ZIMBABWE

**MINISTRY OF PRIMARY AND SECONDARY EDUCATION**

# HERITAGE - SOCIAL STUDIES

# JUNIOR (GRADE 3-7) SYLLABUS

# (2015 - 2022)

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# TABLE OF CONTENTS

# 1.0 PREAMBLE

## 1.1  Introduction

The Heritage-Social Studies syllabus covers Infant and Junior school cycles in primary education. The syllabus covers the social history of the people of Zimbabwe, cultural interdependence, local cultures, heritage values and religious practices.

The focus of the syllabus is on facilitating the learner to become a responsible member of his / her family and of Zimbabwe. It has a thrust on Zimbabwean identity, norms and values through the inclusion of aspects of heritage studies, thus upholding the spirit of Unhu/Ubuntu/Vumunhu (societal norms and values). It is envisaged that the syllabus will produce learners who are patriotic, diligent and prepared for diverse vocation and creative businesses.

## 1.2 Rationale

Heritage-Social Studies embraces the Zimbabwean constitution, patriotism, national identity, national symbols and factors of production such as land, capital, labour and enterprise. It also encompasses the history, traditions and social qualities which are considered an important part of Zimbabwe's image. Social Studies is the study of people and their relationship with the environment. Heritage-Social Studies moulds the human character and is the foundation of Unhu/Ubuntu/Vumunhu. It develops a spirit of national consciousness and patriotism through interest and involvement in national affairs, conservation and ownership of natural heritage. It develops in the learner, skills of critical thinking, problem solving, leadership and self-esteem, Information and Communication Technology (ICT) and resources management leading to social and economic  development.

## 1.3 Summary of Content

The Heritage-Social Studies syllabus' main thrust is upholding and sustaining:

- Unhu/Ubuntu/Vumunhu (societal norms and values)
- Family, relationships and preservation of our national heritage

- Collaboration with others to improve the learners' society
- Patriotism

It instils problem solving, critical thinking skills, leadership, communication, enterprise and technological skills.

## 1.4 Assumptions

It is assumed that the learners;

- belong to a social family
- interact with their peers
- know some national symbols and  heritage sites
- understand and accept their cultural diversity
- can communicate and think logically
- appreciate the relevance of their learning
- engage in project work, co-operative work and self-assessment activities

## 1.5 Cross-Cutting Themes

The following cross cutting or emerging issues help the learner to acquire competencies for lifelong learning.

- Gender equity
- Family unity
- Child Protection from abuse and diseases such as AIDS
- Heritage Studies
- Environmental Issues
- Financial literacy
- Disaster Risk Management
- Children's Rights and Responsibilities

# 2.0 PRESENTATION OF THE SYLLABUS

The Heritage-Social Studies Syllabus is presented in two documents as follows:

- Infant (ECD - Grade 2)
- Junior (Grade 3 –7)

The two documents carry the same information from the preamble up to the Scope and Sequence Chart

All grades have the same topics that are developmental in nature.

# 3.0 AIMS

The aims of the syllabus are to enable the child to:
- appreciate and love Zimbabwe and its Chimurenga/Umvukela Liberation war heroes and heroines
- develop an appreciation of national heritage, sovereignty, governance, national symbols and events
- understand and  appreciate Zimbabwe's pre-colonial, colonial and post-colonial history
- develop an understanding of Zimbabwean cultural institutions and practices such as marriages, inheritance systems, spiritual values and usage of artefacts
- develop a spirit of national consciousness, identity and patriotism through involvement in national functions
- appreciate and sustain Unhu/Ubuntu/Vumunhu through interaction with family, community and society at large
- appreciate the value and dignity of work, recreation and the need for participation in national development
- appreciate the need for equal opportunities for all and sensitivity to the needs of the disadvantaged and vulnerable groups

# 4.0   SYLLABUS OBJECTIVES

By the end of the Heritage-Social Studies Primary School Syllabus, learners should be able to:
- identify with national symbols such as the National Flag, National School Pledge, Anthem, Monuments and Heritage sites
- explain the significance of public holidays and other national events
- demonstrate ways of showing respect for self and others
- exhibit norms, values and appropriate responsible behaviour
- differentiate between new and old means of transport, Information and Communication Technology (ICT)
- explain how modes of transport and ICT facilitate communication among people and countries
- justify the importance of work and leisure
- explain key events and importance of the First and Second Chimurenga/Umvukela liberation struggle
- compare the practices of their own community culture and that of others
- identify appropriate shelter for humans and animals
- explain the need of equal opportunities for all citizens of Zimbabwe
- identify the global environmental issues that affect livelihoods
- describe the production and marketing of goods and services

# 5.0  METHODOLOGY AND TIME ALLOCATION

## 5.1 Methodology

A spiral approach should be adopted, beginning with the learner's immediate environment, broadening to an exploration of his/her wider community and finally extending to the wider world. Learners need to develop

appropriate

value systems through participating in planned activities. Effective teaching and learning in Heritage-Social Studies depends upon the use of participatory methods. These include the following:

(a)    discussion

(b)    drama, role-play and simulation

(c)    song and dance

(d)    case studies

(e)    puppetry

(f)    gallery walk

(g)    research

(h)    futures wheel

(i)    miming

(j)    e-learning

(k)    group work

(l)    question and answer

(m)    Individual Early Learning Programme (IELP)

(n)    games

For adequate coverage of the syllabus, the following allocation is advised.

ECD              : 2 periods of 20 minutes per week

Grade 1 and 2  : 3 periods of 30 minutes per week

Grade 3 to 7    : 4 periods of 30 minutes per week

For the successful implementation of the Heritage-Social Studies Syllabus the following activities are recommended:

- Educational tours – at least once per year
- School festivals Day – once a year
- Heritage Culture Day – once a year

NOTE: These events can be organised at school, district, provincial and national levels.

# 6.0   TOPICS

- Identity: Family History and Local Heritage
- Cultural Heritage
- National History, Sovereignty and Governance
- Entitlements/Rights and Responsibilities
- Shelter
- Social Services  and Volunteerism
- Natural Heritage: Production, Distribution and Consumption of Goods and Services
- Transport and Communication
- Work and Leisure
- Global Issues

# 7.0 SCOPE AND SEQUENCE

## TOPIC 1: IDENTITY:  FAMILY HISTORY AND LOCAL HERITAGE

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Family genealogies<br>• Family names and totems<br>• Purpose of the totem system<br>• Local heroes and heroines<br>• Indigenous hunting tools<br>• Indigenous religious practices | • Roles and status of family members<br>• Family aspirations<br>• Family gatherings<br>• Indigenous processing tools such as duri/umgigo, guyo/imbokodo<br>• Local shrines and monuments | • Types of family:<br>- nuclear<br>- monogamous<br>- polygamous<br>- child headed<br>- one parent<br>• Family and surrounding community<br>• Indigenous community gatherings and events<br>• Human migration<br>• Conflict management at family, school and community levels<br>• Languages and cultures in Zimbabwe<br>• National monuments | • Clans of Zimbabwe<br>• Cultural values of motherhood in the pre-colonial era<br>• Cultural values of fatherhood in the pre-colonial era<br>• Significance of customs, beliefs, folklore, games, songs and dances<br>• Indigenous languages and cultures in Zimbabwe<br>• Indigenous governance<br>• Indigenous heritage resources | • Marital relationships<br>• Conflict management<br>• Different languages and cultures of Zimbabwe<br>• Custodians of culture<br>• Preservation of heritage sites |

## TOPIC 2: CULTURAL HERITAGE

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Friendship<br>• Relationships<br>• Family ceremonies and rituals<br>• Children's games | • Family ceremonies and rituals:<br>-birth<br>-adolescence<br>-marriage<br>-death<br>- after burial<br>• Customs of different cultural groups<br>• Indigenous medicines and related cultural practices<br>• Children's games | • Rites of passage for boys and girls<br>• Courtship<br>• Indigenous ways of getting married and ceremonies<br>• Marriage: civil and customary<br>• Children's games | • Courtship practices of different cultural groups<br>• Heirship within the family<br>• Age of consent to sex and marriage | • Healthy boy-girl relationships<br>• Effects of age on marriage and population growth<br>• Child bearing |

## TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • National events/ celebrations<br>• Symbols of unity | • The early people of Zimbabwe: The Khoisan and Bantu<br>• Contribution of the early people to the Zimbabwean heritage<br>• The need for rules and laws<br>• Observing the laws: the role of individuals, community, police and the courts<br>• Development of indigenous laws:<br>  - village court<br>  - headman's court<br>  - chief's court<br>• National School pledge | • The pre-colonial kingdoms: Rozvi, Mutapa and Ndebele<br>• Effects of first contact with Europeans:<br>  -missionaries<br>  -hunters and mineral prospectors<br>• Local Government:<br>  - rural<br>  - urban<br>  -metropolitan provinces<br>• Roles of village head, headman, chief and councillor | • Systems of Governance:<br>  -egalitarian<br>  -autocracy<br>  -democracy<br>• Structures and functions of Central Government<br>• Colonisation of Zimbabwe<br>• First Chimurenga/ Umvukela<br>• Second Chimurenga/ Umvukela and sovereignty<br>• National symbols and celebrations<br>• National School pledge | • Independence and self-governance<br>• The Land Reform Programme<br>• National School pledge<br>• Zimbabwe as a member of other regional and international organisations |

5

## TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Entitlements/ Rights and responsibilities of children<br>• Gender equity in the community<br>• Division of labour at home and school<br>• Indigenous cultural beliefs and taboos<br>• Reporting abuse | • Children's entitlements/ rights and responsibilities<br>• Child protection<br>• Substance abuse<br>• Rules and laws that protect children from abuse | • The Rights of the child<br>• Citizenship<br>• Rights and responsibilities of a citizen<br>• Abuse of children, women, men and the disadvantaged<br>• Gender based protection<br>• The role of the police and judiciary | • Law making process in Zimbabwe<br>• Gender stereotypes<br>• Gender equity  in the work place | • Elections<br>• Ownership of property<br>• Inheritance<br>• Indigenous institutions and domestic legislation on gender equity<br>• Consumer rights |

## TOPIC 5: SHELTER

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE 6 | GRADE 7 |
|---|---|---|---|---|
| • Functions of buildings and other types of shelter<br>Shelter and heritage sites | • Indigenous forms of shelter<br>• Shelter in other countries<br>• Materials used to make shelter<br>• Types of shelter according to geographical areas | • Shelter and heritage sites<br>• Health and safety in shelter designs Special buildings and designs for disaster prone areas | • Development of settlements in Zimbabwe<br>• Siting of shelter in urban and rural areas<br>• Disaster and risk management | • Problems and solutions to shortages of shelter<br>• Factors that influence shelter siting and design<br>• Ways of acquiring accommodation |

## TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Government as a social service provider<br>• The needy in the society and access to information | • Local social service providers<br>• Functions of local social service providers | • Prominent people and organisations involved in voluntary work, in the past and present at local and national level<br>• Local voluntary organisations that empower the vulnerable and disadvantaged | • Provision of social services in Zimbabwe<br>• Government departments and institutions<br>• Participation in voluntary work | • Prominent people involved in voluntary work in the past and present<br>• Participation in voluntary work<br>• Voluntary and humanitarian organisations in the country |

## TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Natural resources<br>• Food and cash crops<br>• Forms of wealth | • Conservation of natural resources<br>• Indigenous methods of manufacturing goods<br>• Types of industries<br>• Barter trade | • Productive sectors:<br>- agriculture<br>- mining<br>- fishing<br>• Income, expenditure and budgeting<br>• Banking | • Land as a basic means of production<br>• Redistribution of land<br>• Manufacturing and distribution of goods | • National strategic reserves<br>• Storage and marketing of goods (imports and exports)<br>• Indigenous and contemporary ways of preserving food<br>• Enterprise skills/ Self-reliance and employment creation |

## TOPIC 8: TRANSPORT AND COMMUNICATION

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Relationship between population and transport systems<br>• The need for communication<br>• Modern forms of communication | • The increasing need for transport<br>• Major roads and rails in Zimbabwe<br>• Public and private forms of transport and communication<br>• Road safety | • Development of transport and communication systems<br>• Transportation of goods by rail, road, air and sea<br>• Road ports, Seaports and airports linked to Zimbabwe<br>Responsible use of communication systems | • Importance of transport, communication and ICTs<br>• Modes and forms of transport and communication<br>• Transport and communication links with other countries | • Factors that influence choice of mode of transport and communication<br>• Importance of up-to-date maps and charts for travelling purposes<br>• Hazards and disasters  in the transport and communication industry<br>Management of disasters in the transport industry |

## TOPIC 9: WORK AND LEISURE

### (Take note of safety at work and during leisure time)

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Different occupations in the community<br>• Leisure facilities in the community | • Reasons for work<br>• Sport and arts as forms of work<br>• Visual and performing arts as forms of leisure<br>• Responsible use of leisure time | • Employment creation in Zimbabwe<br>• Work and leisure in the past and present<br>• Responsible use of leisure time | • Enterprise skills<br>• Tourism in Zimbabwe<br>• Sport, Arts and Cultural activities<br>• Responsibility at work and during leisure time<br>• Occupational safety | • Human capital development in Zimbabwe<br>• Self-reliance and employment creation<br>• Protection of workers' rights<br>• Responsibility at work and during leisure time<br>• Tourism in SADC and other countries |

# TOPIC 10: GLOBAL ISSUES

| GRADE 3 | GRADE 4 | GRADE 5 | GRADE6 | GRADE 7 |
|---|---|---|---|---|
| • Afforestation<br>• Drought | • Environmental conservation | • Poverty<br>• HIV and AIDS:<br> - causes and mitigatory measures<br>• Pollution:<br> - causes and effects of pollution on the environment | • Disasters and disaster management<br>• Information and Communication Technology (ICT) development | • Environmental issues:<br> - Desertification:<br> - Causes, effects and solutions<br>• Pollution:<br> -Causes, effects and solutions |

# 8.0 COMPETENCY MATRIX
# GRADE 3

## TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| FAMILY GENEALOGIES | • trace the origins of the family <br> • explain the importance of family genealogies | • Family tree <br> • Genealogies and descendants <br> - Father's ancestors <br> - Mother's ancestors | • Discussing origins of their families <br> • Drawing family tree up to their great grand fathers <br> • Researching on the importance of family genealogies | • ICT Tools <br> • Resource person <br> • Stories <br> • Illustrations of family trees <br> • Pictures <br> • Related literature |
| FAMILY NAMES AND TOTEMS | • identify family names and totems <br> • state common totems in their communities <br> • recite praise poems of their totems | • Family names and totems | • Matching family names and their totems <br> • Grouping members of the class according to their totems <br> • Dramatising praise poems of their totems | • ICT tools <br> • Resource person <br> • Related literature |
| PURPOSE OF THE TOTEM SYSTEM | • explain the importance of the totem system | • Importance of totems: <br> -identity <br> -marriage <br> -preservation of natural resources <br> -social interaction | • Discussing the importance of totems in marriages <br> • Tabulating totems and their sacred animals/objects <br> • Drawing and labelling their own totem symbols | • ICT tools <br> • Pictures and drawings <br> • Resource person <br> • Related literature |
| LOCAL HEROES AND HEROINES | • outline what makes one a hero or heroine <br> • identify local heroes and heroines | • Attributes of a hero/heroine <br> • Family and community heroes and heroines | • Explaining the terms heroes and heroines <br> • Naming family and community heroes/heroines <br> • Discussing their contributions | • ICT tools <br> • Resource person <br> • Pictures <br> • Related literature |
| INDIGENOUS HUNTING TOOLS | • identify indigenous hunting tools <br> • describe how the indigenous hunting tools are made <br> • explain the use of indigenous hunting tools | • Indigenous hunting tools <br> • Uses and storage of the indigenous hunting tools | • Listing hunting tools <br> • Making models of hunting tools <br> • Miming using hunting tools | • ICT tools <br> • Pictures <br> • Resource person <br> • Related literature <br> • Indigenous hunting tools |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **INDIGENOUS RELIGIOUS PRACTICES** | • identify the various indigenous religious practices<br>• describe the common indigenous religious practices in their communities | • Religious practices and processes:<br>- at funerals<br>- after funerals<br>- during marriages<br>• Rites of passage<br>• Inheritance | • Dramatising various indigenous religious processes<br>• Telling story on various indigenous religious practices<br>• Researching on indigenous religious practices<br>• Singing songs<br>• Discussing various religious ceremonies | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |

# TOPIC 2: CULTURAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| FRIENDSHIP | • justify the need for friends<br>• state examples of peer friendship | • Need for friends<br>• Friends for different occasions/situations/ purposes<br>• Qualities of a good friend | • Explaining the need for friends<br>• Suggesting different ways of making friends<br>• Listing qualities of a good friend<br>• Singing songs about making friend | • ICT tools<br>• Stories<br>• Music<br>• Folktales<br>• Resource person<br>• Related literature |
| FAMILY RELATIONS | • name different members of the family<br>• explain how members of the family relate to each other | • Relationships within the family<br>• Family members roles | • Listing members of the family<br>• Drawing family trees of family members<br>• Role playing family relationships | • ICT tools<br>• Drama<br>• Related literature |
| FAMILY CEREMONIES AND RITUALS | • identify family ceremonies and rituals<br>• describe processes of some family rituals | • Family ceremonies and rituals:<br>- birth<br>- funerals<br>- marriages | • Discussing some family rituals<br>• Listing some family rituals<br>• Performing some family rituals | • ICT tools<br>• Artefacts<br>• Resource person<br>• Related literature |
| CHILDREN'S GAMES | • state children's games that instil norms and values<br>• play some games that teach norms and values | • Children's games:<br>- indigenous<br>- modern | • Listing games<br>• Discussing the listed games in relation to norms and values<br>• Playing some games | • ICT tools<br>• Games cards<br>• Related literature<br>• Resource person |

# TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **NATIONAL EVENTS/ CELEBRATIONS** | • list some national events<br>• discuss the significance of some national events | • National events<br>• - Independence celebrations Day<br>- Heroes Day celebrations<br>- Defence Forces Day | • Identifying some national events<br>• Participating in some national events and celebrations | • ICT tools<br>• Calendars showing national events<br>• Pictures<br>• Related literature |
| **SYMBOLS OF UNITY** | • identify symbols of national unity<br>• explain the national school pledge | • National symbols:<br>-Flag<br>-National anthem<br>-Coat – of - arms<br>-National emblem<br>-National school pledge | • Listing symbols of national unity<br>• Drawing and colouring some of the symbols of national unity<br>• Singing the national anthem<br>• Reciting of the national school pledge<br>• Discussing the national school pledge | • ICT tools<br>• The National flag<br>• Pictures<br>• National symbols<br>• Related literature |

# TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| ENTITLEMENTS/ RIGHTS AND RESPONSIBILITIES OF CHILDREN | • state children's entitlements/rights and responsibilities | • Children's entitlements/rights and responsibilities | • Listing entitlements/ rights and responsibilities of children<br>• Explaining children's entitlements/rights and responsibilities | • ICT tools<br>• Constitution of Zimbabwe<br>• African Charter<br>• UN Rights Charter<br>• Related literature |
| GENDER EQUITY IN THE COMMUNITY | • describe gender equity in the community | • Gender equity in the community | • Demonstrating equity in treating boys and girls<br>• Role playing equitable duties of girls and boys | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| DIVISION OF LABOUR AT HOME AND SCHOOL | • state the duties of different people at home and school<br>• explain the importance of the division of labour<br>• outline advantages and disadvantages of division of labour | • Division of labour at home and at school<br>• Advantages and disadvantages of division of labour | • Describing division of labour at home and at school<br>• Discussing advantages and disadvantages of division of labour | • ICT tools<br>• Pictures<br>• Articles from newspapers<br>• Related literature |
| INDIGENOUS CULTURAL BELIEFS AND TABOOS | • identify cultural beliefs and taboos which uphold entitlements/rights and responsibilities of children<br>• identify cultural beliefs and taboos which violate entitlements/rights and responsibilities of children | • Cultural beliefs and taboos | • Discussing some cultural beliefs and taboos<br>• Classifying some cultural beliefs and taboos | • ICT tools<br>• Resource person<br>• Related literature |
| REPORTING ABUSE | • identify various forms of abuse<br>• describe various ways of reporting abuse | • Reporting procedures such as childline and child protection committee | • Discussing various forms of abuse<br>• Explaining various ways of reporting abuse | • ICT tools<br>• Resource person<br>• Pictures<br>• Pamphlets<br>• Related literature |

# TOPIC 5: SHELTER

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| FUNCTIONS OF BUILDINGS AND OTHER TYPES OF SHELTER | • list functions of different buildings and other types of shelter | • Functions of buildings and other types of shelter | • Naming different types of shelter<br>• Describing functions of various shelter<br>• Matching shelter and its functions | • ICT tools<br>• Pictures<br>• Buildings and other structures<br>• Related literature |
| SHELTER AND HERITAGE SITES | • identify heritage sites in Zimbabwe<br>• describe heritage sites in Zimbabwe | • Shelter and heritage sites:<br>-Great Zimbabwe<br>-Matopo Hills<br>-Gonakudzingwa | • Discussing heritage sites in Zimbabwe<br>• Listing heritage sites<br>• Conducting educational tours | • ICT tools<br>• Pictures<br>• Artefacts<br>• Related literature |

# TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| GOVERNMENT AS A SOCIAL SERVICE PROVIDER | • describe social services provided by the government<br>• state the government institutions from which social services can be obtained | • Government social services:<br>-Education<br>-Health<br>-Recreation<br>-Transport | • Stating social services provided by the government<br>• Identifying government institutions where social services are obtained<br>• Discussing how government extends various forms of services<br>**NOTE:** Teacher to note role of government in both policy formulation and service provision | • ICT tools<br>• Resource person<br>• Related literature |
| THE NEEDY IN THE SOCIETY AND ACCESS TO INFORMATION | • identify the needy in the society<br>• explain how the needy can access information to get help | • The needy in society:<br>- orphans<br>- economically disadvantaged<br>- elderly<br>• Access to information | • Listing the vulnerable in society<br>• Classifying the needy in society<br>• Visiting and helping the needy<br>• Discussing information dissemination for the needy | • ICT tools<br>• Pamphlets<br>• Newspapers<br>• Related literature |

# TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| NATURAL RESOURCES | • identify the natural resources in Zimbabwe<br>• state the benefits of natural resources in the locality | • Natural resources:<br>-land/soil<br>-trees/vegetation<br>-minerals<br>-animals<br>-water<br>-air<br>-sunlight | • Listing natural resources<br>• Discussing uses of natural resources<br>• Conducting field trips to observe natural resources | • ICT tools<br>• Natural resources in the community<br>• Related literature |
| FOOD AND CASH CROPS | • list food and cash crops<br>• distinguish between food and cash crops | • Food crops<br>• Cash crops | • Naming food crops<br>• Naming cash crops<br>• Comparing food and cash crops | • ICT tools<br>• Food crops<br>• Cash crops<br>• Pictures<br>• Related literature |
| FORMS OF WEALTH | • identify various forms of wealth | • Forms of wealth:<br>-land<br>-minerals<br>-livestock<br>-property<br>-money | • Listing forms of wealth<br>• Discussing forms of wealth | • ICT tools<br>• Natural resources<br>• Related literature |

# TOPIC 8: TRANSPORT AND COMMUNICATION

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| RELATIONSHIP BETWEEN POPULATION AND TRANSPORT SYSTEM | • explain how population affects the transport system in an area | • Demand for transport | • Discussing how the number of people in an area affects the type and need for transport available | • ICT tools<br>• Transport systems in the locality<br>• Related literature |
| THE NEED FOR COMMUNICATION | • discuss the need for communication<br>• suggest appropriate means of communication | • Need for communication<br>• Means of communication | • Describing the need for communication<br>• Listing means of communication<br>• Discussing advantages and disadvantages of different means of communication | • ICT tools<br>• Print media<br>• Related literature |
| MODERN FORMS OF COMMUNICATION | • describe forms of modern communication | • Modern forms of communication such as telegram, telephone, fax, e-mail, letter, social media like whatsapp, facebook, twitter | • Listing modern types of communication<br>• Describing modern types of communication<br>• Discussing the correct uses of modern forms of communication | • ICT tools<br>• Print media<br>• Related literature |

# TOPIC 9 WORK AND LEISURE

## Note: Safety at work and during leisure time

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| DIFFERENT OCCUPATIONS IN THE COMMUNITY | • name different occupations in their community | • Different occupations in the community | • Discussing different occupations in their community<br>• Role playing occupations in their community<br>• Collecting and pasting pictures of different occupations | • ICT tools<br>• Pictures<br>• Related literature |
| LEISURE FACILITIES IN THE COMMUNITY | • identify different leisure facilities in the community | • Leisure facilities in the community | • Naming different leisure facilities in their community<br>• Visiting leisure facilities in their community | • ICT tools<br>• Leisure facilities<br>• Pictures<br>• Print media<br>• Related literature |

# TOPIC 10: GLOBAL ISSUE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| AFFORESTATION | • explain the importance of planting and caring for trees | • Uses of trees<br>• Tree planting<br>• Tree conservation | • Naming and drawing items made from trees<br>• Planting and caring for trees | • ICT tools<br>• Trees<br>• Resource person<br>• Relate literature |
| DROUGHT | • outline the effects of drought on people and their environment | • Effects of drought:<br>-Poverty<br>-Diseases<br>-Hunger<br>-Migration | • Discussing effects of drought in their area<br>• Role playing drought situations<br>• Reciting poems | • ICT tools<br>• Pictures<br>• Poems<br>• Related literature |

# GRADE 4
# TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| ROLE AND STATUS OF FAMILY MEMBERS | • explain roles and status of family members | • Roles of family members<br>• Status of family members | • Discussing roles and status of family members<br>• Role playing the status and roles of family members | • ICT tools<br>• Pictures<br>• Related literature |
| FAMILY ASPIRATIONS | • outline their individual and family aspirations | • Individual and family aspirations | • Explaining their aspirations<br>• Discussing individual and family aspirations<br>• Suggesting how aspirations can be achieved<br>• Identifying sources of inspirations | • Pictures<br>• ICT tools<br>• Related literature |
| FAMILY GATHERINGS | • identify family gatherings<br>• describe family gatherings | • Types of family gatherings such as weddings, funerals, marriages, birthdays, illness, memorial services, parties and bira/umbuyiso | • Discussing family gatherings<br>• Role playing/ dramatising family gatherings | • ICT tools<br>• Pictures<br>• Related literature |
| INDIGENOUS PROCESSING TOOLS | • identify indigenous processing tools<br>• display indigenous processing tools | • Indigenous processing tools:<br>- guyo/imbokodo<br>- duri/ingiga<br>- mvuto/imvutho | • Conducting educational tours<br>• Drawing indigenous processing tools<br>• Demonstrating processes<br>• Gathering and displaying indigenous processing tools | • ICT tools<br>• Objects tools<br>• Resource person<br>• Pictures<br>• Related literature |
| LOCAL SHRINES AND MONUMENTS | • identify local shrines and monuments<br>• describe local shrines and monuments | • Local shrines and monuments such as caves, rock paintings, sacred hills | • Conducting educational tours<br>• Discussing the local shrines and monuments<br>• Collecting and pasting pictures of local shrines and monuments<br>• Engaging in gallery walk | • ICT tools<br>• Pictures<br>• Resource person<br>• Shrines/ monuments<br>• Related literature |

# TOPIC 2: CULTURAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| FAMILY CEREMONIES AND RITUALS | • list the family ceremonies and rituals<br>• explain some of the family ceremonies and rituals | • Family ceremonies and rituals:<br>-birth<br>-marriage<br>-adolescence<br>-after burials<br>-kurova guva/umbuyiso<br>-bira/ukuthethela<br>-kusuma vadzimu/ ukuthethela | • Identifying family ceremonies and rituals<br>• Describing rituals performed in different ceremonies<br>• Performing different ceremonies | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| CUSTOMS OF DIFFERENT CULTURAL GROUPS | • identify some customs of different cultural groups<br>• describe some customs of different cultural groups | • Customs of different cultural groups:<br>- Crouching<br>- Kneeling<br>- Kusumana<br>- Kupfunda tsiva<br>- Kutyora muzura/ ukuviyoca<br>• Cultural groups:<br>- Shona, Chewa, Nyanja, Shangani, Ndebele, Venda, Sotho, Kalanga, Nambya, Tonga | • Listing some customs of different cultural groups<br>• Discussing some customs of different cultural groups<br>• Dramatising some customs of different ethnic groups<br>• Role-playing some customs of different cultural groups | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| INDIGENOUS MEDICINES AND RELATED CULTURAL PRACTICES | • list some indigenous medicines<br>• describe how some indigenous medicines are used<br>• identify some cultural practices<br>• demonstrate some cultural practices<br>• explain the importance of conserving medicinal herbs and trees | • Indigenous medicines and cultural practices:<br>- herbs and medicinal trees such as aloe, murumanyama/ isihaqa<br>• Conservation of medicinal herbs and trees | • Stating some indigenous medicines<br>• Explaining how some indigenous medicines are used<br>• Discussing some cultural practices<br>• Dramatising/role playing some cultural practices<br>• Conducting a project on conserving medicinal herbs and trees | • ICT tools<br>• Resource person<br>• Samples of herbs |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **CHILDREN'S GAMES** | • state some children's games that cultivate norms and values <br> • play some games that instill norms and values | • Children's games <br> - nhodo/igwini <br> - tsoro/intsoro <br> - pada | • Listing children's games that cultivate norms and values <br> • Playing games that instill norms and values | • ICT tools <br> • Resource person <br> • Related literature <br> • Game tools |

# TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| THE EARLY PEOPLE OF ZIMBABWE: -THE KHOISAN -THE BANTU | • narrate the history of the early people of Zimbabwe • describe the way of life of the Khoisan and the Bantu people | • The Khoisan people • Life of the Bantu | • Identifying the early people of Zimbabwe • Explaining how the Khoisan and the Bantu lived • Tracing the Bantu migration | • Map • Pictures • ICT tools • Related literature |
| CONTRIBUTION OF THE EARLY PEOPLE TO THE ZIMBABWE HERITAGE | • explain the contribution of the Bantu to the national heritage | • Contribution of the Bantu to the National Heritage: - Language - Heritage sites - Totems - Medicinal value - Edible fruits | • Discussing the contribution of the Bantu to the national heritage • Visiting local monuments and heritage sites | • Heritage sites • ICT tools • Pictures • Resource person • Related literature |
| THE NEED FOR RULES AND LAWS | • explain the need for rules and laws at home, school and in the community • compare by-laws and national laws | • The need for rules and laws at home, school and the community • Local government by-laws • Parliament and country laws | • Outlining rules and laws at home, school and community • Discussing the importance of laws • Discussing urban and rural council by-laws • Describing how laws are made in parliament | • ICT tools • Resource person • Related literature • Pictures |
| OBSERVING THE LAWS: THE ROLE OF INDIVIDUALS, COMMUNITY, POLICE AND THE COURTS | • outline the need to observe laws • identify some of the laws of Zimbabwe | • The need to observe laws: - Role of individuals - Community - Police - Courts | • Analysing the need to observe laws • Listing by-laws and parliamentary laws • Researching on the role of individuals, community, police and courts in maintaining law and order in society • Dramatising a court session • Conducting an educational tour to observe a court session | • ICT tools • Resource person • Related literature • Pictures |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **DEVELOPMENT OF INDIGENOUS LAWS** | • identify indigenous laws<br>• state the people who preside over different indigenous courts | • Development of indigenous courts:<br>- Village court<br>- Headman's court<br>- Chief's court | • Stating indigenous laws<br>• Identifying the people who preside over different indigenous courts<br>• Conducting educational tours | • ICT tools<br>• Resource person<br>• Related literature |
| **NATIONAL SCHOOL PLEDGE** | • recite the national school pledge<br>• explain the importance of national school pledge | • The national school pledge | • Discussing the national school pledge<br>• Interpreting the national school pledge | • Related literature<br>• Handouts |

# TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **CHILDREN'S ENTITLEMENTS/ RIGHTS AND RESPONSIBILITIES** | • identify children's entitlements and responsibilities<br>• describe children's responsibilities | • Children's entitlements/rights:<br>- Right to education<br>- Right to food<br>- Right to shelter<br>- Right to life<br>• Responsibility to:<br>-behave well<br>- be obedient<br>- be peaceful | • Stating children's entitlements/ rights and responsibilities<br>• Discussing children's right/entitlements | • Constitution of Zimbabwe<br>• Related literature<br>• ICT tools<br>• Resource person |
| **CHILD PROTECTION** | • recognise the need for child protection against various forms of abuse<br>• report any forms of abuse | • Child protection<br>• Child trafficking | • Explaining the various forms of child protection<br>• Discussing ways of reporting abuse | • ICT tools<br>• Resource person<br>• Related literature<br>• UN Rights Charter<br>• Constitution of Zimbabwe |
| **SUBSTANCE ABUSE** | • recognise forms of substance abuse<br>• analyse effects of substance abuse | • Substance abuse:<br>- glue sniffing<br>- abuse of alcoholic substances | • Discussing forms of substance abuse<br>• Explaining the effects of substance abuse<br>• Suggesting ways of controlling substance abuse | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| **RULES AND LAWS THAT PROTECT CHILDREN FROM ABUSE** | • identify rules and practices that govern human conduct from the past<br>• identify social rules and laws that protect children from abuse<br>• discuss the rules and laws that protect children from abuse | • Rules and practices that govern human conduct from the past:<br>- early marriage<br>- discipline<br>- child labour<br>• Rules and laws that protect children from abuse | • Discussing rules and practices that govern human conduct from the past<br>• Distinguishing between rules and laws<br>• Interpreting the laws that protect children from abuse | • Constitution of Zimbabwe<br>• Resource person<br>• ICT tools |

# TOPIC 5: SHELTER

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| INDIGENOUS FORMS OF SHELTER | • identify indigenous forms of shelter in the past and present | • Indigenous forms of shelter | • Discussing indigenous forms of shelter in the past and present<br>• Drawing indigenous forms of shelter in the past and present<br>• Conducting educational tours | • ICT tools<br>• Pictures<br>• Related literature |
| SHELTER IN OTHER COUNTRIES | • identify shelter in other countries | • Shelter in other countries such as -igloos -pyramids | • Listing shelter in other countries<br>• Drawing of shelter in other countries | • ICT tools<br>• Pictures<br>• Related literature |
| MATERIALS USED TO MAKE SHELTER | • classify materials used to make shelter | • Materials used to make: - classic shelter - contemporary shelter | • Discussing various materials used to make different shelters<br>• Moulding various forms of shelter<br>• Engaging in project work<br>• Researching on types of shelter | • ICT tools<br>• Pictures<br>• Materials<br>• Related literature |
| TYPES OF SHELTER ACCORDING TO GEOGRAPHICAL AREAS | • identify factors that influence location of shelter | • Shelter and geographical factors: - weather - soil type - materials available | • Observing types of shelter in their areas and elsewhere<br>• Comparing and contrasting the types of shelter<br>• Drawing different types of shelter found in different areas<br>• Moulding different types of shelter | • ICT tools<br>• Pictures<br>• Models<br>• Related literature |

# TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **LOCAL SOCIAL SERVICE PROVIDERS** | • identify local social service providers | • Local social service providers:<br>- Council<br>- Zunde ramambo/ isiphala senkosi<br>- Orphanages<br>- Churches | • Listing local social service providers<br>• Stating the type of services provided by the local social service providers<br>• Researching on social services being provided in the communities | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| **FUNCTIONS OF LOCAL SOCIAL SERVICE PROVIDERS** | • state functions of local social service providers<br>• describe the services offered by various social service providers | • Functions of local social service providers | • Discussing services provided by local social institutions<br>• Matching services with their service providers<br>• Conducting educational tours | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |

# TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| CONSERVATION OF NATURAL RESOURCES | • explain sustainable methods of conserving the natural resources | • Methods of conserving natural resources: - tree planting - water harvesting - land reclamation | • Discussing methods of conserving natural resources <br> • Reclaiming gullies <br> • Planting grass and trees in the school | • The immediate environment <br> • Garden tools <br> • ICT tools <br> • Related literature |
| INDIGENOUS METHODS OF MANUFACTURING GOODS | • list indigenous methods of manufacturing goods <br> • describe indigenous methods of manufacturing goods | • Methods of manufacturing goods: -welding -pounding/ukugiga -grinding -carving -sculpturing -moulding -weaving | • Identifying indigenous methods of manufacturing goods <br> • Observing processes of manufacturing goods <br> • Demonstrating processes of manufacturing goods <br> • Analysing processes of manufacturing goods | • ICT tools <br> • Objects <br> • Resource person <br> • The environment <br> • Pictures <br> • Related literature |
| TYPES OF INDUSTRIES | • describe types of industries in the country <br> • trace the development of industries in Zimbabwe | • Types of industries: -primary -secondary -tertiary | • Classifying industries <br> • Explaining the various activities of industries <br> • Describing the development of industries in Zimbabwe <br> • Conducting educational tours | • ICT tools <br> • Pictures <br> • Industries <br> • Related literature |
| BARTER TRADE | • explain barter trade <br> • give examples of barter trade | • Barter trade | • Describing barter trade <br> • Discussing what may influence barter trade <br> • Dramatising barter trade <br> • Discussing the advantages and disadvantages of barter trade | • ICT tools <br> • Pictures <br> • Related literature |

# TOPIC 8: TRANSPORT AND COMMUNICATION

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **THE INCREASING NEED FOR TRANSPORT** | • list problems for the increasing need for transport <br> • suggest some possible solutions to transport problems | • Increasing need for transport: <br> - advantages <br> - disadvantages <br> • Solutions to transport problems | • Discussing advantages and disadvantages arising from the increasing need for transport <br> • Suggesting solutions to ease transport problems <br> • Discussing transport safety rules | • ICT tools <br> • Road signs <br> • Related literature <br> • Resource person |
| **MAJOR ROADS AND RAILS IN ZIMBABWE** | • identify major roads in Zimbabwe <br> • interpret road and rail maps | • Road and rail networks | • Explaining how road and rail networks connect places <br> • Drawing a map of Zimbabwe showing major roads and rail networks | • ICT tools <br> • Map of Zimbabwe <br> • Resource person <br> • Related literature |
| **PUBLIC AND PRIVATE FORMS OF TRANSPORT AND COMMUNICATION** | • distinguish between public and private forms of transport <br> • compare public and private forms of communication | • Public and private forms of transport <br> • Public and private forms of communication | • Explaining different forms of transport and communication <br> • Discussing public and private forms of transport and communication | • ICT tools <br> • Pictures <br> • Means of transport <br> • Related literature |
| **ROAD SAFETY** | • identify road signs and signals <br> • interpret road signs and signals | • Road safety: <br> - road signs and signals | • Drawing road signs and signals <br> • Discussing right and wrong behaviour on the road | • Highway code <br> • Pictures <br> • ICT tools <br> • Resource person |

# TOPIC 9: WORK AND LEISURE

## Note: Safety at work and during leisure time

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| REASONS FOR WORK | • outline the importance of work | • Reasons for work | • Discussing the value and importance of work<br>• Engaging in some household chores | • ICT tools<br>• Resource person<br>• Household tools<br>• Related literature |
| SPORT AND ARTS AS A FORM OF WORK | • identify careers in sport and arts | • Sport and arts as a form of work<br>• Visual and performing arts | • Discussing different careers in sport and arts<br>• Collecting pictures of sport and arts celebrities in Zimbabwe and other countries<br>• Participating in visual and performing arts | • ICT tools<br>• Pictures<br>• Art gallery<br>• Resource person<br>• Recreational facilities |
| VISUAL AND PERFORMING ARTS AS A FORM OF LEISURE | • state leisure activities involving visual and performing arts in the community | • Recreation and leisure | • Naming visual performing arts facilities<br>• Playing classic and contemporary games<br>• Displaying visual and performing arts activities | • ICT tools<br>• Resource person<br>• Related literature |
| RESPONSIBLE USE OF LEISURE TIME | • differentiate between appropriate and inappropriate leisure activities | • Responsible use of leisure time | • Discussing appropriate and inappropriate leisure activities<br>• Distinguishing between appropriate and inappropriate leisure activities | • ICT tools<br>• Resource person<br>• Related literature |

## Note: Safety at work and during leisure time

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| ENVIRONMENTAL CONSERVATION | • identify natural resources<br>• discuss the need to conserve natural resources | • Environmental conservation of natural resources:<br>- land<br>- animals<br>- water<br>- vegetation | • Listing natural resources<br>• Explaining ways of conserving natural resources<br>• Conducting projects on conserving natural resources | • ICT tools<br>• Environment<br>• Pictures<br>• Related literature |

## GRADE 5
## TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| TYPES OF FAMILY | • Identify responsibilities of<br>– parents<br>– children | • Types of family:<br>-nuclear<br>-monogamous<br>-polygamous<br>-child headed<br>-single parent | • Talking about their own families<br>• Describing types of families<br>• Dramatising experiences in each type of family | • Pictures<br>• Resource person<br>• Related literature<br>• ICT tools |
| FAMILY AND SURROUNDING COMMUNITY | • identify roles of the family in the community<br>• state the institutions in their community | • Relations between /among families in rural, urban, farms and mines<br>• Roles of family members in the community<br>• Roles of institutions in the community | • Discussing roles of family members in the community<br>• Role playing functions of institutions in a community set up | • Maps<br>• ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| HUMAN MIGRATION | • explain migration<br>• list reasons for migration<br>• describe effects of migration<br>• identify solutions to migration | • Migration<br>• Types of migration<br>• Causes of migration<br>• Effects of migration<br>• Solutions to migration | • Describing migration<br>• Discussing causes and effects of migration<br>• Suggesting solutions to migration | • Maps<br>• Pictures<br>• ICT tools |
| CONFLICT MANAGEMENT AT FAMILY, SCHOOL AND COMMUNITY LEVEL | • define conflict<br>• identify the causes and effects of conflict at home, school and community<br>• describe various ways of solving conflicts at home, in school and at community level | • Effects of conflicts at home, school and community level<br>• Ways of resolving conflicts:<br>- communication<br>- reporting procedures to be taken at school | • Explaining conflict<br>• Discussing causes and effects of conflict at family, school and community level<br>• Role playing ways of resolving conflicts at home, school and community level through drama, music and poetry | • Case studies<br>• Videos<br>• Resource person<br>• Related literature<br>• ICT tools |
| LANGUAGES AND CULTURES IN ZIMBABWE | • identify languages spoken in Zimbabwe<br>• list various cultural practices found in Zimbabwe | • Languages in Zimbabwe: Indigenous and foreign<br>• Various cultural practices | • Locating on a map various languages and cultural groups in Zimbabwe<br>• Dramatizing various cultural practices in Zimbabwe<br>• Carrying out projects on various cultural practices in Zimbabwe | • Map<br>• Resource person<br>• Newspapers and magazines<br>• ICT tools<br>• Related literature |

# TOPIC 2: CULTURAL HERITAGE

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| RITES OF PASSAGE FOR BOYS AND GIRLS | • identify stages of human development from birth to adolescence<br>• explain rites for each stage | • Stages of human development and rites associated with<br>- birth<br>- infancy<br>- adolescence | • Explaining the stages of human development<br>• Discussing the rites for each stage of human development | • Pictures<br>• Resource person<br>• Charts<br>• Related literature<br>• ICT tools |
| COURTSHIP | • explain the role of courtship in marriage | • Role of courtship in relation to marriage<br>• Establishing relationships<br>• Counselling and guidance | • Discussing the role of courtship in marriage<br>• Discussing indigenous and modern ways of courtship<br>• Discussing healthy boy–girl relationships | • Resource person<br>• ICT tools<br>• Related literature |
| INDIGENOUS MARRIAGE CUSTOMS | • describe indigenous and modern marriage practices | • Related ceremonies in our different cultural groups | • Analysing types of marriage ceremonies in Zimbabwe<br>• Dramatising marriage ceremonies | • ICT tools<br>• Pictures<br>• Culture centres<br>• Resource person |
| MARRIAGE: CIVIL AND CUSTOMARY | • identify types of marriages<br>• explain the significance of marriage certificates | • Customary marriages<br>• Civil marriages | • Simulating and dramatising different types of marriages<br>• Role playing different types of marriages<br>• Discussing advantages and disadvantages of each type of marriage | • Related literature<br>• Pictures<br>• ICT tools |

# TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **THE PRE-COLONIAL KINGDOMS** | • identify the pre-colonial states <br>• describe the social, political and economic life in pre-colonial era | • Pre-colonial states: <br>-Great Zimbabwe <br>- Mutapa state <br>- Rozvi state <br>- Ndebele state <br>• How the rulers interacted with their subjects | • Listing pre-colonial states <br>• Discussing the social, political and economic life of the people in pre-colonial era <br>• Collecting and profiling pictures depicting the social, political and economic life of the early people <br>• Conducting educational tours to observe pre-colonial historical sites | • Caves <br>• Hunting tools <br>• Maps <br>• Pictures <br>• ICT tools <br>• Related literature <br>• Resource person |
| **EFFECTS OF FIRST CONTACT WITH EUROPEANS** | • describe the first contact between Europeans and the indigenous people <br>• explain the effects of the first contact between Europeans and indigenous people | • Europeans: <br>-missionaries <br>-hunters <br>-mineral prospectors <br>• Early missionaries, hunters, mineral prospectors and imperialists | • Listing early missionaries. Hunters, mineral prospectors <br>• Discussing the lifestyle changes brought about by early contacts with the Europeans | • Museums <br>• Hunting tools <br>• pictures <br>• ICT tools <br>• Related literature |
| **DEVELOPMENT OF INDIGENOUS LAWS** | • outline the development of indigenous laws | • Historical development of laws: <br>- indigenous laws <br>- community court <br>- chief's court/dare/idale | • Researching the historical development of laws <br>• Discussing indigenous laws, community court and activities at the chief's court <br>• Educational tours to courts | • Pictures <br>• Pamphlets <br>• Resource person <br>• Constitution of Zimbabwe <br>• Related literature <br>• ICT tools |
| **ROLES OF VILLAGE HEAD, HEADMAN, CHIEF AND COUNCILLOR** | • Identify the roles of community leaders at local level | • Roles of: village head, headman, chief and councillor <br>-presiding over civil cases <br>-project initiators <br>-implementers <br>-managers | • Discussing the roles of village head, headman, chiefs and councillors giving examples <br>• Role-playing proceedings at the chief's court | • Pictures <br>• ICT tools <br>• Pamphlets <br>• Resources person <br>• Constitution of Zimbabwe <br>• Related literature |
| **LOCAL GOVERMENT** | • Identify local governments <br>• Explain the functions of local government | • Types of local government units <br>- Urban councils <br>- Rural councils <br>- Metropolitan provinces <br>• Functions of local government | • Discussing local authorities <br>• Describing the functions of local government authorities <br>• Illustrating local government structures | • Pictures <br>• Pamphlets <br>• Resource person <br>• Constitution of Zimbabwe <br>• Related literature <br>• ICT tools |

# TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES OF THE CHILD | • outline basic entitlements/rights and responsibilities of the child | • Basic entitlements/rights and responsibilities of the child | • Identifying the entitlements/rights and responsibilities of the child<br>• Discussing the importance of entitlements/rights and responsibilities of the child | • UN Convention<br>• African Charter<br>• ICT tools<br>• Constitution of Zimbabwe<br>• Related literature |
| CITIZENSHIP | • define citizenship<br>• outline different types of citizenship<br>• identify qualities of a good citizen<br>• demonstrate attributes of patriotism | • Citizenship<br>• Types of citizenship:<br>- birth<br>- descent<br>- origin<br>- marriage<br>- registration<br>• Patriotism | • Explaining types of citizenship<br>• Describing documents which show one's citizenship<br>• Participating in community activities<br>• Discussing the qualities of a good citizen<br>• Participating in national events and activities | • ICT tools<br>• Related literature<br>• Constitution of Zimbabwe |
| RIGHTS AND RESPONSIBILITIES OF A CITIZEN IN ZIMBABWE | • state rights and responsibilities of citizens<br>• distinguish between rights and responsibilities<br>• identify limitations to rights and responsibilities | • Rights and responsibilities of citizens<br>• Differences between rights and responsibilities<br>• Limitations to citizen's rights and physical responsibilities | • Listing rights and responsibilities of citizens<br>• Explaining the difference between rights and responsibilities<br>• Dramatising rights and responsibilities of citizens | • ICT tools<br>• Related literature<br>• Constitution of Zimbabwe |
| ABUSE OF CHILDREN, WOMEN AND MEN | • describe gender based protection<br>• explain forms of abuse | • Forms of gender based protection<br>• Forms of abuse such as physical, sexual, verbal and physical assault | • Explaining the meaning of gender based protection<br>• Listing forms of abuse<br>• Classifying forms of abuse<br>• Reporting abuse | • Pictures<br>• Related literature<br>• ICT tools<br>• Constitution of Zimbabwe |

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **GENDER BASED PROTECTION** | • describe gender based protection laws <br> • explain forms of gender based protection | • Forms of gender based laws: <br> -peace order <br> -CEDAW <br> • Forms of gender based violence: <br> - sexual abuse <br> - sexual assault <br> -domestic violence <br> - rape <br> - human trafficking | • Explaining the meaning of gender based protection and gender based violence <br> • Discussing ways of protecting oneself against gender based violence <br> • Reporting gender based violence | • Pictures <br> • Related literature <br> • ICT tools <br> • Constitution of Zimbabwe |
| **ROLE OF THE POLICE** | • describe the roles of the police | • Role of the police <br> -manning roadblocks <br> -arresting offenders <br> -maintaining order <br> -protecting citizens <br> -educating citizens | • Discussing the roles of the police <br> • Analysing the need to observe laws <br> • Dramatising a police and criminal scenario | • Resource person <br> • Pictures <br> • ICT tools <br> • Related literature |

# TOPIC 5: SHELTER

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **SHELTER AND HERITAGE SITES** | • locate the major heritage sites in Zimbabwe<br>• discuss why heritage sites are important to our history and culture | • Shelter and heritage sites such as:<br>-Great Zimbabwe<br>-Khami<br>-Dhlodhlo<br>- Mana Pools<br>- Matonjeni<br>- Matopos<br>- Nyanga mountains<br>- Chirinda forest | • Naming heritage sites in Zimbabwe<br>• Drawing a map of Zimbabwe and locating the heritage sites<br>• Visiting heritage sites near their schools<br>• Collecting pictures of heritage sites | • Maps<br>• Pictures<br>• Related literature<br>• ICT tools<br>• Resource person |
| **HEALTH AND SAFETY IN SHELTER DESIGNS** | • discuss conditions of health and safety in shelter designs | • Health and safety in shelter designs | • Identifying health considerations when constructing shelters<br>• Discussing the importance of health and safety in shelter designs | • Safety clothes such as helmets<br>• Pictures<br>• ICT tools<br>• Related literature |
| **SPECIAL BUILDING DESIGNS IN DISASTER PRONE AREAS** | • suggest types of buildings suitable for disaster prone areas | • Special buildings for disaster prone areas such as Tonga huts | • Discussing features of special buildings suitable for disaster prone areas<br>• Illustrating special building designs for disaster prone areas | • Safety clothes such as gumboots<br>• Pictures<br>• ICT tools<br>• Related literature |

# TOPIC 6:  SOCIAL SERVICES AND VOLUNTEERISM

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| PROMINENT PEOPLE AND ORGANISATIONS INVOLVED IN VOLUNTARY WORK IN THE PAST AND PRESENT AT LOCAL AND NATIONAL LEVEL | • identify prominent people and organisations involved in voluntary work in the past and present<br>• describe the contribution of prominent people and organisations to beneficiaries in the community | • Prominent people and organisations involved in voluntary work at local and national level in the past and present such as<br>- Jairos Jiri<br>- Sally Mugabe<br>- Matthew Rusike<br>- St Giles<br>- NGOs<br>- Church organisations<br>• Contribution of prominent people and organisations | • Collecting pictures of people and organisations involved in voluntary work<br>• Discussing the role played by prominent people in the past and present<br>• Explaining the role played by local voluntary organisations in the past and present | • Pictures<br>• Related literature<br>• I CT tools<br>• Resource person |
| LOCAL VOLUNTARY ORGANISATIONS THAT EMPOWER THE VULNERABLE AND DISADVANTAGED | • explain how local voluntary organisations empower communities<br>• describe how they can participate in voluntary work | • Beneficiaries in the community such as<br>- orphans<br>- disabled<br>- the elderly<br>- the needy<br>• Voluntary activities such as sweeping hospitals, helping the elderly and public places | • Identifying beneficiaries in the community<br>• Collecting news articles and pictures of assistance rendered to beneficiaries<br>• Participating in voluntary activities<br>• Discussing empowerment strategies | • Pictures<br>• ICT tools<br>• Resource person<br>• Cleaning materials<br>• Related literature |

# TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| PRODUCTIVE SECTORS IN ZIMBABWE | • identify productive sectors <br> • describe activities in the productive sectors | • Productive sectors: <br> - agriculture <br> - mining <br> - fishing <br> - tourism <br> - forestry <br> - manufacturing <br> • Activities in the productive sectors <br> - growing <br> - harvesting <br> - processing <br> - marketing | • Identifying productive sectors in the community and country <br> • Drawing the map of Zimbabwe and locating mining areas <br> • Discussing farming activities in the local community and country <br> • Drawing the map of Zimbabwe and locating main farming regions <br> • Touring any local productive sector | • Maps <br> • Pictures <br> • Dioramas <br> • Models <br> • ICT tools <br> • Games <br> • Farms <br> • Gardens <br> • Greenhouses <br> • Mines <br> • Dams |
| BUDGET INCOME EXPENDITURE | • state sources of family income <br> • list family expenditures <br> • compile a family monthly budget | • Family incomes <br> • Family expenditures <br> • Budgeting | • Discussing family incomes <br> • Listing personal and home needs expenditures <br> • Drawing up a simple family budget | • Receipts <br> • Notes and coins <br> • ICT tools <br> • Shop corners <br> • Related literature |
| BANKING | • state the importance of banking <br> • identify different methods of banking | • Importance of banking <br> • Methods of banking <br> - over the counter <br> - e-banking | • Explaining the importance of banking <br> • Giving examples of banking methods <br> • Touring local banks <br> • Role playing | • Bank cards <br> • Withdrawal slips <br> • Mobile phones <br> • Cheques <br> • Notes and coins <br> • Resource person <br> • ICT tools <br> • Related literature <br> • Pictures |

# TOPIC 8:  TRANSPORT AND COMMUNICATION

| KEY CONCEPTSS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **DEVELOPMENT OF TRANSPORT AND COMMUNICATION** | • outline the development of means of transport and communication<br>• examine indigenous and modern means of transport and communication<br>• explain the importance of modern transport and communication | • Development of transport from wheel to space travel<br>• Development of communication from smoke signal to satellite<br>• Significance of modernising communication<br>• Importance of transport and communication | • Discussing the development of transport and communication<br>• Comparing indigenous and modern means of transport<br>• Comparing indigenous and modern means of communication<br>• Debating on transport and communication issues | • Pictures<br>• Models<br>• Toys<br>• Dioramas<br>• Automobiles<br>• ICT tools<br>• Related literature |
| **TRANSPORTATION OF GOODS** | • identify goods transported by road, rail, air and sea<br>• evaluate current modes of transport | • Modes of transport:<br>- air<br>- road<br>- water<br>- rail | • Discussing goods transported by rail, road, air and sea<br>• Explaining why different goods are transported by various means of transport<br>• Giving reasons for choosing a particular mode of transport | • Pictures<br>• Models<br>• Toys<br>• Dioramas<br>• Automobiles<br>• Related literature<br>• ICT tools |
| **ROAD PORTS, SEAPORTS AND AIRPORTS LINKED TO ZIMBABWE** | • list major  road ports, seaports and airports linked to Zimbabwe<br>• locate major seaports and airports on a map | • Major road ports, seaports and airports linked to Zimbabwe<br>• Transport network maps | • Tracing road ports, seaports and airports on a map<br>• Naming road  ports, seaports and airports linked to Zimbabwe<br>• Touring road ports, airports and railway stations | • Maps<br>• Pictures<br>• ICT tools<br>• Related literature |
| **RESPONSIBLE USE OF COMMUNICATION SYSTEMS** | • Identify various communication systems<br>• describe the appropriate use of communication systems | • Communication systems<br>• Responsible use of communication systems | • Discussing advantages of effective communication systems<br>• Outlining methods of reducing vandalism to communication systems<br>• Discussing how to use communication systems responsibly<br>**Note: Teachers should raise awareness on the possible dangers of modern communication systems** | • Maps<br>• ICT tools<br>• Mass media<br>• Related literature |

# TOPIC 9:  WORK AND LEISURE

## Note: Safety at work and during leisure time

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| EMPLOYMENT CREATION IN ZIMBABWE | • identify ways of creating employment in Zimbabwe | • Employment creation in Zimbabwe | • Discussing ways of creating employment in Zimbabwe | • Recreational centres/places<br>• Charts<br>• Related literature<br>• ICT tools |
| WORK AND LEISURE IN THE PAST AND PRESENT | • identify work and leisure activities in the past and present | • Work and leisure in the past and present | • Researching on work and leisure activities in the past and present<br>• Comparing work and leisure activities in the past and present | • Pictures<br>• Models<br>• Resource person<br>• Related literature<br>• ICT tools |
| RESPONSIBLE USE OF LEISURE TIME | • describe appropriate leisure activities | • Responsible use of leisure time | • Discussing appropriate leisure activities<br>• Distinguishing between appropriate and inappropriate leisure activities<br>• Touring recreational places | • Traditional and modern games<br>• Pictures<br>• Recreational places |

44

# TOPIC 10: GLOBAL ISSUES

| KEY CONCEPT | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| POVERTY | • list causes and effects of poverty in the community<br>• suggest ways of reducing poverty in the community | • Causes of poverty<br>• Effects of poverty<br>• Ways of reducing poverty | • Discussing poverty<br>• Explaining causes and effects of poverty<br>• Discussing support and mitigatory measures against poverty | • Pictures<br>• ICT tools<br>• Posters<br>• Pamphlets<br>• Related literature |
| HIV &AIDS | • discuss effects of HIV and AIDS on people at home, at school and in the community | • Effects of HIV&AIDS in the communities | • Dramatising the effects of HIV and AIDS on the community<br>• Discussing support and mitigation measures for HIV and AIDS | • ICT tools<br>• Pictures<br>• Posters<br>• Pamphlets<br>• Resource person<br>• Related literature |
| POLLUTION | • identify types of pollution<br>• state effects of pollution on the environment | • Types of pollution<br>• Effects of pollution | • Discussing types of pollution<br>• Undertaking educational tours around local area<br>• Investigating pollution in the environment.<br>• Suggesting ways of reducing pollution<br>• Cleaning their environment<br>• Conducting awareness campaigns | • ICT tools<br>• Related literature<br>• Cleaning materials |

## GRADE 6

## TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| CLANS IN ZIMBABWE | • identify clans in Zimbabwe<br>• trace the origins of their respective clans<br>• explain factors that unify people of the same clan | • Clans in Zimbabwe<br>• Origin<br>• Unifying factors:<br>- geographical<br>- totem<br>- spirituality | • Naming clans<br>• Discussing the origins of their clans<br>• Locating places where the clans originated<br>• Researching on unifying factors | • Resource person<br>• Maps<br>• ICT tools<br>• Related literature |
| SIGNIFICANCE OF CUSTOMS, BELIEFS, FOLKLORE, GAMES, SONGS AND DANCES | • identify indigenous customs and beliefs<br>• analyse the significance of indigenous customs and beliefs | • Significance of:<br>- customs<br>- beliefs<br>- folklore<br>- games<br>- songs and dances | • Listing some customs and beliefs<br>• Narrating some folklores<br>• Role-playing some customs<br>• Demonstrating some dances from different parts of Zimbabwe<br>• Discussing the significance of some customs, beliefs, folklore, games, songs and dances of Zimbabwe | • ICT tools<br>• Pictures<br>• Related literature<br>• Resource person |
| CULTURAL VALUES OF MOTHERHOOD IN PRE-COLONIAL ERA | • explain the cultural values of motherhood in pre-colonial era | • Cultural norms and values protecting motherhood such as:<br>- taboos<br>- motherhood cow | • Listing taboos associated with motherhood<br>• Discussing cultural norms and values protecting motherhood | • ICT tools<br>• Related literature<br>• Resource person |
| CULTURAL VALUES OF FATHERHOOD IN PRE-COLONIAL ERA | • explain the cultural values of fatherhood in pre-colonial era | • Cultural norms and values protecting fatherhood such as:<br>- identity<br>- marriage rights such as danga and rusambo/amalobolo | • Listing cultural roles and responsibilities associated with fatherhood<br>• Discussing cultural norms and values protecting fatherhood | • ICT tools<br>• Related literature<br>• Resource person |
| INDIGENOUS LANGUAGES AND CULTURES IN ZIMBABWE | • list indigenous languages<br>• discuss some indigenous cultures | • Indigenous<br>-languages<br>-cultures | • Stating indigenous languages<br>• Identifying places where they are spoken<br>• Discussing the importance of different cultures<br>• Dramatising some cultural practices | • ICT tools<br>• Maps<br>• Resource person<br>• Related literature |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **INDIGENOUS GOVERNANCE** | • describe indigenous governance structures | • Indigenous governance structures:<br>- village head<br>- headman<br>- chief | • Illustrating indigenous governance structures<br>• Discussing roles of indigenous leaders<br>• Touring indigenous courts<br>• Dramatising proceedings at an indigenous court | • ICT tools<br>• Resource person<br>• Related literature |
| **INDIGENOUS HERITAGE RESOURCES** | • distinguish between natural and cultural heritage resources<br>• identify cultural and natural heritage resources<br>• identify cultural ways of preserving heritage resources | • Indigenous cultural heritage resources such as sites, music and dance<br>• Indigenous natural heritage resources such as landscapes, animals, minerals, falls, hot springs<br>• Indigenous and contemporary methods of preserving heritage resources:<br>- taboos<br>- spiritual beliefs<br>- gazetted Acts<br>- fencing | • Differentiating between cultural and natural heritage resources<br>• Classifying cultural and natural heritage resources<br>• Discussing the benefits of the heritage resources<br>• Touring heritage sites<br>• Discussing taboos and spiritual beliefs related to preservation of heritage resources | • ICT tools<br>• Resource person<br>• Charts<br>• Pictures<br>• Heritage sites<br>• Related literature |

# TOPIC 2: CULTURAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **COURTSHIP PRACTICES OF DIFFERENT CULTURAL GROUPS** | • describe good boy – girl relationship practices <br> • list indigenous courtship practices <br> • explain the role of other family members in courtship | • Courtship: <br> - healthy boy-girl relationship <br> - indigenous courtship practices <br> - role of other family members in courtship | • Discussing good boy-girl relationship <br> • Explaining indigenous courtship practices <br> • Dramatising indigenous courtship practices <br> • Discussing the role of other family members in courtship | • Resource person <br> • Pictures <br> • ICT tools |
| **HEIRSHIP WITHIN THE FAMILY** | • explain heirship within the family <br> • analyse heirship processes in the family <br> • justify the equity between males and females | • Heirship in the family <br> • Indigenous and modern heirship practices | • Defining heirship <br> • Comparing indigenous and modern heirship practices <br> • Evaluating the heirship process <br> • Dramatising the heirship process | • ICT tools <br> • Resource person <br> • Related literature |
| **AGE OF CONSENT TO SEX AND MARRIAGE** | • explain the concept of consent <br> • state the ages of consent to sex and marriage | • Legal age of majority and legal age of consent <br> • Cultural views on legal age of majority and legal age of consent | • Discussing cultural conception of ages of consent to sex and marriage <br> • Distinguishing between legal age of majority and legal age of consent | • Resource person <br> • ICT tools <br> • Related literature <br> • Constitution of Zimbabwe |

# TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| SYSTEMS OF GOVERNANCE | • identify systems of governance<br>• compare democracy and autocracy | • Systems of governance:<br>- egalitarian<br>- democracy<br>- autocracy | • Discussing democracy and autocracy<br>• Identifying major characteristics of egalitarian system of governance, democracy and autocracy<br>• Distinguishing between democracy and autocracy | • ICT tools<br>• Pamphlets<br>• Related literature<br>• Constitution of Zimbabwe<br>• Resource person |
| STRUCTURES AND FUNCTIONS OF CENTRAL GOVERNMENT | • illustrate the structure of Central Government<br>• explain the functions of each of the arms of government | • The arms of government:<br>- Executive<br>- Legislature<br>- Judiciary | • Drawing an organisational chart of central government<br>• Naming ministries of the government | • ICT tools<br>• Pamphlets<br>• Resource person<br>• Constitution of Zimbabwe<br>• Related literature |
| COLONISATION OF ZIMBABWE | • Explain reasons for the colonisation of Zimbabwe<br>• describe how Zimbabwe was colonised | • Why Zimbabwe was colonised<br>• How Zimbabwe was colonised | • Defining colonisation<br>• Discussing the reasons for colonisation<br>• Explaining how Zimbabwe was colonised | • Maps<br>• Charts<br>• Resource person<br>• ICT tools<br>• Pictures<br>• Related literature |
| FIRST CHIMURENGA/ UMVUKELA  (1896-1897) | • outline the causes of first Chimurenga/ Umvukela<br>• describe the course of Chimurenga/ Umvukela<br>• describe the role played by spirit mediums in the First Chimurenga/ Umvukela<br>• evaluate the results of First Chimurenga/ Umvukela | • First Chimurenga/ Umvukela :<br>- causes<br>- course<br>- results<br>• Role of spirit mediums<br>• Heroes/Heroines of the First Chimurenga/ Umvukela such as<br>-Mbuya Nehanda<br>-Sekuru Kaguvi<br>-Mkwati | • Explaining the causes and the course of the First Chimurenga/ Umvukela<br>• Explaining the role of spirit mediums in the First Chimurenga/ Umvukela<br>• Naming the heroes and heroines of the First Chimurenga/ Umvukela<br>• Explaining the roles of heroes and heroines of the First Chimurenga/ Umvukela<br>• Assessing the results of First Chimurenga/ Umvukela | • ICT tools<br>• Pictures<br>• Charts |
| SECOND CHIMURENGA/ UMVUKELA AND SOVEREIGNTY (1966-1979) | • outline the causes of the Second Chimurenga/ Umvukela<br>• describe the course of the | • Second Chimurenga/ Umvukela: | • Explaining the causes and the course of the Second Chimurenga/ Umvukela | • ICT tools<br>• Pictures<br>• Charts |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| | • Second Chimurenga/ Umvukela<br>• describe the role played by spirit mediums in the Second Chimurenga/ Umvukela<br>• evaluate the results of Second Chimurenga/ Umvukela | - causes<br>- course<br>- results<br>• Role of spirit mediums<br>• Heroes/heroines of the Second Chimurenga/ Umvukela such as<br>- Joshua Mqabuko Nkomo<br>- Hebert Chitepo | • Naming the heroes and heroines of the Second Chimurenga/ Umvukela<br>• Explaining the role of spirit mediums in the Second Chimurenga/ Umvukela<br>• Outlining the roles of the heroes and heroines of the Second Chimurenga/ Umvukela<br>• Stating  the results of Second Chimurenga/ Umvukela | • Resource person |
| NATIONAL SYMBOLS AND CELEBRATIONS | • identify national symbols and national celebrations<br>• explain the significance of national symbols and national celebrations | • National symbols<br>• National celebrations | • Naming national symbols and celebrations<br>• Discussing the significance of national symbols and celebrations<br>• Illustrating national symbols | • Pictures<br>• Models<br>• ICT tools<br>• Dioramas<br>• National flag<br>• National coat of arms<br>• Zimbabwe Bird |
| NATIONAL  SCHOOL PLEDGE | • explain the importance of the National School Pledge<br>• recite the National School Pledge | • Significance of the National School Pledge | • Discussing the importance of the National School Pledge<br>• Reciting the National School Pledge | • ICT tools<br>• Charts<br>• Related literature |

# TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| LAW MAKING PROCESS IN ZIMBABWE | • describe stages in law making | • Law making process: -Motion -Bill (House of Assembly and Senate) -Act/law | • Discussing stages in law making • Explaining the role of The Legislature in law making | • Constitution of Zimbabwe • Resource person • Charts • Pictures • Related literature • ICT tools |
| GENDER STEREOTYPES | • identify common stereotypes in their society • evaluate the effects of stereotypes | • Gender stereotypes - socio-cultural -economic • Effects of gender stereotypes | • Identifying gender stereotypes • Explaining common gender stereotypes • Discussing the effects of gender stereotypes | • Pictures • Charts • Resource person • ICT tools • Related literature |
| GENDER EQUITY IN THE WORK PLACE | • define gender equity • evaluate gender equity | • Gender equity • Importance of gender equity | • Explaining gender equity • Discussing the importance of gender equity | • Resource person • ICT tools • Related literature |

Heritage – Social Studies Junior (Grade 3 - 7) Syllabus

## TOPIC 5: SHELTER

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| DEVELOPMENT OF SETTLEMENTS IN ZIMBABWE | • identify factors that led to the development of settlements in Zimbabwe | • Historical development of settlements in Zimbabwe<br>• Settlements<br>- Villages<br>-Rural service centres<br>- Growth points<br>-Towns and cities | • Listing factors that led to designs of early settlements<br>• Discussing major developments of settlements in rural and urban areas including growth points and rural service centres | • Pictures<br>• ICT tools<br>• Related literature |
| SITING OF SHELTER IN RURAL AND URBAN AREAS | • identify sites suitable for shelter in rural and urban areas<br>• outline factors influencing the siting of shelter | • Rural and urban land use:<br>- industrial<br>- residential<br>- farming<br>- mining<br>• Factors influencing the siting of shelter | • Discussing different uses of land in relation to shelter<br>• Conducting educational tours to observe different land uses<br>• Stating factors which influence the siting of shelter<br>• Studying and interpreting settlement maps | • Culture centre<br>• Maps<br>• ICT tools |
| DISASTER AND RISK MANAGEMENT | • identify disasters that affect shelter<br>• explain how disasters that affect shelter can be managed | • Disasters that affect shelter:<br>-natural<br>-man-made<br>• Disaster management | • Explaining disasters that affect shelter<br>• Discussing the strategies that can be used in disaster management | • ICT tools<br>• Pictures<br>• Mass media |

47

# TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

| KEY CONCEPTS | LEARNING OBJECTIVES: Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| PROVISION OF SOCIAL SERVICES IN ZIMBABWE | • identify institutions that provide social services in Zimbabwe<br>• describe the role of institutions in social services provision<br>• participate in voluntary work | • Social service institutions in Zimbabwe:<br>- Local non-governmental organisations | • Listing some institutions that provide social services in Zimbabwe<br>• Discussing roles and functions of social service providers<br>• Taking part in voluntary activities | • ICT tools<br>• Fliers and pamphlets<br>• Resource person |
| GOVERNMENT DEPARTMENTS AND INSTITUTIONS | • identify government departments and institutions that assist the vulnerable groups<br>• distinguish help given by specific departments and institutions | • Government departments such as:<br>-Social welfare<br>-National Social Security Authority (NSSA)<br>-Schools Psychological Services (SPS)<br>• Institutions such as:<br>- Danhiko<br>- Hospitals | • Explaining the role of government departments and institutions that assist the vulnerable groups<br>• Classifying departments and institutions according to services | • ICT tools<br>• Fliers and pamphlets<br>• Pictures<br>• Resource person |

## TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| LAND AS A BASIC MEANS OF PRODUCTION | • identify different types of land use<br>• explain land as a basic means of production | • Uses of land:<br>- residential<br>- agricultural<br>- mining<br>- industrial | • Discussing the value and uses of land<br>• Evaluating current uses of land<br>• Organising educational tours to observe land use practices<br>• Debating land conservation strategies | • ICT tools<br>• Resource person<br>• Pictures<br>• Land |
| REDISTRIBUTION OF LAND | • Justify the redistribution of land<br>• suggest ways of effective utilisation of land | • Reasons for land redistribution<br>• Effective use of land | • Appraising land redistribution<br>• Discussing ways of effective utilisation of land<br>• Touring different types of farms | • Farms<br>• ICT tools<br>• Pictures |
| MANUFACTURING AND DISTRIBUTION OF GOODS | • describe how raw materials are processed into finished products<br>• describe buying and selling of goods and services<br>• explain the factors that determine the price of goods<br>• identify factors that determine marketing activities<br>• discuss health and safety precautions at work | • Processing of raw materials such as maize, cotton, milk and timber<br>• Buying and selling of goods and services<br>• Marketing activities:<br>-packaging<br>-labelling<br>-pricing<br>-advertising<br>-distribution<br>-transportation<br>• Profit and loss<br>• Health and safety precautions at work | • Tabulating raw materials and their products<br>• Observing finished products in and outside the classroom<br>• Demonstrating the buying and selling of goods and services<br>• Discussing marketing activities<br>• Dramatising health and safety procedures at work<br>• Carrying out safety drills<br>• Using raw materials to make home made products such as fruit juices, baskets, mats | • Resource person<br>• ICT tools<br>• Pictures<br>• Flow charts |

# TOPIC 8: TRANSPORT AND COMMUNICATION

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **IMPORTANCE OF TRANSPORT, COMMUNICATION AND ICTs** | • explain the importance of transport and communication<br>• assess the role of ICTs in communication | • Importance of transport and communication<br>• Role of ICTs | • Discussing the importance of transport and communication<br>• Using ICTs in communication<br>• Examining the roles of ICTs in communication | • ICT tools<br>• Pictures<br>• Mass media<br>• Related literature |
| **MODES AND FORMS OF TRANSPORT AND COMMUNICATION** | • distinguish between modes and forms of transport and communication<br>• identify the different modes and forms of transport and communication | • Transport:<br>-modes<br>-forms<br>• Communication:<br>-modes<br>-forms | • Listing modes and forms of transport and communication<br>• Discussing advantages and disadvantages of different modes of transport<br>• Outlining modes and forms of communication<br>• Discussing the advantages and disadvantages of different modes of communication | • ICT tools<br>• Pictures<br>• Real objects<br>• Related literature |
| **TRANSPORT AND COMMUNICATION LINKS WITH OTHER COUNTRIES** | • outline Zimbabwe's different transport and communication links with other countries | • Zimbabwe's transport and communication links<br>• Ports of entry in Zimbabwe | • Illustrating transport and communication links<br>• Visiting ports of entry in Zimbabwe<br>• Identifying ports of entry on the map of Zimbabwe | • ICT tools<br>• Maps/Atlases<br>• Related literature |

# TOPIC 9 WORK AND LEISURE

## Note: Safety at work and during leisure time

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| ENTERPRISE SKILLS | • list enterprise skills<br>• explain the importance of enterprising | • Enterprising skills:<br>-farming<br>-building<br>-textile technology<br>-visual and performing arts<br>-sport | • Explaining enterprising skills<br>• Discussing the significance of enterprising skills in job creation<br>• Touring industries and observing entrepreneurs at work | • Resource person<br>• Pictures<br>• ICT tools<br>• Related literature |
| TOURISM IN ZIMBABWE | • identify major tourist destinations in Zimbabwe<br>• explain the importance of tourism in Zimbabwe<br>• identify cultural ways of preserving tourist destinations | • Major tourist destinations in Zimbabwe<br>• Importance of tourism<br>• Indigenous methods of preserving tourist destinations:<br>-taboos<br>-spiritual beliefs | • Listing major tourist destinations in Zimbabwe<br>• Locating major tourist destinations on the map of Zimbabwe<br>• Touring  tourist destinations in their communities<br>• Discussing the importance of tourism in Zimbabwe<br>• Discussing taboos and spiritual beliefs related to preservation of tourist destinations | • Maps<br>• ICT tools<br>• Pictures<br>• Related literature |
| SPORT, ARTS AND CULTURAL ASSOCIATIONS | • identify sport, arts and cultural associations in Zimbabwe<br>• describe the functions of sport, arts and cultural | • Sport, arts and cultural associations/ organisations:<br>-Chipawo<br>-National Arts Council | • Naming sport, arts and cultural associations in Zimbabwe<br>• Explaining the functions of sport, arts and cultural | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| | associations | - Zimbabwe Football Association (ZIFA) <br> - Zimbabwe Netball Association (ZINA) | associations in Zimbabwe <br> • Discussing the importance of being a member of sport, arts and cultural associations in Zimbabwe <br> • Participating in sport, arts and cultural activities | |
| RESPONSIBILITY AT WORK AND DURING LEISURE TIME | • discuss responsible behaviour at work and during leisure time | • Responsible behaviour: <br> -hard work <br> -honesty <br> -self-motivation <br> -punctuality | • Listing responsible behaviour at work and during leisure time <br> • Discussing the importance of responsible behaviour at work and during leisure time <br> • Participating in work and leisure activities | • ICT tools <br> • Resource person <br> • Pictures <br> • Related literature |
| OCCUPATIONAL SAFETY | • discuss safety rules at work <br> • explain the importance of protective clothing | • Safety rules at work <br> • Protective clothing | • Stating safety rules at work <br> • Discussing the importance of protective clothing <br> • Practising safety measures at work | • ICT tools <br> • Pictures <br> • Related literature <br> • Mass media <br> • Protective clothing |

# TOPIC 10: GLOBAL ISSUES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **DISASTERS AND DISASTER MANAGEMENT** | • distinguish between natural and human induced disasters<br>• describe the effects of natural and human induced disasters on the socio-economic environment | • Natural disasters<br>• Human induced disasters<br>• Effects of disasters on the socio-economic environment<br>• Disaster management:<br>- drills<br>- plans | • Explaining the differences between natural and human-induced disasters<br>• Classifying disasters into natural and human-induced disasters<br>• Discussing the effects of disasters on the socio-economic environment<br>• Practising disaster preparedness plans through drills<br>• Designing a disaster preparedness plan for the class | • ICT tools<br>• Pictures<br>• Mass media<br>• Resource person<br>• Equipment<br>• Related literature |
| **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) DEVELOPMENT** | • trace the development of ICT<br>• explain the positive and negative impact of ICT on the people's way of life | • Information and Communication Technology in the past and present:<br>- typewriters<br>- black and white television<br>- satellite dishes<br>- landline telephone<br>- cell phone<br>• Effects of ICT<br>• Advantages and disadvantages of ICT | • Listing forms of ICT<br>• Comparing past and present technological developments<br>• Discussing the positive and negative effects of technology<br>• Suggesting ways of mitigating the negative effects of technology | • ICT tools<br>• Resource person<br>• Models<br>• Related literature<br>• Mass media |

# GRADE 7

# TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| MARITAL RELATIONSHIPS | • identify characteristics of ideal marital relationships<br>• suggest possible causes of marital disputes | • Characteristics of ideal marital relationships such as fidelity, love, honesty, respect<br>• Causes of marital disputes | • Role-playing marital relationships<br>• Discussing possible causes of marital disputes<br>• Identifying possible solutions to marital disputes | • ICT tools<br>• Resource person<br>• Related literature<br>• Wedding pictures<br>• Wedding rings |
| CONFLICT MANAGEMENT | • identify conflicts at home, school and community<br>• examine causes of conflicts at home, school and in the community | • Causes of conflicts at home, school and community<br>• Possible ways of resolving conflicts | • Discussing conflicts and their causes<br>• Suggesting solutions to identified conflicts<br>• Identifying conflict arbiters at home, school and the community<br>• Role-playing conflict management | • ICT tools<br>• Resource person<br>• Household equipment<br>• Props<br>• Related literature |
| DIFFERENT LANGUAGES AND CULTURES OF ZIMBABWE | • list languages spoken in Zimbabwe<br>• identify known cultural practices in different parts of Zimbabwe | • Languages spoken in different parts of Zimbabwe<br>• Cultural practices associated with specific language groups in Zimbabwe | • Naming the sixteen official languages spoken in Zimbabwe<br>• Comparing cultural practices of people in Zimbabwe<br>• Modelling in various cultural attire | • ICT tools<br>• Constitution of Zimbabwe<br>• Resource person<br>• Map of Zimbabwe<br>• Related literature<br>• Artefacts<br>• Pictures<br>• Different (dresses) costumes |
| CUSTODIANS OF CULTURE | • outline the hierarchy of indigenous leadership in Zimbabwe<br>• explain the role of indigenous leaders<br>• describe how chiefs are installed and buried | • Indigenous leadership hierarchy in Zimbabwe:<br>- village head<br>-headman<br>- chief<br>• Duties and jurisdiction of different levels of the indigenous leadership<br>• Installation and burial | • Illustrating the indigenous leadership hierarchy in Zimbabwe<br>• Dramatising the duties of chieftainship hierarchy<br>• Discussing the installation and burial of chiefs | • ICT tools<br>• Resource person<br>• Related literature<br>• Pictures |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| | | of chiefs | | |
| **PRESERVATION OF HERITAGE SITES** | • identify major heritage sites of Zimbabwe<br>• describe ways of preserving heritage sites of Zimbabwe | • Major heritage sites of Zimbabwe:<br>-Freedom camp (Zambia)<br>-Chimoio (Mozambique)<br>-Njelele<br>-Heroes Acre<br>-Great Zimbabwe<br>-Victoria Falls<br>• Preservation of Heritage sites:<br>-indigenous ways such as taboos and spiritual beliefs<br>-contemporary ways such as gazetted Acts | • Stating major heritage sites of Zimbabwe<br>• Describing major heritage sites of Zimbabwe<br>• Suggesting ways of preserving heritage sites of Zimbabwe<br>• Touring of Heritage sites | • ICT tools<br>• Maps<br>• Resource person<br>• Related literature |

# TOPIC 2: CULTURAL HERITAGE

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **HEALTHY BOY-GIRL RELATIONSHIPS** | • identify healthy boy-girl relationships<br>• describe healthy boy-girl relationships | • Healthy boy-girl relationships | • Discussing healthy boy-girl relationships<br>• Role-playing healthy boy-girl relationships<br>• Story-telling about healthy boy-girl relationships | • ICT tools<br>• Resource person<br>• Related literature<br>• Pictures |
| **EFFECTS OF AGE ON MARRIAGE AND POPULATION GROWTH** | • relate the age of marriage to population growth<br>• analyse the effects of marriage types on population growth | • Age, marriage types and their effects on population growth | • Discussing the effects of age in marriage on population growth<br>• Debating the effects of family size on a country's population and economic activity<br>• Discussing the effects of marriage types on population growth | • ICT tools<br>• Related literature<br>• Pictures<br>• Resource person |
| **CHILD-BEARING** | • analyse the effects of child birth on the mother<br>• relate mother's rate of child-bearing to her health and the welfare of the child | • Effects of child-bearing on:<br>- health of the mother<br>- health and welfare of the child | • Examining the effects of child-bearing on the mother and family life<br>• Discussing the effects of the rate of child bearing on the health and welfare of the child | • ICT tools<br>• Resource person<br>• Related literature<br>• Pictures<br>• Charts |

Heritage – Social Studies Junior (Grade 3 - 7) Syllabus

# TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

| KEY CONCEPTS | LEARNING OBJECTIVES<br>Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING<br>ACTIVITIES AND NOTES | SUGGESTED LEARNING<br>RESOURCES |
|---|---|---|---|---|
| INDEPENDENCE AND SELF-GOVERNANCE | • relate independence to self-governance<br>• describe the importance of self-governance | • Independence and self-governance | • Discussing the importance of independence and self-governance<br>• Comparing self-governance and colonial rule | • ICT tools<br>• Related literature<br>• Resource person<br>• Pictures<br>• Heritage sites and artefacts |
| THE LAND REFORM PROGRAMME | • identify the causes of the land reform programme<br>• discuss the benefits of the land reform programme | • The land reform programme<br>• The benefits of the land reform programme | • Discussing causes of the land reform programme<br>• Describing benefits of the land reform programme<br>• Touring neighbouring farms to see benefits of the land reform programme | • ICT tools<br>• Related literature<br>• Pictures<br>• Resource persons<br>• Neighbouring farms |
| THE NATIONAL SCHOOL PLEDGE | • recite the national school pledge<br>• discuss the importance of the national school pledge<br>• relate the national school pledge to the national flag and national anthem | • The national school pledge<br>• The national flag<br>• The national anthem | • Swearing allegiance to the national school pledge<br>• Singing the national anthem<br>• Explaining the importance of the national school pledge and the national anthem | • ICT tools<br>• Constitution of Zimbabwe<br>• Resource person<br>• Related literature |
| ZIMBABWE AS A MEMBER OF OTHER REGIONAL AND INTERNATIONAL ORGANISATIONS | • relate Zimbabwe to other international organisations<br>• explain the importance of belonging to regional and international organisations | • Regional and international organisations:<br>-Southern African Development Community (SADC)<br>-Common Market for Eastern and Southern Africa (COMESA)<br>- African Union (AU)<br>- United Nations (UN) | • Identifying regional and international organisations to which Zimbabwe is a member<br>• Discussing the importance of being a member of regional and international organisations<br>• Explaining the functions of some regional and international organisations | • ICT tools<br>• Related literature<br>• Resource person<br>• Pamphlets<br>• Maps:<br>-Africa<br>-World |

# TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **ELECTIONS** | • analyse different forms of elections<br>• explain the electoral process | • Elections:<br>-Parliamentary<br>-Presidential<br>-Senatorial<br>-Local government elections<br>-By-elections<br>• Electoral process | • Listing different kinds of elections<br>• Discussing the different kinds of elections<br>• Comparing local government elections and national elections | • ICT tools<br>• Related literature<br>• Constitution of Zimbabwe<br>• Pamphlets<br>• Resource person |
| **OWNERSHIP OF PROPERTY** | • name types of property ownership documents<br>• evaluate types of property ownership<br>• explain the importance of patent rights | • Family property<br>• Movable and immovable property<br>• Types of ownership documents<br>• Patent rights:<br>-intellectual property<br>-copy rights<br>-animal branding | • Discussing property ownership<br>• Listing types of property ownership documents<br>• Discussing the importance of patent rights | • ICT tools<br>• Related literature<br>• Resource person<br>• Pamphlets |
| **INHERITANCE** | • explain inheritance<br>• identify channels, institutions and organisations which facilitate inheritance | • Inheritance:<br>-Wills<br>-Heirship<br>-Property | • Discussing inheritance procedures<br>• Discussing institutions and organisations that facilitate inheritance<br>• Dramatising inheritance facilitation processes<br>• Identifying properties that are inheritable | • ICT tools<br>• Related literature<br>• Pictures<br>• Resource person<br>• Samples of wills<br>• Affidavit forms |
| **INDIGENOUS INSTITUTIONS AND DOMESTIC LEGISLATION ON GENDER EQUITY** | • name indigenous institutions that promote gender equity<br>• explain the importance of gender equity | • Indigenous institutions and Domestic Legislation on Gender equity<br>• Importance of gender equity:<br>- indigenous<br>- contemporary | • Identifying indigenous institutions that promote gender equity<br>• Discussing the importance of gender equity | • Constitution of Zimbabwe<br>• Resource person<br>• Related literature<br>• ICT tools |
| **CONSUMER RIGHTS** | • identify consumer rights | • Consumer rights: | • Discussing consumer | • ICT tools |

Heritage – Social Studies Junior (Grade 3 - 7) Syllabus

| KEY CONCEPTS | LEARNING OBJECTIVES<br>Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING<br>ACTIVITIES AND NOTES | SUGGESTED LEARNING<br>RESOURCES |
|---|---|---|---|---|
| | • interpret consumer rights<br>• explain the importance of consumer rights | -the right to choose goods and services<br>-the right to know the composition and expiry dates of packaged goods<br>-the right to know the side effects of products | rights<br>• Explaining consumer rights<br>• Justifying the importance of consumer rights<br>• Collecting empty packaging materials | • Related literature<br>• Pictures<br>• Resource person<br>• Empty packaging materials |

# TOPIC 5: SHELTER

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| PROBLEMS AND SOLUTIONS TO SHORTAGES OF SHELTER | • identify problems related to shelter<br>• suggest possible solutions to shortage of shelter | • Shelter<br>  -Problems<br>  -Solutions | • Listing problems caused by shortages of shelter<br>• Suggesting possible solutions to problems caused by shortages of shelter | • ICT tools<br>• Related literature<br>• Pictures<br>• Local environment |
| FACTORS THAT INFLUENCE SITING AND DESIGN OF SHELTER | • List factors that influence the siting and design of shelter<br>• explain factors that influence the siting and design of shelter | • Factors that influence siting and design of shelter | • Describing different factors that influence siting and design of shelter<br>• Drawing shelters with different designs<br>• Touring places with various shelter designs | • ICT tools<br>• Models<br>• Dioramas<br>• Pictures<br>• Related literature<br>• Resource person<br>• Buildings |
| WAYS OF ACQUIRING ACCOMMODATION | • identify different ways of acquiring accommodation | • Renting<br>• Buying – Title Deeds<br>• Constructing own accommodation<br>• Inheritance | • Discussing different ways of acquiring accommodation | • ICT tools<br>• Title deeds<br>• Resource person<br>• Pictures<br>• Models<br>• Buildings |

# TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| PROMINENT PEOPLE INVOLVED IN VOLUNTARY WORK IN THE PAST AND PRESENT | • identify prominent people involved in voluntary work | • Prominent people involved in voluntary work such as - Jairos Jiri - Matthew Rusike - Mother Theresa - Florence Nightingale | • Stating prominent people involved in voluntary work<br>• Describing contributions of prominent people to beneficiaries in the community<br>• Touring centers that assist the disadvantaged and vulnerable people in the community | • Pictures<br>• ICT tools<br>• Related literature<br>• Resource person |
| VOLUNTARY AND HUMANITARIAN ORGANISATIONS IN THE COUNTRY | • explain the role of voluntary organisations in the country<br>• highlight the challenges caused by some voluntary organisations<br>• suggest ways of mitigating the challenges | • Voluntary and Humanitarian organisations | • Discussing the role of voluntary organisations in the country<br>• Outlining the challenges caused by some voluntary organisations<br>• Suggesting ways of mitigating the challenges | • ICT tools<br>• Resource person<br>• Pictures<br>• Related literature |
| PARTICIPATION IN VOLUNTARY WORK | • perform voluntary work in their locality | • Participation in voluntary work | • Demonstrating volunteerism<br>• Engaging in community projects to assist the vulnerable | • ICT tools<br>• Resource person<br>• Related literature |

# TOPIC 7: NATURAL HERITAGE: PRODUCTION, DISTRIBUTION AND CONSUMPTION OF GOODS AND SERVICES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **NATIONAL STRATEGIC RESERVES** | • identify national strategic reserves<br><br>• explain the role of national strategic reserves institutions in Zimbabwe | • National strategic reserves such as:<br>- water<br>- fuel<br>- grain<br>- electricity<br>- wildlife<br>- money<br>• National strategic reserve institutions such as:<br>- Zimbabwe Electricity and Transmission and Distribution Company (ZETDC)<br>- Reserve Bank of Zimbabwe (RBZ)<br>- Zimbabwe National Water Authority (ZINWA)<br>- Grain Marketing Board (GMB)<br>- National Parks and Wildlife Management Authority (NPWMA) | • Discussing national strategic reserves<br>• Evaluating the role of national strategic reserve institutions in Zimbabwe<br>• Touring National Strategic institutions | • ICT tools<br>• Resource person<br>• Related literature<br>• Pictures<br>• National Strategic reserves |
| **STORAGE AND MARKETING OF GOODS (IMPORTS AND EXPORTS)** | • examine various methods of storage and marketing<br>• distinguish between imports and exports | • Storage facilities such as:<br>- silos<br>- warehouses<br>- tanks<br>- dams<br>• Marketing institutions such as:<br>- supermarkets<br>- departmental stores | • Matching storage facilities with goods<br>• Discussing storage and marketing strategies<br>• Touring to observe storage facilities<br>• Identifying major imports and exports | • ICT tools<br>• Resource person<br>• Pamphlets<br>• Storage facilities |

Heritage – Social Studies Junior (Grade 3 - 7) Syllabus

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| INDIGENOUS AND CONTEMPORARY WAYS OF PRESERVING FOOD | • discuss the indigenous and contemporary ways of preserving food<br>• explain the importance of preserving food | • Indigenous and contemporary ways of preserving food | • Comparing the indigenous and contemporary ways of preserving food<br>• Justifying the importance of preserving food<br>• Demonstrating ways of preserving food | • ICT tools<br>• Resource person<br>• Related literature<br>• Pictures<br>• Pamphlets<br>• Food items |

# TOPIC 8: TRANSPORT AND COMMUNICATION

| KEY CONCEPTS | LEARNING OBJECTIVES<br>Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **FACTORS THAT INFLUENCE CHOICE OF MODE OF TRANSPORT AND COMMUNICATION** | • explain factors that influence the choice of mode of transport and communication | • Factors that affect choice of modes of transport and communication | • Tabulating factors that influence choice of mode of transport and communication<br>• Evaluating factors that influence choice of mode of transport and communication | • Models<br>• Dioramas<br>• ICT tools<br>• Related literature |
| **IMPORTANCE OF UP-TO-DATE MAPS AND CHARTS FOR TRAVELLING PURPOSES** | • interpret maps and charts for travelling purposes | • Importance of maps and charts for travelling purposes | • Reading maps and charts on domestic, regional and international traffic routes<br>• Explaining the importance of up-to-date maps for travelling purposes<br>**NOTE: Travel maps can be accessed from information centres, surveyor general's office and some service stations** | • ICT tools<br>• Maps<br>• Resource person<br>• Related literature<br>• Compass |
| **HAZARDS AND DISASTERS IN THE TRANSPORT AND COMMUNICATION INDUSTRY** | • identify hazards and disasters in the transport and communication industry<br>• analyse causes and effects of hazards and disasters in the transport and communication industry | • Hazards and disasters in the transport and communication industry<br>• Prevention of hazards and disasters in the transport and communication industry<br>• Causes and effects of hazards in the transport and communication industry | • Discussing causes, effects and prevention of disasters and hazards<br>• Debating causes of accidents<br>• Touring roads in the local environment | • ICT tools<br>• Related literature<br>• Resource person<br>• Local environment |
| **MANAGEMENT OF DISASTERS IN THE TRANSPORT INDUSTRIES** | • suggest ways of managing hazards and disasters in the transport and communication industry | • Solutions to hazards and disasters | • Conducting mock disasters and hazard preparedness drills | • ICT tools<br>• Related literature<br>• Resource person |

# TOPIC 9 WORK AND LEISURE

## Note: Safety at work and during leisure time

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **HUMAN CAPITAL DEVELOPMENT IN ZIMBABWE** | • identify different career opportunities in Zimbabwe<br>• examine different organisations involved in human capital development in Zimbabwe | • Career opportunities in Zimbabwe<br>• Human capital development in Zimbabwe | • Examining different careers<br>• Role-playing different career opportunities<br>• Touring different work places | • ICT tools<br>• Resource person<br>• Related literature<br>• Pamphlets<br>• Work places |
| **ENTERPRISE SKILLS/SELF-RELIANCE AND EMPLOYMENT CREATION** | • explain the concept of self-reliance and employment creation<br>• discuss the effects of unemployment<br>• suggest ways of being self-reliant and creating employment | • Self-reliance and employment creation<br>• Effects of unemployment<br>• Ways of being self-reliant | • Role-playing the importance of being self-reliant<br>• Explaining effects of unemployment<br>• Discussing ways of creating employment<br>• Engaging in income generating projects | • ICT tools<br>• Pictures<br>• Resource person<br>• Pamphlets<br>• Project centres |
| **PROTECTION OF WORKERS' RIGHTS** | • identify workers' rights<br>• explain the need for protecting workers' rights<br>• state occupational hazards and safety measures | • Workers' rights<br>• Occupational hazards<br>• Occupational safety | • Discussing workers' rights<br>• Explaining the functions of workers unions in Zimbabwe<br>• Discussing the dangers of occupational hazards<br>• Suggesting measures of preventing work related accidents | • ICT tools<br>• Constitution of Zimbabwe<br>• Pictures<br>• Pamphlets<br>• Resource person<br>• Related literature |
| **RESPONSIBILITY AT WORK AND DURING LEISURE TIME** | • justify individual responsibilities at work and during leisure time<br>• describe the benefits of being involved in sports | • Responsibilities at work and during leisure time<br>• Sports | • Discussing safety precautions at work and during leisure time<br>• Distinguishing between responsible and irresponsible behaviour at work and during leisure time | • ICT tools<br>• Resource person<br>• Charts<br>• Pictures<br>• Related literature |

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| | • design time-tables for work and leisure | | • Justifying the benefits of sports | |
| **TOURISM IN SADC AND OTHER COUNTRIES** | • identify tourist destinations in Zimbabwe, the SADC and other countries<br>• explain the importance of tourism to Zimbabwe and other countries | • Tourist destinations in Zimbabwe, the SADC and other countries<br>• Benefits of tourism | • Discussing tourist destinations in Zimbabwe, the SADC and other countries<br>• Suggesting ways of promoting tourism | • ICT tools<br>• Maps<br>• Related literature<br>• Models<br>• Pictures<br>• Pamphlets |

# TOPIC 10: GLOBAL ISSUES

| KEY CONCEPTS | LEARNING OBJECTIVES Learners should be able to: | UNIT CONTENT | SUGGESTED LEARNING ACTIVITIES AND NOTES | SUGGESTED LEARNING RESOURCES |
|---|---|---|---|---|
| **ENVIRONMENTAL ISSUES: DESERTIFICATION CAUSES, EFFECTS AND SOLUTIONS** | • examine causes and effects of desertification<br>• suggest mitigatory factors to the problem of desertification | • Desertification: -causes, effects and solutions | • Identifying major deserts in Africa<br>• Discussing causes and effects of desertification<br>• Planting trees as a mitigatory factor to desertification | • ICT tools<br>• Related literature<br>• Maps<br>• Resource person<br>• Tree seedlings and seeds |
| **POLLUTION: CAUSES, EFFECTS AND SOLUTIONS** | • define pollution<br>• explain the causes and effects of pollution<br>• suggest mitigatory measures to control pollution | • Pollution: -water -land -air<br>• Causes, effects and solutions | • Discussing the problems and effects of pollution<br>• Identifying mitigatory measures to control pollution | • ICT tools<br>• Related literature<br>• Maps |

# 9.0 ASSESSMENT

The syllabus scheme of assessment is grounded on the principle of inclusivity. Arrangements, accommodations and modifications must be visible in both continuous and summative assessment to enable candidates with special needs to also access assessments.

## 9.1 Assessment Objectives

By the end of the Heritage-Social Studies Primary School Course, learners should be able to:

- identify with national symbols such as National Flag, Anthem, National School Pledge, Monuments and Heritage sites
- explain the significance of public holidays and other national events
- demonstrate ways of showing respect for self and others
- discuss norms, values and appropriate responsible behaviour
- differentiate between new and old means of transport, Information and Communication Technology (ICT)
- illustrate how transport and ICT facilitate communication among people and countries
- justify the importance of work and leisure
- explain key events and importance of the First and Second Chimurenga/Umvukela liberation struggle
- compare the practices of their own culture and that of others
- identify appropriate shelter for humans and animals
- explain the need for equal opportunities for all citizens of Zimbabwe
- identify the global environmental issues that affect livelihoods
- describe the production and marketing of goods and services

## 9.2: Scheme of Assessment

Heritage-Social Studies will be assessed through a separate section in the General Paper and shall constitute 25%. The syllabus embraces both continuous and summative assessments.

### 9.2.1 Continuous Assessment (35%)

Continuous assessment shall involve projects, tests and assignments.

A learner is expected to produce a project portfolio at each of the following levels:

- Grade 3
- Grade 4
- Grade 5
- Grade 6
- Grade 7

NOTE: A profile system has to be developed for every child to capture those attributes that cannot be measured such as the soft skills. A folio comprises test results throughout the primary school on an annual basis and marks collated from the four prescribed projects. Observation schedules, checklists, tests and project tasks are to be set at district level and standardised nationally.

## Continuous Assessment Model

| LEVEL | FORM OF ASSESSMENT | ASSESSMENT TASKS | NATURE | FREQUENCY |
|---|---|---|---|---|
| GRADE 3 | Continuous | • Singing<br>• Drawing<br>• Dancing<br>• Colouring/Painting<br>• Reading and writing<br>• Story telling<br>• Speaking<br>• Listening<br>• Counting<br>• Playing games<br>• Reciting poems<br>• Constructing models<br>• Dramatising<br>• Role playing<br>• Picture reading<br>• Researching<br>• Discussing<br>• Debating<br>• Written Exercises<br>• Theory tests<br>• Project | • Practical<br>• Can be done individually or in Groups | • Daily basis<br><br>• Weekly<br>• Once per Month<br>• Once a year |
| GRADE 4 | Continuous | • Singing<br>• Drawing<br>• Dancing<br>• Colouring/Painting<br>• Reading and writing<br>• Story telling<br>• Speaking<br>• Listening<br>• Counting<br>• Playing games<br>• Reciting poems<br>• Constructing models<br>• Dramatising<br>• Role playing<br>• Picture reading<br>• Researching<br>• Discussing<br>• Debating<br>• Written Exercises<br>• Theory tests<br>• Project | • Practical<br>• Can be done individually or in Groups | • Daily basis<br><br>• Weekly<br>• Once per Month<br>• Once a year |

| LEVEL | FORM OF ASSESSMENT | ASSESSMENT TASKS | NATURE | FREQUENCY |
|---|---|---|---|---|
| GRADE 5 | | • Singing<br>• Drawing<br>• Dancing<br>• Colouring/Painting<br>• Reading and writing<br>• Story telling<br>• Speaking<br>• Listening<br>• Counting<br>• Playing games<br>• Reciting poems<br>• Constructing models<br>• Dramatising<br>• Role playing<br>• Picture reading<br>• Researching<br>• Discussing<br>• Debating<br>• Written Exercises<br>• Theory tests<br>• Project | • Practical<br>• Can be done<br>  individually or in<br>  Groups | • Daily basis<br><br>• Weekly<br>• Once per Month<br>• Once a year |
| GRADE 6 | | • Singing<br>• Drawing<br>• Dancing<br>• Colouring/Painting<br>• Reading and writing<br>• Story telling<br>• Speaking<br>• Listening<br>• Counting<br>• Playing games<br>• Reciting poems<br>• Constructing models<br>• Dramatising<br>• Role playing<br>• Picture reading<br>• Researching<br>• Discussing<br>• Debating<br>• Written Exercises<br>• Theory tests<br>• Project | • Practical<br>• Can be done<br>  individually or in<br>  Groups | • Daily basis<br><br>• Weekly<br>• Once per Month<br>• Once a year |

Heritage – Social Studies Junior (Grade 3 - 7) Syllabus

| LEVEL | FORM OF ASSESSMENT | ASSESSMENT TASKS | NATURE | FREQUENCY |
|---|---|---|---|---|
| GRADE 7 | | • Singing<br>• Drawing<br>• Dancing<br>• Colouring/Painting<br>• Reading and writing<br>• Story telling<br>• Speaking<br>• Listening<br>• Counting<br>• Playing games<br>• Reciting poems<br>• Constructing models<br>• Dramatising<br>• Role playing<br>• Picture reading<br>• Researching<br>• Discussing<br>• Debating<br>• Written Exercises<br>• Theory tests<br>• Project | • Practical<br>• Can be done<br>  individually or in<br>  Groups | • Daily basis<br><br><br><br><br><br><br><br><br><br><br><br>• Weekly<br>• Once per Month<br>• Once a year |

# ASSESSMENT CRITERIA

Assessment Instruments:
- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Theory Tests
- Practical
- Project

## 9.2.2 Summative Assessment (65%)

Description of the Summative assessment structure
The Summative assessment comprises two components as follows:

**Paper 1** (1hr 30 minutes - 50 marks) 30%
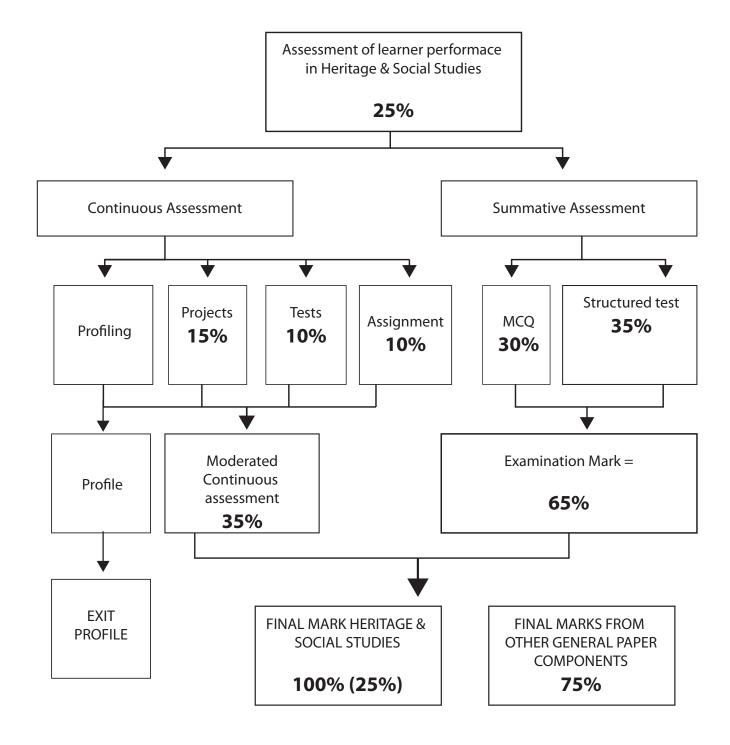There are 50 multiple-choice questions and candidates are required to answer all.

**Paper 2** (1hr 30minutes – 50 marks) 35%

Paper 2 comprises Section A and B. Section A with approximately 30 questions is compulsory and carries 30 Marks. Section B is a choice section which carries 20 marks. A candidate is expected to choose 4 out of 6 questions. Each question carries 5 marks.

## 9.2.3 Assessment Model

```
                    ┌─────────────────────────────────┐
                    │  Assessment of learner performace │
                    │    in Heritage & Social Studies   │
                    │                                   │
                    │               25%                 │
                    └─────────────────────────────────┘
                          │                      │
              ┌───────────────────┐      ┌───────────────────┐
              │Continuous Assessment│      │Summative Assessment│
              └───────────────────┘      └───────────────────┘
```

| Profiling | Projects **15%** | Tests **10%** | Assignment **10%** | MCQ **30%** | Structured test **35%** |
|---|---|---|---|---|---|

| Profile | Moderated Continuous assessment **35%** | Examination Mark = **65%** |
|---|---|---|

| EXIT PROFILE | FINAL MARK HERITAGE & SOCIAL STUDIES **100% (25%)** | FINAL MARKS FROM OTHER GENERAL PAPER COMPONENTS **75%** |
|---|---|---|

The setting and designing of questions in Heritage-Social Studies are guided and informed by the skills weighting chart and the specification grid below:

## 9.2.4  Skills Weighting Chart

Heritage-Social Studies is a skill based study area which shall be assessed as follows:

| | |
|---|---|
| Knowledge | 40% |
| Comprehension | 30% |
| Application | 20% |
| Problem Solving | 10% |

## 9.2.5 Specification Grid for Summative Assessment

| | TOPIC | KNOWLEDGE 40% | COMPREHENSION 30% | APPLICATION 20% | PROBLEM SOLVING 10% | TOTAL |
|---|---|---|---|---|---|---|
| 1. | Identity: Family History and Local Heritage | 2 | 1 | 1 | 1 | 5 |
| 2. | Cultural Heritage | 2 | 2 | 1 | 0 | 5 |
| 3. | National History, Sovereignty and Governance | 3 | 2 | 1 | 1 | 7 |
| 4. | Entitlements/Rights and Responsibilities | 2 | 1 | 1 | 1 | 5 |
| 5. | Shelter | 2 | 2 | 1 | 0 | 5 |
| 6. | Social Services and Volunteerism | 1 | 1 | 1 | 0 | 3 |
| 7. | Natural Heritage: Production, Distribution and Consumption of Goods and Services | 3 | 2 | 1 | 1 | 7 |
| 8. | Transport and Communication | 2 | 2 | 1 | 1 | 6 |
| 9. | Work and Leisure | 2 | 1 | 1 | 0 | 4 |
| 10. | Global Issues | 1 | 1 | 1 | 0 | 3 |
| | TOTAL | 20 | 15 | 10 | 5 | 50 |

## ABBREVIATIONS AND ACRONYMS

| | |
|---|---|
| CEDAW | Convention on the Elimination of all forms of Discrimination Against Women |
| GMB | Grain Marketing Board |
| NACZ | National Arts Council of Zimbabwe |
| NSSA | National Social Security Authority |
| NPWMA | National Parks and Wildlife Management Authority |
| UNESCO | United Nations Education Scientific and Cultural Organisation |
| UNICEF | United Nations International Children's Emergency Fund |
| UN | United Nations |
| NGOs | Non – Governmental Organisations |
| NMMZ | National Museums and Monuments of Zimbabwe |
| SADC | Southern Africa Development Community |
| SEDCO | Small Enterprise Development Company |
| SPS | School Psychological Services |
| WHO | World Health Organisation |
| ZINWA | Zimbabwe National Water Authority |
| HIV | Human Immuno-deficiency Virus |
| AIDS | Acquired Immune Deficiency Syndrome |
| RBZ | Reserve Bank of Zimbabwe |
| ZETDC | Zimbabwe Electricity Transmission Distribution Company |
| ZIFA | Zimbabwe Football Association |
| ZINA | Zimbabwe Netball Association |