-type: none"> <li>indigenous gatherings, ceremonies, rituals and events</li> <li>• Role playing indigenous events</li> <li>• Sampling indigenous ceremonial tools</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Pictures</li> <li>• Radios</li> </ul>

## TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NORMS AND VALUES AT THE WORKPLACE</b>	<ul style="list-style-type: none"> <li>identify norms and values at the workplace</li> <li>explain the norms and values at the workplace</li> <li>identify threats to norms and values in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• Norms and values at the workplace: <ul style="list-style-type: none"> <li>- responsibility</li> <li>- accountability</li> <li>- respect</li> <li>- integrity</li> <li>- transparency</li> <li>- commitment</li> </ul> </li> <li>• Threats to norms and values <ul style="list-style-type: none"> <li>- corruption</li> <li>- stigma</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing norms and values</li> <li>• Discussing the norms and values at the workplace</li> <li>• Analysing threats to norms and values at the workplace</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Related literature</li> <li>• Braille literature</li> <li>• Videos with captions</li> <li>• Talking books</li> </ul>
<b>BIRTH AND DEATH RITES AND CEREMONIES</b>	<ul style="list-style-type: none"> <li>define the concept of birth and death rites</li> <li>explain the significance of birth and death rites and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• Significance of: <ul style="list-style-type: none"> <li>- birth rites and ceremonies</li> <li>- death rites and ceremonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the birth and death rites and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> </ul>

<b>INHERITANCE AND HEIRSHIP PRACTICES IN CONTEMPORARY FAMILIES AND SOCIETIES</b>	<ul style="list-style-type: none"> <li>• identify forms of inheritance in contemporary societies</li> <li>• describe the inheritance and heirship practices in contemporary societies</li> </ul>	<ul style="list-style-type: none"> <li>• Forms of inheritance</li> <li>• Inheritance in contemporary families and societies <ul style="list-style-type: none"> <li>- Concept of will</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming forms of inheritance practices</li> <li>• Discussing the inheritance and heirship practices</li> <li>• Debating the inheritance</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Constitution of Zimbabwe</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Videos</li> </ul>
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KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>BIRTH AND DEATH RITES AND CEREMONIES</b>	<ul style="list-style-type: none"> <li>define the concept of birth and death rites</li> <li>explain the significance of birth and death rites and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Significance of: <ul style="list-style-type: none"> <li>birth rites and ceremonies</li> <li>death rites and ceremonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the birth and death rites and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>INHERITANCE AND HEIRSHIP PRACTICES IN CONTEMPORARY FAMILIES AND SOCIETIES</b>	<ul style="list-style-type: none"> <li>identify forms of inheritance in contemporary societies</li> <li>describe the inheritance and heirship practices in contemporary societies</li> </ul>	<ul style="list-style-type: none"> <li>Forms of inheritance</li> <li>Inheritance in contemporary families and societies <ul style="list-style-type: none"> <li>Concept of will</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming forms of inheritance practices</li> <li>Discussing the inheritance and heirship practices</li> <li>Debating the inheritance and heirship practices</li> <li>Role playing on contemporary inheritance and heirship practices</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwe</li> <li>Resource person</li> <li>Related literature</li> <li>Videos</li> </ul>
<b>INDIGENOUS AND CONTEMPORARY COURTSHIP PRACTICES</b>	<ul style="list-style-type: none"> <li>define the concept of courtship</li> <li>distinguish between indigenous and contemporary courtship</li> </ul>	<ul style="list-style-type: none"> <li>Courtship: <ul style="list-style-type: none"> <li>indigenous</li> <li>contemporary</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing indigenous and contemporary courtship</li> <li>Role playing courtship practices</li> <li>Researching on indigenous courtship</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Braille/ talking books/ large print</li> <li>Pictures</li> </ul>
<b>INDIGENOUS MARRIAGE PRACTICES</b>	<ul style="list-style-type: none"> <li>describe the indigenous marriage practices</li> <li>demonstrate some indigenous marriage practices</li> <li>explain the value of marriage</li> </ul>	<ul style="list-style-type: none"> <li>Marriage practices: <ul style="list-style-type: none"> <li>nduma/love token</li> <li>role of aunt (tete/ubabakazi)</li> <li>kupereka/ umthimba</li> </ul> </li> <li>Value of marriage <ul style="list-style-type: none"> <li>dignity</li> <li>respect</li> <li>cooperation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Debating on the value indigenous marriages</li> <li>Researching on the value of indigenous marriages</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Videos with captions</li> <li>Talking books</li> <li>Pictures</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>DANCE AND DRAMA</b>	<ul style="list-style-type: none"> <li>define the concepts of dance and drama</li> <li>describe the importance of dance and drama as forms of entertainment, leisure and employment</li> </ul>	<ul style="list-style-type: none"> <li>Importance of dance and drama: <ul style="list-style-type: none"> <li>entertainment</li> <li>leisure</li> <li>employment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Dancing</li> <li>Dramatising</li> <li>Discussing the importance of drama and dance</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Dance instrument</li> <li>Pictures</li> <li>Embossed pictures</li> <li>Video/with captions</li> <li>Talking books</li> </ul>

#### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>COLONISATION</b>	<ul style="list-style-type: none"> <li>define colonization</li> <li>explain the causes of colonisation</li> <li>outline the terms of the Berlin Conference</li> <li>identify treaties leading to colonization</li> <li>identify forms of response to colonisation</li> </ul>	<ul style="list-style-type: none"> <li>Colonisation <ul style="list-style-type: none"> <li>causes</li> <li>process</li> <li>Berlin Conference (1884-85)</li> </ul> </li> <li>Treaties</li> <li>Response to colonisation</li> </ul>	<ul style="list-style-type: none"> <li>Outlining the process of colonization</li> <li>Discussing the causes of colonisation</li> <li>Role playing the Berlin Conference</li> <li>Discussing the responses to colonisation</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Braille</li> <li>Map of Africa</li> <li>Related literature</li> <li>Related pictures</li> </ul>
<b>ANGLO- NDEBELE WAR</b>	<ul style="list-style-type: none"> <li>describe the events that led to Anglo- Ndebele war</li> <li>explain the course of Anglo- Ndebele war</li> <li>outline the effects of Anglo Ndebele war</li> </ul>	<ul style="list-style-type: none"> <li>Anglo- Ndebele war (1893-94): <ul style="list-style-type: none"> <li>causes</li> <li>course</li> <li>effects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the causes of the Anglo- Ndebele war</li> <li>Evaluating the effects of Anglo-Ndebele war</li> <li>Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Films/ with captions</li> <li>Related literature</li> </ul>
<b>FIRST CHIMURENGA/UMVUKELA</b>	<ul style="list-style-type: none"> <li>outline the causes of the First Chimurenga/Umvukela</li> <li>explain the role played by spirit mediums in the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>First Chimurenga/Umvukela (1896-97) <ul style="list-style-type: none"> <li>causes</li> <li>events</li> <li>results</li> </ul> </li> <li>Role of spirit mediums</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the causes of the 1<sup>st</sup> Chimurenga/Umvukela</li> <li>Describing the course and results of the 1<sup>st</sup> Chimurenga/Umvukela</li> <li>Examine the role played</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Films/ with captions</li> <li>Related literature</li> <li>Resource person</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>describe events of 1<sup>st</sup> Chimurenga/Umvukela</li> <li>assess the results</li> </ul>		<ul style="list-style-type: none"> <li>by spirit mediums</li> <li>Singing and dancing</li> </ul>	
<b>HEROES AND HEROINES OF THE FIRST CHIMURENGA/UMVUKELA</b>	<ul style="list-style-type: none"> <li>identify heroes and heroines in the First Chimurenga/ Umvukela</li> <li>explain the role played by heroes and heroines of the First Chimurenga/ Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Heroes and heroines of the First Chimurenga/ Umvukela: -Mukwati, Nehanda, Kaguvi, Somabulana, Sibolo, Nyamande</li> <li>Role played by heroes and heroines</li> </ul>	<ul style="list-style-type: none"> <li>Listing the heroes and heroines</li> <li>Discussing the roles of the heroes and heroines</li> <li>Touring places of historical interests</li> <li>Singing and dancing</li> <li>Watching documentaries</li> <li>Reciting poems</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Pictures</li> <li>Resource person</li> </ul>
<b>LIBERATION STRUGGLE/SECOND CHIMURENGA/UMVUKELA</b>	<ul style="list-style-type: none"> <li>outlining the causes of the Second Chimurenga/Umvukela</li> <li>describe the role played by the mass, freedom fighters and spirit mediums</li> <li>describe the role played by national heroes and heroines</li> <li>analyse the results of the Second Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Second Chimurenga/Umvukela (1966-79) <ul style="list-style-type: none"> <li>causes</li> <li>course</li> <li>results</li> </ul> </li> <li>Role played by: <ul style="list-style-type: none"> <li>masses, freedom fighters, mujibhas, zvimwindos, spirit mediums</li> </ul> </li> <li>National heroes and heroines</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the causes of the Second Chimurenga/Umvukela</li> <li>Discussing the role played by the mass, freedom fighters and spirit mediums</li> <li>Researching role played by national heroes and heroines</li> <li>Conducting educational tours</li> <li>Discussing results of the liberation struggle</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Films/ with captions</li> <li>Related literature</li> <li>Resource person</li> </ul>

## TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NATIONAL SHRINES, MONUMENTS AND WORLD HERITAGE SITES</b>	<ul style="list-style-type: none"><li>• identify national shrines, monuments and world heritage sites in Zimbabwe</li><li>• explain the significance of</li></ul>	<ul style="list-style-type: none"><li>• National shrines and monuments<ul style="list-style-type: none"><li>- Chinhoyi caves</li><li>- Njelele</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Listing the national shrines, monuments and world heritage sites</li><li>• Visiting the shrines,</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Maps</li><li>• Pictures</li></ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>NATIONAL SHRINES, MONUMENTS AND WORLD HERITAGE SITES</b>	<ul style="list-style-type: none"> <li>identify national shrines, monuments and world heritage sites in Zimbabwe</li> <li>explain the significance of the national monuments, shrines and world heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>National shrines and monuments               <ul style="list-style-type: none"> <li>Chinhoyi caves</li> <li>Njelele</li> </ul> </li> <li>World heritage Sites               <ul style="list-style-type: none"> <li>Great Zimbabwe</li> <li>Victoria Falls</li> </ul> </li> <li>Importance of shrines, monuments and world heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Listing the national shrines, monuments and world heritage sites</li> <li>Visiting the shrines, monuments and world heritage sites</li> <li>Discussing the significance of the shrines, monuments and world heritage sites</li> <li>Organising and commemorating Heritage Day</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Pictures</li> <li>Related literature</li> <li>Videos</li> <li>Resource person</li> </ul>
<b>NATIONAL SCHOOLS PLEDGE</b>	<ul style="list-style-type: none"> <li>recite the National Schools Pledge</li> <li>explain the importance of the National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>National Schools Pledge:               <ul style="list-style-type: none"> <li>significance of the National Schools Pledge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Memorising the National Schools Pledge</li> <li>Discussing the importance of the National Schools Pledge</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> <li>Related literature</li> </ul>
<b>NATURAL RESOURCES</b>	<ul style="list-style-type: none"> <li>identify the key natural resources in Zimbabwe</li> <li>explain the importance of the key resources in national development</li> <li>describe the ownership of natural resources during the colonial era</li> <li>explain how colonialism disadvantaged Zimbabweans to access their natural resources</li> <li>examine how the government has improved the indigenous people's access to natural resources</li> </ul>	<ul style="list-style-type: none"> <li>Key natural resources</li> <li>Significance of natural resources</li> <li>Resource ownership during the colonial era</li> <li>Government efforts to redistribute resources</li> </ul>	<ul style="list-style-type: none"> <li>Identifying key natural resources</li> <li>Discussing the significance of key natural resources in national development</li> <li>Debating the ownership of natural resources in the colonial era</li> <li>Outlining government efforts to improve indigenous access to natural resources</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Constitution of Zimbabwe</li> </ul>

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CONSTITUTION OF ZIMBABWE</b>	<ul style="list-style-type: none"> <li>identify the key features of the constitution</li> <li>explain the significance of the key features of the constitution</li> <li>describe the Zimbabwe electoral system</li> </ul>	<ul style="list-style-type: none"> <li>Key features of the constitution <ul style="list-style-type: none"> <li>Tiers of Government</li> <li>Declaration of rights</li> <li>Health and education</li> <li>Languages of Zimbabwe</li> </ul> </li> <li>Significance of key features of the Constitution</li> <li>Electoral system</li> </ul>	<ul style="list-style-type: none"> <li>Stating the key features of the constitution</li> <li>Discussing the significance of the key features of the constitution</li> <li>Explaining the electoral system of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwe</li> <li>Related literature</li> </ul>

## TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>RIGHTS AND RESPONSIBILITIES</b>	<ul style="list-style-type: none"> <li>identify rights and responsibilities of the elderly, persons with disabilities, women, war veterans and other vulnerable groups</li> <li>describe the rights and responsibilities of the elderly, persons with disabilities, women, war veterans and other vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>Rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Discussing rights and responsibilities of the elderly, persons with disabilities, women, war veterans and vulnerable groups</li> <li>Debating the importance of rights and responsibilities of the elderly, persons with disabilities, women, war veterans and other vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwe</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>CIVIC RESPONSIBILITIES AT COMMUNITY AND NATIONAL LEVEL</b>	<ul style="list-style-type: none"> <li>identify civic responsibilities at community and national level</li> <li>explain the civic responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Civic responsibilities: <ul style="list-style-type: none"> <li>health</li> <li>security</li> <li>education</li> <li>shelter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participating in civic responsibilities</li> <li>Role playing civic responsibilities</li> <li>Discussing civic responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Educational tours</li> <li>Constitution of Zimbabwe</li> </ul>

## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>LAND OWNERSHIP IN ZIMBABWE</b>	<ul style="list-style-type: none"> <li>identify laws governing land ownership in Zimbabwe during the colonial era</li> <li>examine how colonial laws on land affected indigenous people</li> <li>outline measures taken by government to redistribute land since 1980</li> </ul>	<ul style="list-style-type: none"> <li>Colonial laws governing land ownership</li> <li>Effect of colonial laws on indigenous people</li> <li>Land reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>Discussing colonial laws governing land ownership</li> <li>Assessing the impact of colonial land laws on indigenous people</li> <li>Evaluating government's land reform programmes</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Educational tours</li> <li>Resource person</li> <li>Related literature</li> <li>Map of Zimbabwe</li> </ul>
<b>CONSTRAINTS TO THE INFORMAL SECTOR</b>	<ul style="list-style-type: none"> <li>identify the constraints to the informal sector</li> <li>suggest solutions to the challenges in the informal sector</li> </ul>	<ul style="list-style-type: none"> <li>Constraints to the informal sector: <ul style="list-style-type: none"> <li>- sanctions</li> <li>- credit lines</li> <li>- insurance</li> <li>- capital constraints</li> <li>- skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the constraints to informal sector</li> <li>Debating on possible solutions to the constraints</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>NATIONAL STRATEGIC RESERVES</b>	<ul style="list-style-type: none"> <li>identify national strategic reserves</li> <li>describe the functions of national strategic reserves</li> <li>explain the significance of national strategic reserves</li> </ul>	<ul style="list-style-type: none"> <li>National strategic reserves: <ul style="list-style-type: none"> <li>- function</li> <li>- significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing national strategic reserve companies</li> <li>Discussing the functions of national strategic reserves</li> <li>Assessing the significance of national reserves</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Related literature</li> </ul>

## TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>LAND DEGRADATION</b>	<ul style="list-style-type: none"> <li>identify the causes of land degradation</li> <li>describe the effects of land degradation</li> <li>assess the mitigatory measures to reduce the effects of land degradation</li> </ul>	<ul style="list-style-type: none"> <li>Land degradation:               <ul style="list-style-type: none"> <li>causes</li> <li>effects</li> <li>mitigation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing the causes of land degradation</li> <li>Debating the causes of land degradation</li> <li>Evaluating mitigatory measures to reduce effects of land degradation</li> <li>Touring the local environment</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Videos</li> </ul>
<b>POLLUTION</b>	<ul style="list-style-type: none"> <li>identify types of pollution</li> <li>describe the effects of pollution on the environment</li> <li>assess the mitigatory measures employed to reduce pollution</li> </ul>	<ul style="list-style-type: none"> <li>Pollution:               <ul style="list-style-type: none"> <li>types</li> <li>effects</li> <li>mitigation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing types of pollution</li> <li>Discussing the effects of pollution</li> <li>Evaluating the mitigatory measures</li> <li>Carrying out waste management projects</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures</li> <li>Resource person</li> <li>Environmental Management Laws and regulations</li> </ul>
<b>PANDEMICS AND CHRONIC ILLNESSES</b>	<ul style="list-style-type: none"> <li>identify pandemics and chronic illnesses</li> <li>explain the causes of pandemics and chronic illnesses</li> <li>assess the social, economic and political impact of pandemics and chronic illnesses</li> <li>evaluate mitigation measures of pandemics and chronic illnesses</li> </ul>	<ul style="list-style-type: none"> <li>Pandemics and chronic illnesses               <ul style="list-style-type: none"> <li>cholera</li> <li>dysentery</li> <li>ebola</li> <li>HIV/AIDS</li> </ul> </li> <li>Causes</li> <li>Impact</li> <li>Mitigation</li> </ul>	<ul style="list-style-type: none"> <li>Listing pandemics and chronic illnesses</li> <li>Discussing causes of pandemics and chronic illnesses</li> <li>Assess the impact of pandemics and chronic illnesses</li> <li>Evaluate mitigation measures of pandemic and chronic illnesses</li> <li>Watching documentaries on related concepts</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>pictures</li> </ul>
<b>HUMAN TRAFFICKING</b>	<ul style="list-style-type: none"> <li>define the concept of human trafficking</li> <li>state the causes of human trafficking</li> <li>explain the effects of human trafficking</li> <li>examine preventive and mitigatory measures against human trafficking</li> </ul>	<ul style="list-style-type: none"> <li>Human trafficking</li> <li>Causes</li> <li>Effects of human trafficking:               <ul style="list-style-type: none"> <li>slavery</li> <li>normlessness</li> <li>gangsterism</li> </ul> </li> <li>Prevention and mitigation</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the concept of human trafficking</li> <li>Explain the concept of human trafficking</li> <li>Assessing the effects human trafficking</li> <li>Evaluating preventive mitigatory measures</li> <li>Watching videos on human trafficking</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Pictures</li> <li>Videos</li> </ul>



## FORM 4

### TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) IN SOCIALISATION</b>	<ul style="list-style-type: none"> <li>identify forms of ICT</li> <li>describe the role of ICT in socialisation</li> <li>explain the effects of ICT in socialisation</li> </ul>	<ul style="list-style-type: none"> <li>Information and Communication Technologies               <ul style="list-style-type: none"> <li>tools</li> <li>role</li> <li>effects</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing forms of ICT</li> <li>Explaining the role of ICT in socialisation</li> <li>Discussing the effects of ICT in socialisation</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Related literature</li> <li>Computer with Jaws software</li> </ul>

### TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INDIGENOUS MARRIAGES</b>	<ul style="list-style-type: none"> <li>define the concepts of monogamy and polygamy</li> <li>explain the advantages and disadvantages of monogamy and polygamy</li> <li>describe indigenous ways of marriage</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous marriages types:               <ul style="list-style-type: none"> <li>monogamous</li> <li>polygamous</li> </ul> </li> <li>Advantages and disadvantages of monogamous and polygamous marriages</li> <li>Ways of indigenous marriage</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the concept of indigenous marriage</li> <li>Discussing the advantages and disadvantages of monogamy and polygamy</li> <li>Debating ways of indigenous marriages</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Large prints</li> <li>Talking books</li> <li>Braille books</li> <li>Videos</li> </ul>
<b>CONTEMPORARY MARRIAGES</b>	<ul style="list-style-type: none"> <li>Identify types of contemporary marriages</li> <li>define civil and customary marriages</li> <li>state the advantages and disadvantages of these marriages</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary marriages               <ul style="list-style-type: none"> <li>types</li> <li>advantages and disadvantages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing types of contemporary marriages</li> <li>Discussing the advantages and disadvantages of civil and customary marriages</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> <li>Videos</li> </ul>
<b>INDIGENOUS WISE SAYINGS</b>	<ul style="list-style-type: none"> <li>Identify the types of indigenous wise sayings</li> <li>explain the significance of</li> </ul>	<ul style="list-style-type: none"> <li>Wise sayings               <ul style="list-style-type: none"> <li>types</li> <li>significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing types of indigenous wise sayings</li> <li>Discussing the significance</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> </ul>

## TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INDIGENOUS RELIGIOUS PRACTICES</b>	<ul style="list-style-type: none"> <li>state the different religious practices</li> <li>identify different forms of spirits</li> <li>describe religious practices</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous religious practices:               <ul style="list-style-type: none"> <li>midzimu/ amadlozi</li> <li>masvikiro</li> <li>kuridza mbira/ ingungu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing religious practices</li> <li>Listing forms of spirits</li> <li>Discussing the different indigenous religious practices</li> <li>Debating types of indigenous religious practices</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> <li>Braille and talking books</li> <li>Videos</li> </ul>

## TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>ZIMBABWEAN AND FOREIGN NORMS AND VALUES</b>	<ul style="list-style-type: none"> <li>identify Zimbabwean and foreign norms and values</li> <li>compare Zimbabwean and foreign norms and values</li> <li>explain the significance of Zimbabwean norms and values</li> </ul>	<ul style="list-style-type: none"> <li>Norms and values:               <ul style="list-style-type: none"> <li>Zimbabwean</li> <li>foreign</li> <li>significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing Zimbabwean and foreign norms and values</li> <li>Discussing the Zimbabwean and foreign norms and values</li> <li>Assessing the significance of Zimbabwean norms and values</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Videos with captions</li> <li>Related literature, braille books</li> <li>Resource person</li> </ul>
<b>THREATS TO INDIGENOUS CULTURE</b>	<ul style="list-style-type: none"> <li>identify the threats to indigenous culture in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Threats to indigenous culture:               <ul style="list-style-type: none"> <li>foreign influence</li> <li>media</li> <li>urbanisation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing the threats to indigenous culture in Zimbabwe</li> <li>Debating the various threats to indigenous culture in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Pictures/ embossed pictures</li> <li>Resource person</li> <li>Related literature</li> <li>Talking books</li> <li>Videos with captions</li> </ul>

### TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES CONTD

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>MEN AND WOMEN IN MARRIAGE</b>	<ul style="list-style-type: none"> <li>explain the roles of man and woman in marriage</li> </ul>	<ul style="list-style-type: none"> <li>Roles of men and women in marriage</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the roles of men and women in marriage</li> <li>Role playing on roles of men and women in marriage</li> <li>Watching videos</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Video clips/with captions</li> <li>Related literature in braille/ large print/ talking books</li> <li>Videos</li> </ul>
<b>SPORT, ARTS AND CULTURE</b>	<ul style="list-style-type: none"> <li>explain the importance of sport, arts and culture</li> </ul>	<ul style="list-style-type: none"> <li>Importance of sport, arts and culture:               <ul style="list-style-type: none"> <li>entertainment</li> <li>socialisation</li> <li>employment creation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of sport, arts and culture</li> <li>Singing and dancing</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> </ul>

### TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>INDEPENDENT ZIMBABWE</b>	<ul style="list-style-type: none"> <li>outline the political, social and economic gains of independence</li> <li>analyse the challenges faced by the government after 1980</li> </ul>	<ul style="list-style-type: none"> <li>Independent Zimbabwe:               <ul style="list-style-type: none"> <li>political, economic and social gains</li> <li>land reform</li> <li>access to health facilities</li> <li>Unity Accord (1987)</li> </ul> </li> <li>Challenges faced by government after Independence:               <ul style="list-style-type: none"> <li>sanctions</li> <li>natural disasters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the political, social and economic gains of independence</li> <li>Researching on challenges faced by government after independence</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>

## TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>LOCAL GOVERNMENT STRUCTURES</b>	<ul style="list-style-type: none"> <li>identify local government structures</li> <li>describe the functions of rural, urban and metropolitan authorities</li> <li>assess the role of local authorities in governance</li> </ul>	<ul style="list-style-type: none"> <li>Local government               <ul style="list-style-type: none"> <li>structure</li> <li>functions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Outlining local government structure</li> <li>Discussing functions of local government structures</li> <li>Visiting local councils</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Charts</li> <li>Maps</li> <li>Related literature</li> </ul>
<b>SYSTEMS OF GOVERNANCE</b>	<ul style="list-style-type: none"> <li>identify the different systems of governance</li> <li>compare democracy and autocracy</li> </ul>	<ul style="list-style-type: none"> <li>System of governance:               <ul style="list-style-type: none"> <li>autocracy</li> <li>democracy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing democracy and autocracy</li> <li>Identifying major characteristics of democracy and autocracy</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> </ul>
<b>STRUCTURES AND FUNCTIONS OF CENTRAL GOVERNMENT</b>	<ul style="list-style-type: none"> <li>identify the pillars of central government</li> <li>illustrate the structure of central government</li> <li>discuss the functions of the arms of government</li> </ul>	<ul style="list-style-type: none"> <li>Arms of government:               <ul style="list-style-type: none"> <li>executive</li> <li>legislature</li> </ul> </li> <li>judiciary</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrating the pillars of central government</li> <li>Explaining the functions of the arms of government</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> </ul>
<b>GOVERNMENT AS A SOCIAL SERVICE PROVIDER</b>	<ul style="list-style-type: none"> <li>identify social services provided by the government</li> <li>explain the importance of social services provided by the government</li> </ul>	<ul style="list-style-type: none"> <li>The role of the government in providing social services:               <ul style="list-style-type: none"> <li>health</li> <li>education</li> <li>shelter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing social services provided by the government</li> <li>Examining the role played by the government in providing social services</li> <li>Conducting educational tours</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature/Braille literature</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> </ul>
<b>ZIMBABWE AS A MEMBER OF REGIONAL AND INTERNATIONAL ORGANISATIONS</b>	<ul style="list-style-type: none"> <li>identify regional and international organisations to which Zimbabwe is a member</li> <li>describe the importance of Zimbabwe's membership in regional and international organisations</li> </ul>	<ul style="list-style-type: none"> <li>Regional and International organisations:               <ul style="list-style-type: none"> <li>SADC</li> <li>COMESA</li> <li>AU</li> <li>NAM</li> <li>UN</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing regional and international organisations to which Zimbabwe is aligned to</li> <li>Discussing Zimbabwe's benefits as a member of regional and international organisations</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Related literature</li> <li>Charts</li> </ul>

## TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>HERITAGE SITES</b>	<ul style="list-style-type: none"> <li>identify liberation war heritage sites in neighbouring countries</li> <li>examine the importance of liberation war heritage sites in neighbouring countries</li> <li>assess the importance of world heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Liberation war heritage sites: <ul style="list-style-type: none"> <li>Chimoio</li> <li>Nyadzonya</li> <li>Freedom camp</li> </ul> </li> <li>World heritage sites: <ul style="list-style-type: none"> <li>Matopo Hills</li> <li>Victoria Falls</li> <li>Great Zimbabwe</li> </ul> </li> <li>Significance of the heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Listing the liberation war heritage sites in neighbouring countries</li> <li>Naming the world heritage sites</li> <li>Discussing the significance of the heritage sites</li> <li>Visiting the heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Maps</li> <li>Pictures</li> <li>World heritage sites</li> </ul>
<b>NATIONAL SCHOOLS PLEDGE</b>	<ul style="list-style-type: none"> <li>recite the National Schools Pledge</li> <li>discuss the importance of the National Schools Pledge</li> <li>relate the National Schools Pledge to the National flag and anthem</li> </ul>	<ul style="list-style-type: none"> <li>National Schools Pledge: <ul style="list-style-type: none"> <li>significance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Memorising the National Schools Pledge</li> <li>Explaining the importance of the National Schools Pledge</li> <li>Stating the relationship between the National Schools Pledge, the flag and national anthem</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> <li>Pictures</li> <li>Related literature</li> </ul>
<b>NATURAL RESOURCES</b>	<ul style="list-style-type: none"> <li>Describe government efforts to improve access to natural resources by the indigenous people since 1980</li> <li>Assess the effectiveness of these efforts</li> </ul>	<ul style="list-style-type: none"> <li>Strategies for increasing access to natural resources: <ul style="list-style-type: none"> <li>land reform</li> <li>indigenisation programme</li> <li>ZIM-ASSET</li> <li>Zimbabwean Constitution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the efforts made by the government to improve access to natural resources to indigenous people</li> <li>Debating the effectiveness of government efforts to improve access to natural resources</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> <li>Maps</li> <li>Pictures</li> </ul>

## TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CONSTITUTION OF ZIMBABWE</b>	<ul style="list-style-type: none"> <li>outline the major provisions of the Lancaster House Constitution</li> <li>explain the reasons for the enactment of a new constitution</li> <li>assess the importance of a home-grown constitution</li> </ul>	<ul style="list-style-type: none"> <li>Lancaster House Constitution</li> <li>New Constitution of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the major provisions of the Lancaster house Constitution</li> <li>Describing the reasons for the enactment of the new constitution</li> <li>Evaluating the importance of a home-grown constitution</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwe</li> <li>Resource person</li> <li>Related literature</li> </ul>

## TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>ENTITLEMENTS OF MEN AND WOMEN IN THE INDIGENOUS SOCIETY</b>	<ul style="list-style-type: none"> <li>outline the entitlements of men and women in the indigenous society</li> <li>explain the significance of the entitlements</li> </ul>	<ul style="list-style-type: none"> <li>Entitlements of men and women</li> <li>Women: <ul style="list-style-type: none"> <li>bride price (mombeyeumai, inkomo yohlango)</li> <li>piece of land</li> <li>kitchen</li> </ul> </li> <li>Men: <ul style="list-style-type: none"> <li>piece of land</li> <li>bride price</li> <li>tools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing entitlements of men and women</li> <li>Debating the significance of entitlements</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Pictures</li> </ul>

<b>GENDER EQUITY AND EQUALITY IN CONTEMPORARY ZIMBABWE</b>	<ul style="list-style-type: none"> <li>define gender equity and equality</li> <li>analyse gender roles and gender discrimination</li> <li>identify international conventions on gender equity and equality</li> <li>identify types of gender-based violence</li> </ul>	<ul style="list-style-type: none"> <li>Gender equity and equality: <ul style="list-style-type: none"> <li>gender roles</li> <li>gender discrimination</li> <li>international conventions on gender equality</li> <li>gender based</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Debating gender roles in the contemporary society</li> <li>Discussing the effects of gender inequality</li> <li>Discussing international conventions on gender equity and equality</li> <li>Role playing gender</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Pictures</li> </ul>
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## TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	<ul style="list-style-type: none"> <li>examine the strengths and weaknesses of advocates</li> </ul>	<ul style="list-style-type: none"> <li>violence <ul style="list-style-type: none"> <li>pressure groups</li> <li>Msasa, Padare</li> <li>constitution and gender</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>inequality</li> <li>Researching on gender equity and equality</li> </ul>	
<b>VOLUNTARY COMMUNITY ACTIVITIES</b>	<ul style="list-style-type: none"> <li>identify areas that require voluntary community intervention</li> <li>describe the needs of the community that require intervention</li> <li>distinguish between rural and urban needs</li> </ul>	<ul style="list-style-type: none"> <li>Voluntary community intervention: <ul style="list-style-type: none"> <li>refuse collection</li> <li>community education on diseases, constitution</li> <li>capacity building</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Participating in voluntary community activities</li> <li>Carrying out community projects</li> <li>Conscientising communities on self-sustenance</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>

## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>FACTORS OF PRODUCTION</b>	<ul style="list-style-type: none"> <li>• identify factors of production</li> <li>• describe the importance of factors of production</li> <li>• examine factors hindering access to factors of production</li> </ul>	<ul style="list-style-type: none"> <li>• Factors of production: <ul style="list-style-type: none"> <li>- land</li> <li>- labour</li> <li>- capital</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing factors of production</li> <li>• Assessing the importance of factors of production</li> <li>• Analysing government efforts to help people access factors of production</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Map of Zimbabwe</li> <li>• Related literature</li> </ul>
<b>FACTORS INHIBITING PRODUCTION</b>	<ul style="list-style-type: none"> <li>• state the factors inhibiting production</li> <li>• analyse the factors inhibiting production</li> <li>• identify solutions to enhance production</li> </ul>	<ul style="list-style-type: none"> <li>• Factors inhibiting production: <ul style="list-style-type: none"> <li>- sanctions</li> <li>- market</li> <li>- technology</li> <li>- skills</li> <li>- brain drain</li> <li>- lack of capital</li> </ul> </li> <li>• Solutions</li> </ul>	<ul style="list-style-type: none"> <li>• Naming factors inhibiting production</li> <li>• Discussing factors inhibiting production</li> <li>• Evaluating solutions to factors that inhibit production</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Jaws software</li> <li>• Resource person</li> <li>• Related literature</li> </ul>



## TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>ENTERPRISE SKILLS AND EMPLOYMENT CREATION</b>	<ul style="list-style-type: none"> <li>identify enterprise skills that promote employment creation</li> <li>examine how enterprise skills contribute to the growth of the economy</li> </ul>	<ul style="list-style-type: none"> <li>Enterprise skills and employment creation:               <ul style="list-style-type: none"> <li>- music</li> <li>- art</li> <li>- sport</li> <li>- dance</li> <li>- pottery</li> <li>- poetry</li> <li>- theatre</li> <li>- filming</li> <li>- basketry</li> <li>- weaving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing enterprise skills that promote employment</li> <li>Discussing enterprise skills</li> <li>Debating how self-reliant skills can create employment</li> <li>Analysing how enterprise skills contribute to the growth of the economy</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>CONSERVATION AND PRESERVATION OF RESOURCES</b>	<ul style="list-style-type: none"> <li>identify the legislation and institutions responsible for conservation and preservations of resources</li> </ul>	<ul style="list-style-type: none"> <li>Conservation and preservation of resources:               <ul style="list-style-type: none"> <li>- legislation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming legislation and institutions meant to conserve and preserve resources</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Constitution of Zimbabwe</li> </ul>
	<ul style="list-style-type: none"> <li>describe indigenous and contemporary methods of preserving and conserving resources</li> </ul>	<ul style="list-style-type: none"> <li>institutions</li> <li>methods</li> </ul>	<ul style="list-style-type: none"> <li>Debating on activities of the institutions involved in conserving and preserving resources</li> <li>Touring the institutions involved in preservation and conservation of resources</li> </ul>	<ul style="list-style-type: none"> <li>Environment Management Act</li> <li>Resource person</li> </ul>

## TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>WASTE MANAGEMENT</b>	<ul style="list-style-type: none"> <li>describe the waste management strategies</li> <li>analyse effectiveness of waste management approaches</li> </ul>	<ul style="list-style-type: none"> <li>Waste management:               <ul style="list-style-type: none"> <li>strategies</li> <li>effectiveness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing waste management strategies</li> <li>Debating on effectiveness of waste management approaches</li> <li>Touring waste management projects</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Jaws software</li> <li>Related literature</li> <li>Resource person</li> <li>Environment Management Act</li> </ul>

## TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:	CONTENT (knowledge, skills, values and attitudes)	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>CHILD LABOUR</b>	<ul style="list-style-type: none"><li>• identify forms of child labour</li><li>• examine laws and conventions on child labour</li><li>• assess the difference between child labour and child responsibilities</li></ul>	<ul style="list-style-type: none"><li>• Child labour<ul style="list-style-type: none"><li>- forms</li><li>- laws</li><li>- conventions</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Listing forms of child labour</li><li>• Discussing laws and conventions on child labour</li><li>• Evaluating the difference between child labour and child responsibilities</li></ul>	<ul style="list-style-type: none"><li>• ICT tools</li><li>• Jaws software</li><li>• Related literature</li><li>• Resource person</li><li>• Pictures</li></ul>

## **9.0 ASSESSMENT**

The Heritage Studies 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.

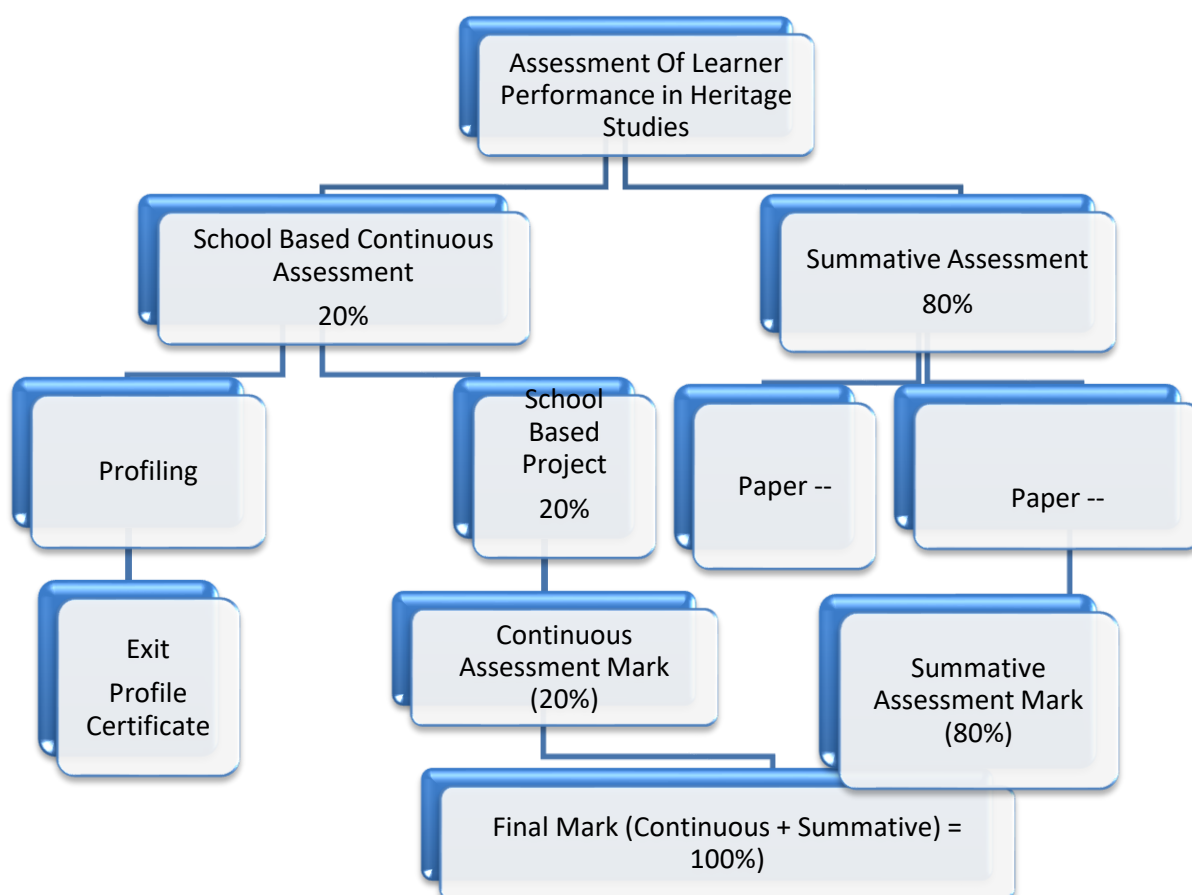
### **9.1 Assessment objectives**

By the end of the Heritage Studies syllabus for Forms 1- 4, learners should be able to:

- 9.1.1 explain key events and the significance of wars of resistance such as the First and Second Chimurenga/Umvukela liberation struggle
- 9.1.2 describe the significance of national symbols, events and heritage sites
- 9.1.3 discuss norms and values depicting responsible behaviour
- 9.1.4 describe the operations of various government structures and systems
- 9.1.5 apply skills and knowledge gained to improve the quality of life of individuals, families and communities
- 9.1.6 explain concepts and issues that relate to heritage studies, gender, human rights and responsibilities
- 9.1.7 describe various ways of managing the national environment for sustainable development
- 9.1.8 demonstrate an understanding of production, marketing and distribution of goods and services
- 9.1.9 state the fundamental rights and freedom contained in the Zimbabwean Constitution
- 9.1.10 apply skills of analysis in carrying out research projects

### **9.2 Assessment Mode**

Assessment of learners 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 3 and 4. The two School Based Projects shall include those done at Form 5 and Form 6. 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 two (2) papers of different weighting.

Paper	Paper type	Marks	Duration	Weighting
1	Multiple choice	40	1hr 15 minutes	50%
2	Structured questions	100	2 hours	30%
TOTAL				80%

#### Paper Description

##### Paper 1 (1 hour 15 minutes)

Paper 1 consists of 40 questions and candidates answer all questions. It has a total of 40 marks.

##### Paper 2 (2 hours)

Paper 2 consists of 2 sections, A and B. **Section A** consists of 6 short answer questions. Candidates answer all questions. Each question carries 10 marks

Section B consists of 4 questions. Candidates answer any 2 questions. Each question carries 20 marks.

### 9.4 Specification Grid

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

## 9.6 Assessment Instruments/Tools

The following are suggested tools:

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