



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

HERITAGE - SOCIAL STUDIES

JUNIOR
(GRADE 3-7)

2015 - 2022

TEACHER'S GUIDE

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1.0 INTRODUCTION

This Teacher's Guide is divided into two parts, namely, Part A and Part B. Part A covers the critical documents which you the teacher must have in order to cover the curriculum effectively. The critical documents are:

- The Curriculum Framework for Primary and Secondary Education 2015-2022
- The School Syllabus
- Schemes of work
- Lesson Plans
- Progress Records
- Register of attendance
- Learner Profiles.

Part B deals with curriculum delivery namely the Content, Objectives, Methods and Instructional materials, Classroom Management, Assessment and Evaluation.

1.0 CRITICAL DOCUMENTS

2.0 INTRODUCTION

This Teacher's Guide assists you the teacher in handling the Heritage -Social Studies learning area, which falls under the Humanities. After going through this guide, it is hoped that you will be better able to guide learners in handling this learning area. Accordingly, the guide's main thrust is on the learning and teaching of Heritage - Social Studies for Junior learners.

As a teacher it is important for you to have access to the following critical documents in order to deliver the Heritage-Social Studies Curriculum effectively:

- Curriculum Framework
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profiles
- Progress Records
- Register of Attendance

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. 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 national heritage. It develops in the learner, skills of critical thinking, problem solving, leadership and self esteem, Information and Communication Technology (ICT) and resource management leading to social and economic development. Therefore, critical documents give you important guidelines to enable you to deliver the new curriculum effectively.

OBJECTIVES

It is hoped that after going through this unit, you will be able to:

- Implement this Heritage - Social Studies Syllabus
- manage your class effectively
- mobilise the teaching and learning resources
- prepare appropriate, engaging teaching aids
- track the learner's progress during the learning process

UNIT 1

CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)

The Curriculum Framework 2015-2022 gives a vision and direction of the education system of Zimbabwe and the kind of a school graduate that Zimbabwe needs. It is important for you as a teacher to read and be familiar with the contents of the Curriculum Framework as a policy document to guide you through the implementation of the New Curriculum. This policy document outlines underpinning principles, national philosophy, learning areas, the description and expectations of MOPSE at policy level. It prescribes what the government expects you to deliver as you go about your duties

OBJECTIVES

By the end of this unit you should be able to:

- understand the contents of the Curriculum Framework

- comprehend the contents of the Primary school curriculum as a policy to guide you through the implementation of the new curriculum

- understand the principles underpinning the new curriculum

- read and understand the key competencies expounded in the Curriculum Framework

KEY ELEMENTS OF THE CURRICULUM FRAMEWORK

Here are some of the key elements/components that are covered in the curriculum framework:

- **Principles and values guiding the curriculum.** These include the following among others:
 - Philosophy underpinning the curriculum
 - Policy guidelines
 - Generic principles guiding the curriculum
 - Learner exit profiles
 - Knowledge
 - Skills
 - Values
 - National identity

- **Goals of the curriculum**
 - Organisation of the school curriculum
 - Infant school goals
 - Junior school goals
 - Learning outcomes

- Learning areas

The learning areas at Infant School Level are as follows:

- Visual and Performing Arts
- Physical Education
- Mass Displays
- Languages(Indigenous languages as a medium of instruction)
- Mathematics and Science
- Heritage - Social Studies
- Information and Communication Technology (ICT)

● **The learning areas at Junior level are as follows:**

- Infant school level and
- Languages
- Science and Technology
- Mathematics
- Heritage - Social Studies and (LOP) Life Orientation Programme
- Visual and Performing Arts
- Physical Education, Sport and Mass Displays
- Agriculture
- Family, Religion and Moral Education (FAREME)

● **Learning Areas at secondary school Level (Form 1to Form 4)**

● Learning Areas at Forms 5 and 6

● Teaching and learning methods

● Assessment and learning

- Assessment of skills, abilities and knowledge
- Relevance of school-based continuous assessment
- Assessment of learning (formative assessment)
- Assessment of learning (summative assessment)
- Performance - based assessment (PBA)
- Strategies for effective curriculum implementation

UNIT 2

SYLLABUS INTERPRETATION

INTRODUCTION

As a teacher you constitute the backbone of any education system and as such your ability to deliver lessons depends on careful planning. Planning begins with syllabus interpretation, which form the basis for the development of a National syllabus, School syllabus, Scheme of work and a Lesson plan. You need to learn how to interpret the syllabus correctly

Understanding Syllabus Interpretation

- Simply, it is the process of making sense out of the syllabus.
- Interpretation is about finding meaning.
- It is the process of unpacking the syllabus, analysing it and synthesising it.

Interpreting the Syllabus

Syllabus interpretation focuses on the following:

- **The national philosophy/vision** as spelt out in the preamble (as derived from the Framework).
- **The syllabus aims and objectives:** This is what the syllabus intends to achieve within the learners.
- **The content:** This refers to the knowledge, skills, attitudes and competences. Content constitutes the heart of the syllabus. Therefore, syllabus interpretation facilitates breaking down of content into teachable units.

OBJECTIVES

By the end of this unit you should be able to interpret the Heritage - Social Studies National Syllabus

TYPES OF SYLLABUSES

Syllabuses are **key documents** for every teacher. There are two types of syllabuses namely the:

- National Syllabus
- School syllabus

OFFICIAL OR NATIONAL SYLLABUS

As a teacher, you should be able to interpret the National and the School syllabus and these contain the following components:

Aims, content, assessment objectives, methodology and the assessment or examination format.

Types of Syllabuses

NATIONAL SYLLABUS

Definition

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, learning / teaching concepts and content, suggested methodology and assessment criteria at every grade level. You should always have it and use it to guide you in your day to day teaching and learning activities.

FACTORS INFLUENCING DRAFTING

When drafting a school syllabus, we must consider the following factors;

- National goals and subject options available on national curriculum list. This states the national identity and philosophy as well as address national needs.

- The learners physical, mental and emotional state:
 - Physical: Consider disabilities, complexity of manipulative skills.
 - Mental: Consider level of maturity and cognitive development.
 - Emotional state: Consider values and attitudes to be developed.

- Resource availability: Consider the facilities and materials available. Consider the qualifications, number, experience and level of training of personnel available.

- Community influences: consider the religion, beliefs and values of local people.

- Evaluation system and strategies: consider how the curriculum is evaluated and whether it will be possible to evaluate effectively in a particular school environment.

- Time allocation in the official syllabus.

- Local conditions that affect the choice and sequencing of topics.

- Education technology.

Elements

The National Syllabus consists of:

- Cover page
- Acknowledgements
- Contents page
- Preamble

- Introduction
- Rationale
- Summary of content
- Assumptions
- Cross Cutting Issues
- Aims
- Objectives
- Methodology and Time Allocation
- Topics
- Competence Matrix
- Content Matrix
- Assessment

Elements (Structure of School syllabus)

- **Aims:** Are broad indications of what the learners should learn
- **Objectives:** Learner behavior at the end of the teaching learning experience (competencies).
- **Topics/ Content and activities**
- **Methodology:** This must be learner centered. Therefore, teaching approaches to achieve desired learning outcomes must be learner centred. Learner centered approaches allow learners to practice skills and to display their key competencies.
- **Instructional or teaching materials**
- **Assessment**

To interpret the syllabus one needs to identify its components and establish links between and among them. Components of the syllabus include:

(a) **Cover page**

This is the front cover of the syllabus that states the learning area and level.

(b) **Acknowledgements**

This is the list of those who participated in the development of the syllabus. Names are not mentioned but the organisation that the members represented. Funders of the syllabus, experts or consultants are also acknowledged.

(c) **Contents page**

This lists the contents of the syllabus and page numbers.

1. **Preamble**

The preamble consists of introductory notes to the syllabus. It has five sub-titles.

Introduction: Gives a brief insight into the learning area.

Rationale: This is a justification of why this particular learning area is included in the curriculum.

Summary of content: This is a summary of what should be learnt in a particular learning area.

Assumptions: Pupils do not come tabularasa into the classroom. That knowledge that we assume they already have is what we call assumptions.

Cross-cutting themes: These are emerging and contemporary issues that cut across all Learning areas. Teachers should find ways of incorporating them in their teaching whenever possible. These are:

- ICT
- Gender
- Children rights and responsibilities
- Disaster risk management
- Financial literacy
- Sexuality, HIV and AIDS education
- Child protection
- Human rights
- Collaboration
- Environmental issues

N.B Not all Cross-cutting themes can be applied in all learning areas, some are more applicable to particular learning areas than others.

Presentation of the syllabus

This is a description of how the syllabus is presented.

Aims

These are general statements of what the Learning area intends to achieve (major outcomes). They are long term and therefore broad. They generally cover the whole Learning area for example from ECD A to Grade 2. They may differ from level to level for the same learning area for example Grade 3 to 7. They cover all domains of Bloom's taxonomy and should cater for all learners (inclusivity). See the Syllabus on page 2 for more details.

Syllabus objectives

These are specific competencies of the learning areas and are derived from the aims. In curriculum they should be SMART (Specific, Measurable, Achievable, Result oriented and Time framed). See the Syllabus on page 2 for more details.

Methodology and Time allocation

Methodologies are broad approaches that are suggested for a given Learning area. They are guided by the Curriculum Framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving. They are also child centred rather than teacher centred.

Time allocation This reflects the number of periods and their duration for a particular Learning area.

Topics

These are the main posts or pillars of the content for the levels given in itemised form. They form the core of a given learning area. In some subject's topics may be based on broad skills for example Languages and Practical's. Topics are broken into sub-topics in the competency matrix depending on the learning area.

Scope and sequence

It shows the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels differing in depth as children progress to higher levels. (Spiral approach)

Competency matrix

It is a table that gives the concepts/content to be taught or competencies to be acquired. It is developed from the Scope and Sequence. It includes Topic/Skill, Objectives, Unit Content and Competence, suggested learning activities and suggested resources. See the Syllabus on page 10-67 for more details.

Assessment

This section gives information on how the learning area will be assessed, the weighting and skills to be tested, types of questions and duration of each paper. It gives information on how the three forms of assessments namely; formative, continuous, and summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also has assessment objectives, scheme of assessment, specification grid and assessment model.

Content

The content for Heritage - Social Studies include:

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

2.2 School Syllabus (A breakdown of the national/official syllabus)

Introduction

It is a breakdown of the national syllabus and is drafted at the school level with experts from the learning area. This must be drawn at school level from the National Syllabus by reorganising content taking into account local factors

(see unit 2 on Syllabus Interpretation).

Thus a School syllabus is a plan that states exactly what learners should learn at school in a particular learning area for example in Family and Heritage Studies. It is a major curriculum document which:

- Prescribes what government would like to see taught in all schools as spelt out in the curriculum framework.
- Outlines the experiences that learners should undergo in a particular course of study for example Infant, Junior and Secondary levels.
- You are required to derive teaching concepts from the syllabus.
- Examinations are set from the syllabus.

Glossary / Appendices

In some syllabuses, there will be a list of explanations of terms and additional information at the end. A list of equipment and reference books might also be found here. As a teacher it is important to have a copy of a School syllabus that is derived from the National syllabus because public examinations are derived from the syllabus.

UNIT 3

SCHEMES OF WORK

INTRODUCTION

This is a document that you should draw from the national and school syllabus. You should outline the objectives, activities, content, and methods (see scheme cum plan template). You should prepare your scheme cum plans two weeks ahead of the lesson delivery date (You can use ICT tools to make your plans)

A scheme of work is a plan for something. Your scheme of work is a plan of action which should enable you to organize teaching activities ahead of time. It is a summarized forecast of work which you consider adequate and appropriate for the class to cover within a given period from those topics which are already in the syllabus. A well prepared scheme of work does the following:

- Gives an overview of the total course content.
- Provides for a sequential listing of learning tasks.
- Shows a relationship between content and resource materials.
- Provides a basis for long range planning, training and evaluation of the learning area.

A Scheme of work can be made to cover even one term. Each year is divided into three terms, each with approximately three months or thirteen weeks. A scheme of work should be made for each term, ideally before lessons begin. When you are preparing a Scheme of work, you should consider the following:

Understanding the syllabus

- You may not have been involved in curriculum development but you are expected to interpret and implement it correctly. This calls for a thorough understanding of the syllabus and the content in order to achieve the stated objectives. Your role is simply to implement the syllabus as it is. It is important for you to be thoroughly conversant with the curriculum in order to implement it successfully.

Syllabus content

- Topics in the syllabus may not be arranged in the order they are supposed to be taught. Some topics need to be linked, while others are quite independent. You should both identify essential learning content and arrange it in a logical order. Related subjects should also be considered when scheming. Subject integration should be prioritised where possible

Reference materials

- You should be familiar with available reference material necessary for effective coverage of the topics in the scheme of work. You should effectively make use of learning resources in your environment.

Assessment

•Learners will be assessed in both continuous and summative methods. Your scheming should reflect this.

Time allocation

- Your scheme should be contextual. That is, it should take context of disturbances that may occur during the course of term, such as public holidays, internal examinations, open days, sports days, visits from the district and the province.

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- Your scheme should be contextual. That is, it should take context of disturbances that may occur during the course of term, such as public holidays, internal examinations, open days, sports days, visits from the district and the province.

Objectives

- Each lesson should have objectives which pinpoint the anticipated learning behaviour of the learners. The objectives must be SMART. For example: Learners should be able to identify modes of transport in their area.

Methods

- You should state specific activities that you and the learners will perform, for example listing the names of early missionaries in Zimbabwe, discussing, identifying, distinguishing, etc.

Resources

- Resources necessary for content coverage should be noted down with relevant page numbers, for ease of referencing during lesson planning. References include books, journals, handouts, magazines etc. Teaching resources also include equipment or apparatus that is available and appropriate. You should not indicate a teaching media that will not be available

Evaluation

- This should be done immediately and timely, well before the next lesson. Indicate whether what was planned for has been covered, whether there was over planning or failure of a lesson and reasons for either case to help you in consequent and future planning. Avoid remarks like excellent, O.K, taught, because they are not relevant. Indicate strengths and weaknesses of the lessons taught.

COMPONENTS OF A SCHEME OF WORK

The components of a scheme of work are:

- **Level of learners** - state the level (grade) of learners you are scheming for.
- **Subject** - indicate the learning area you are scheming for.
- **Week ending** - the date should be clearly indicated
- **Topic** - topics should follow the order which they are supposed to be taught, from simple to complex.

WEEK ENDING	CONTENT/ TOPIC	OBJECTIVES	COMPETE NCIES	SOURCE OF MATERIALS	SUGGESTED METHODS/ ACTIVITIES	Evaluation
22/06/2016	Identity Local heroes and heroines	<ul style="list-style-type: none"> - list names of local heroes and heroines - identify local heroes and heroines - describe the work of some of local heroes 	<ul style="list-style-type: none"> -listing -identifying -describing 	<ul style="list-style-type: none"> - National Heritage - Social Studies -Syllabus Topic 1 page4. - Living and Working together revised edition. - ZPH Social Studies page . -Teacher's resource book for the above 	<ul style="list-style-type: none"> - Naming names of local heroes and heroines - Singing songs that include names of local heroes and heroines - Drawing pictures of local heroes and heroines and labelling them. 	

LESSON EVALUATION:

Strength: Learners were able to list names of local heroes and heroines. They sang many songs that included names of heroes and heroines like Mbuya Nehanda.

Weaknesses: Learners were not able to draw good pictures. Some learners were not able to spell the names of the heroes and heroines on their own. This took time as the teacher helped them.

Way forward: The teacher will display a chart written names of some national heroes.

You can incorporate a Lesson Plan into a scheme of work and come up with a Scheme-Cum Plan.

UNIT 4

LESSON PLAN

DEFINITION

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan. (See Detailed Lesson Plan Template)

By the end of this unit, you should be able to:

- draw up a lesson plan
- identify relevant teaching-learning materials/ Media
- identify appropriate teaching methods
- evaluate the lesson delivery

COMPONENTS OF A LESSON PLAN

The lesson plan involves:

- Preparation (objectives, Media)
- Execution
 - introduction
 - lesson development
 - written work
 - conclusion
 - Lesson evaluation

Below is an example of a detailed lesson plan:

DETAILED LESSON PLAN

Date:	22 June 2016
Grade	3
Time:	11.30 -12.30
Learning Area	Heritage - Social Studies
Topic/Content:	Identity: Family History and Local Heritage
Sub-Topic:	Names of local heroines
S.O.M:	- National Heritage Social Studies Syllabus Topic 1 page4. - Teacher's resource book for the above. - Learner's text books
Suggested Media:	- ICT tools -Charts -Pictures - Resource persons - Text books
Number of students:	40
Assumed knowledge:	- Learners know The Heroes' Acre and The Heroes' Day
Lesson Objectives	- list names of local heroes and heroines - identify local heroes and heroines - describe the work of some of local heroes

STAGE	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction	-Teacher introduces the lesson by discussing with learners, the importance of The Heroes Acre.	-Displaying pictures of local heroes' acres	-ICT tools(video of local heroes and heroines) - Resource persons - Charts - Picture - books
STEP 1	-The resource person tells learners about local heroes and heroines	-The resource person tells learners about local heroes and heroines	-ICT tools(videos of local heroes and heroines) -Resource persons -Charts -Picture -books
STEP 2	-Learners sing songs about local heroes and heroines. -Learners draw pictures of some of their local heroes and heroines	-Singing songs that include names of local heroes and heroines -Drawing the pictures of heroes' acres in their area.	-ICT tools(videos of local heroes and heroines) -Resource persons -Charts -Picture -books
STEP 3	-Learners answer questions in groups and report back.	-Answering questions in groups -Reporting back to the class.	-work cards - books
STEP 4	-The learners play dudumuduri naming heroes and heroines.	- Playing a game	Chart

LESSON EVALUATION:

Strength:

.....

Weaknesses:

.....

Way Forward

.....

UNIT 5

RECORDS

DEFINITION

Records are critical documents about the teaching and learning process.

INTRODUCTION

Records are critical documents about the teaching and learning process which you must keep as a teacher

They include:

- Syllabuses (National and School)
 - Learners' details
 - Examination documents
 - Mark lists
 - Inventory

OBJECTIVES

By the end of this unit, you should be able to:

- identify the various records you are expected to keep
- prepare accurate records
- Interpret information from records to promote learning
- Maintain and keep records safely
- Appreciate the need to update records regularly

RECORDS TO BE KEPT

- Official syllabuses
- School syllabuses
- Records of staff details
- Records of learner details
- Supervision records
- Files, circulars, handouts, past exam papers
- Minutes of meetings
- Inventory of resource materials
- Stock control registers
- Learner Profiles
- Attendance Register

- Progress Records

All these records are very important and you should constantly administer and upgrade them. They should be readily available for supervision.

PART B: UNIT 6

CURRICULUM DELIVERY

Introduction

Heritage - Social Studies embraces the Zimbabwean constitution, patriotism, national identity, national symbols and factors of production such as land, capital, labour and enterprise. The learning area covers the social history of the people of Zimbabwe local cultures, cultural interdependence, heritage values and religious practice. It also encompasses the history, traditions and social qualities which are considered an important part of Zimbabwe's image and focuses on cultural and heritage preservation. Heritage Studies instils in the learner a preservation of ethics and enhances responsiveness to threats on the heritage. Heritage - Social Studies moulds the human character and is the foundation Unhu /Vumunhu/Ubuntu. It develops a spirit of national consciousness and patriotism through interest and involvement in national affairs. It also develops in the learner skills of critical thinking, problem solving, leadership and self management, Information and Communication Technology (ICT) and resources management leading to social and economic development.

Thus for the effective curriculum delivery of this learning area, learner centred learning methods and activities are encouraged. The use of Instructional teaching learning aids will create virtual realities and thus help the learners to learn fast and capture their interest

3.1 OBJECTIVES

By the end of this unit, you should be able to:

- select appropriate teaching methods for your lessons
- design meaningful and effective instructional material
- use a variety of learner-centred approaches
- plan and organise educational tours
- help pupils carry-out projects or experiments
- make good quality aids from available resources
(Types: charts, chalkboard, whiteboard, computers,
slides, films, videos, flannel graph, textbooks)

3.2 CONTENT

This refers to the Subject matter, Topics, Key concepts or Skills to be covered in a learning area. Topics are the main posts or pillars of content for the levels given in an itemised form and are core to the Learning area.

3.3 METHODOLOGIES

As a teacher it is important for you to use problem solving and learner-centred approaches. You are the facilitator and the learner is the doer. You should select appropriate teaching methods for your lessons. They should be varied

and motivating. The following methods are suggested for you and you should select one or several depending on:

- The subject matter
- Instructional objectives
- The learner
- Your personality
- Learner's level of development (cognitive, affective and psychomotor)
- Content to be covered
- The time
- Instructional materials
- The environment
- Competencies to be developed

It is advisable that the learner be exposed to more than one method in a lesson. Teaching methods can be grouped under three main categories:

- a) Cognitive development methods
- b) Affective development methods
- c) Psychomotor development methods

a) COGNITIVE DEVELOPMENT METHODS

These are mainly deductive

- Discussion Method
- Questioning/Socratic Method
- Team Teaching Method
- Talk Show/Recitation Method
- Field Trip/Educational tours Method
- Futures wheel
- Group work

b) AFFECTIVE DEVELOPMENT METHODS

- Modelling Method
- Simulation Method
- Dramatic Method
- Simulation Games
- Role-Playing Method
- Gallery walk
- Observation
- Lecture

c) PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic

-Gallery

-Inquiry Method

- Interactive e-learning
- Discovery Method
- Process Approach Method
- Demonstration Method
- Laboratory/Experimentation Method
- Programmed Learning Method
- Dalton Plan/Assignment Method
- Project Method, case studies, research
- Microteaching Method
- Games
- Mastery Learning
- Song and dance
- Your subject matter should determine the most suitable teaching method/methods to use.
- The instructional objectives to be achieved by the end of the lesson also determine the choice of teaching methods.
- You must be very familiar with the teaching methods you want to use and be convinced they are the most appropriate for that lesson.
- You must consider the age, interest, level of development of the learners and ensure that all learners will benefit from the method you have chosen.
- You must consider time in relation to the methods chosen.
- You should consider the environment and the size of the class in settling for methods to employ.

3.4 TEACHING-LEARNING MATERIALS

These are materials that enhance the teaching- learning process. They assist you the teacher to achieve desired objectives while in learners they help in concretising the concepts. They help learners learn better and faster, motivating them and stimulating interest.

SELECTING APPROPRIATE INSTRUCTIONAL AIDS

When selecting learning media, you have to consider the following;

- Topic
- Level of learners
- Available resources
- Environment
- Number of learners

These teaching / learning media should be of good quality and user friendly considering the available resources in the school. Examples of teaching-learning aids appropriate in Heritage - Social Studies are;

- charts
- flash cards
- ICT tools
- textbooks
- newspapers
- magazines
- resource person
- mobiles
- work cards

Instructional media should be used effectively. They must serve the purpose they are meant for rather than be mere window dressing. You should design your media with the topic in mind. Charts and cards must be clearly written, with visible colours and correct size of script for the level of learners. Electronic equipment should be checked before the lesson so that it is in good working order. If using complicated technical media, make sure you practice beforehand so that you do not embarrass yourself in front of the class.

3.5 ASSESSMENT AND EVALUATION

This is the measuring of the success of teaching in terms of teacher and learner performance. It provides you with feedback on the acquisition of knowledge, skills and attitudes by learners.

Evaluation Methods

- tests and exercises
- examinations
- homework

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.

ASSESSMENT OBJECTIVES

By the end of the heritage-social studies primary school level, learners should be able to:

- demonstrate patriotism
- 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)
- indicate how modes of transport and ICT facilitate communication among People and countries

- justify the importance of work and leisure
- explain key historical events in the family and local community
- 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

SCHEME OF ASSESSMENT

Heritage - Social Studies will be assessed through continuous assessment at Junior Level (grade 3-7)

Continuous Assessment

Continuous assessment shall involve projects, written tests, assignments and Practical's, as indicated in the assessment model below.

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 projects, written tests, assignments and practical's collated termly, from Grade 3 to 7. Observation schedules, checklists, tests and projects tasks are to be set at school, cluster, district and national levels.

CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This covers classroom organization from:

- Physical environment:
 - Clean, tidy and airy classroom and furniture arranged carefully for safety and teaching aids that are visible to learners.
- Emotional environment:
 - You need to be firm yet warm and pleasant. As a teacher you must set the right tone, telling your learners what behaviour you expect from them.
- Grouping:
 - You may group your learners according to needs, abilities, problems but never by sex. Encourage them to share ideas in groups.
- Class control and discipline:
 - You must be knowledgeable of the school policy on discipline. A teacher must always be firm but fair. Good behaviour must be acknowledged and punishments must be corrective not cruel. You should create an atmosphere of trust and honesty in your class and aim for intrinsic discipline.
- Motivation:
 - As a teacher you must make your learners feel important through recognizing and rewarding achievements, as encouraging those who are lagging behind. Rewards should not be food, but positive remarks, or items related to learning like pencils and crayons or even displaying their work on the wall. Calling pupils by their names creates good rapport with your class. You should also be a role model to your learners by the way you handle yourself.

- Supervision:

-You must check learners' work in order to guide and correct them in all areas from group discussions, games, field trips and even when they go to the convenience rooms.

UNIT 10

SYLLABUS TOPICS

The Family, Religion and Moral Education syllabi covers the respective historical backgrounds, beliefs and practices, rituals, rites and fundamental themes of indigenous religion, Judaism, Christianity and Islam. The focus is to draw concepts from these religions that help learners to reflect on their lives in the context of socio-religious environment.

The following topics are to be covered at ECD A to Grade 2: Grade 3 to 7:

- 10.1 . Identity: Family History and Local Heritage
- 10.2 . Cultural heritage
- 10.3 . National History, Sovereignty and Governance
- 10.4 . Entitlements/Rights and Responsibilities
- 10.5 . Shelter
- 10.6 . Social Services and Volunteerism
- 10.7 . Production, Distribution and Consumption of Goods and Services
- 10.8 . Transport and Communication
- 10.9 . Work and leisure
- 10.10 . Global Issues

GRADE THREE

TOPIC 2: CULTURAL HERITAGE

The following key concepts are covered under this broad topic:

- Friendship
- Relationships
- Family ceremonies and rituals
- Children's games

Learning objectives

By the end of the lesson, learners should be able to:

- justify the need for friends
- state examples of peer friendship
- name different members of the family
- explain how members of the family relate to each other
- identify family ceremonies and rituals

- describe processes of some family rituals
- state children's games that instil norms and values
- play some games that teach norms and values

Unit Content

- friends for different occasions/situations/purposes
- qualities of a good friend
- relationships within the family
- family members' roles
- family ceremonies and rituals: -birth
 - death
 - marriages
- children's games:
 - indigenous
 - modern games

Suggested learning activities

- Explaining the need for friends
- Suggesting different ways of making friends
- Listing qualities of a good friend
- Singing songs about making friends
- List members of the family
- Drawing family trees or family members
- Role playing family relationships
- Discussing some family rituals
- Listing some family rituals
- Performing some family rituals
- Listing games
- Discussing the list of games in relation to norms and values
- Playing some games

Methodology (Learner centeredness)

Remember as the teacher you facilitate the learning process. Learner centred participatory methodologies are encouraged. These among others include role play, group work, discussions, drawing and singing songs.

Media

ICT tools

Stories

Music

Folk tales

Resource person

Related literature

Drama

Artefacts

Games

Cards

Assessment

Learners must be assessed continuously throughout the learning process. The teacher has to profile learners as well

DO THE SAME FOR ALL REMAINING TOPICS.

Topics are further broken down into Sub-Topics/Sub-Skills depending on the learning area. The Heritage - Social Studies scope and sequence chart has been attached below, under Annexure 1

Conclusion

The Teacher's Guide will be helpful in assisting you to deliver in the Heritage - Social Studies learning area. The inclusion of the new Syllabus topics requires you to up-date yourself in terms of content and skills through research and capacity development.

ANNEXTURE 1

6.0 SCOPE AND SEQUENCE

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Myself and my family • Myself and my friends • Myself and my school • Family norms and values 	<ul style="list-style-type: none"> • Myself and my family • Myself and my friends • Myself and my school • Relationships in the family • Roles of family members • Family norms and values • Indigenous foods and kitchen utensils 	<ul style="list-style-type: none"> • Advantages of living in a family • Relatives • Family heroes and heroines • Relationships between the family and the community • Family norms and values • Indigenous farming tools 	<ul style="list-style-type: none"> • Family genealogies • Family names and totems • Purpose of the totem system • Local heroes and heroines • Indigenous hunting tools • Indigenous religious practices 	<ul style="list-style-type: none"> • Roles and status of family members • Family aspirations • Family gatherings • Family gatherings • Indigenous processing tools such as duri/umgigo, guyo/imbokodo • Local shrines and monuments 	<ul style="list-style-type: none"> • Types of family: <ul style="list-style-type: none"> - nuclear - monogamous - polygamous - child headed - one parent • Family and surrounding community • Indigenous community gatherings and events • Human migration • Conflict management at family, school and community levels • Languages and cultures in Zimbabwe • National monuments 	<ul style="list-style-type: none"> • Clans of Zimbabwe • Cultural values of motherhood in the pre-colonial era • Cultural values of fatherhood in the pre-colonial era • Significance of customs, beliefs, folklore, games, songs and dances • Indigenous languages and cultures in Zimbabwe • Indigenous governance • Indigenous heritage resources 	<ul style="list-style-type: none"> • Marital relationships • Conflict management • Different languages and cultures of Zimbabwe • Custodians of culture • Preservation of heritage sites

TOPIC 2: CULTURAL HERITAGE

<p>ECD</p> <ul style="list-style-type: none"> • Culture in relation to: <ul style="list-style-type: none"> -language -dress -food -spiritual values -etiquette • Norms and values such as: <ul style="list-style-type: none"> -respect -hospitality -discipline -value of life 	<p>GRADE 1</p> <ul style="list-style-type: none"> • Unhu/Ubuntu/vumunhu • Customs and common courtesies • Family socialisation • Security at home, community and school • Family rules • Indigenous and modern children's games 	<p>GRADE 2</p> <ul style="list-style-type: none"> • Unhu/Ubuntu/vumunhu • Important aspects of village and community culture • School rules • Indigenous and modern children's games 	<p>GRADE 3</p> <ul style="list-style-type: none"> • Friendship • Relationships • Family ceremonies and rituals • Children's games 	<p>GRADE 4</p> <ul style="list-style-type: none"> • Family ceremonies and rituals: <ul style="list-style-type: none"> -birth -adolescence -marriage -death -after burial • Customs of different cultural groups • Indigenous medicines and related cultural practices • Children's games 	<p>GRADE 5</p> <ul style="list-style-type: none"> • Rites of passage for boys and girls • Courtship • Indigenous ways of getting married and ceremonies • Marriage: civil and customary • Children's games 	<p>GRADE 6</p> <ul style="list-style-type: none"> • Courtship practices of different cultural groups • Heirship within the family • Age of consent to sex and marriage 	<p>GRADE 7</p> <ul style="list-style-type: none"> • Healthy boy-girl relationships • Effects of age on marriage and population growth • Child bearing
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TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> My country National Anthem National colours National Flag National School pledge 	<ul style="list-style-type: none"> My country and different cultural groups National Anthem National colours National Flag National School pledge 	<ul style="list-style-type: none"> National Anthem National symbols National events and celebrations National School pledge Cultural groups and languages 	<ul style="list-style-type: none"> National events/celebrations Symbols of unity 	<ul style="list-style-type: none"> The early people of Zimbabwe: The Khoisan and Bantu Contribution of the early people to the Zimbabwean heritage The need for rules and laws Observing the laws: the role of individuals, community, police and the courts Development of indigenous laws: <ul style="list-style-type: none"> village court headman's court chief's court National School pledge 	<ul style="list-style-type: none"> The pre-colonial kingdoms: Rozvi, Mutapa and Ndebele Effects of first contact with Europeans: <ul style="list-style-type: none"> missionaries hunters and mineral prospectors Local Government: <ul style="list-style-type: none"> rural urban metropolitan provinces Roles of village head, headman, chief and councillor 	<ul style="list-style-type: none"> Systems of Governance: <ul style="list-style-type: none"> egalitarian autocracy democracy Structures and functions of Central Government Colonisation of Zimbabwe First Chimurenga/ Umvukela Second Chimurenga/ Umvukela and sovereignty National symbols and celebrations National School pledge 	<ul style="list-style-type: none"> Independence and self-governance The Land Reform Programme National School pledge Zimbabwe as a member of other regional and international organisations

TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

<p>ECD</p> <ul style="list-style-type: none"> • Child protection at home, community and at school 	<p>GRADE 1</p> <ul style="list-style-type: none"> • Child protection at home, community and at school • Basic human needs • Responsibilities of parents and children 	<p>GRADE 2</p> <ul style="list-style-type: none"> • Entitlements/ Rights and responsibilities of children • Roles at home and school 	<p>GRADE 3</p> <ul style="list-style-type: none"> • Entitlements/ Rights and responsibilities of children • Gender equity in the community • Division of labour at home and school • Indigenous cultural beliefs and taboos • Reporting abuse 	<p>GRADE 4</p> <ul style="list-style-type: none"> • Children's entitlements/ rights and responsibilities • Child protection • Substance abuse • Rules and laws that protect children from abuse 	<p>GRADE 5</p> <ul style="list-style-type: none"> • The Rights of the child • Citizenship • Rights and responsibilities of a citizen • Abuse of children, women, men and the disadvantaged • Gender based protection • The role of the police and judiciary 	<p>GRADE 6</p> <ul style="list-style-type: none"> • Law making process in Zimbabwe • Gender stereotypes • Gender equity in the work place 	<p>GRADE 7</p> <ul style="list-style-type: none"> • Elections • Ownership of property • Inheritance • Indigenous institutions and domestic legislation on gender equity • Consumer rights
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TOPIC 5: SHELTER

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Types of shelter • Need for shelter 	<ul style="list-style-type: none"> • Different types of shelter • Basic reasons for shelter 	<ul style="list-style-type: none"> • Need for shelter • Effects of family size on shelter • Shelter at school and in the neighbourhood • Shelter and heritage sites 	<ul style="list-style-type: none"> • Functions of buildings and other types of shelter • Shelter and heritage sites 	<ul style="list-style-type: none"> • Indigenous forms of shelter • Shelter in other countries • Materials used to make shelter • Types of shelter according to geographical areas 	<ul style="list-style-type: none"> • Shelter and heritage sites • Health and safety in shelter designs • Special buildings and designs for disaster prone areas 	<ul style="list-style-type: none"> • Development of settlements in Zimbabwe • Siting of shelter in urban and rural areas • Disaster and risk management 	<ul style="list-style-type: none"> • Problems and solutions to shortages of shelter • Factors that influence shelter siting and design • Ways of acquiring accommodation

TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Responsibility tasks within the family • Sharing and helping in the family • The vulnerable in the family 	<ul style="list-style-type: none"> • The role of the family in helping the vulnerable 	<ul style="list-style-type: none"> • The role of the community in helping the vulnerable 	<ul style="list-style-type: none"> • Government as a social service provider • The needy in the society and access to information 	<ul style="list-style-type: none"> • Local social service providers • Functions of local social service providers 	<ul style="list-style-type: none"> • Prominent people and organisations involved in voluntary work, in the past and present at local and national level • Local voluntary organisations that empower the vulnerable and disadvantaged 	<ul style="list-style-type: none"> • Provision of social services in Zimbabwe • Government departments and institutions • Participation in voluntary work 	<ul style="list-style-type: none"> • Prominent people involved in voluntary work in the past and present • Participation in voluntary work • Voluntary and humanitarian organisations in the country

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

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Food at home • Types of food • Family wealth 	<ul style="list-style-type: none"> • Sources of food • Production of food at home and in the community • Forms of family wealth • Using and saving money 	<ul style="list-style-type: none"> • Indigenous and modern methods of growing, harvesting and storing food • Indigenous methods of preserving food • Uses of money 	<ul style="list-style-type: none"> • Natural resources • Food and cash crops • Forms of wealth 	<ul style="list-style-type: none"> • Conservation of natural resources • Indigenous methods of manufacturing goods • Types of industries • Barter trade 	<ul style="list-style-type: none"> • Productive sectors: <ul style="list-style-type: none"> -agriculture -mining -fishing • Income, expenditure and budgeting • Banking 	<ul style="list-style-type: none"> • Land as a basic means of production • Redistribution of land • Manufacturing and distribution of goods 	<ul style="list-style-type: none"> • National strategic reserves • Storage and marketing of goods (imports and exports) • Indigenous and contemporary ways of preserving food • Enterprise skills/ Self-reliance and employment creation

TOPIC 8: TRANSPORT AND COMMUNICATION

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> • Moving objects • Means of transport • Road safety rules 	<ul style="list-style-type: none"> • Need for transport • Types of transport • Road safety rules • Means of communication 	<ul style="list-style-type: none"> • Modes of transport • Workers and occupations in the transport industry • Traffic rules • Means of communication: indigenous -modern 	<ul style="list-style-type: none"> • Relationship between population and transport systems • The need for communication • Modern forms of communication 	<ul style="list-style-type: none"> • The increasing need for transport • Major roads and rails in Zimbabwe • Public and private forms of transport and communication • Road safety 	<ul style="list-style-type: none"> • Development of transport and communication systems • Transportation of goods by rail, road, air and sea • Road ports, Seaports and air-ports linked to Zimbabwe • Responsible use of communication systems 	<ul style="list-style-type: none"> • Importance of transport, communication and ICTs • Modes and forms of transport and communication • Transport and communication links with other countries 	<ul style="list-style-type: none"> • Factors that influence choice of mode of transport and communication • Importance of up-to-date maps and charts for travelling purposes • Hazards and disasters in the transport and communication industry • Management of disasters in the transport industry

TOPIC 9: WORK AND LEISURE
(Take note of safety at work and during leisure time)

ECD	<ul style="list-style-type: none"> • Work at home and school • Indigenous and modern games 								
GRADE 1	<ul style="list-style-type: none"> • Work at home and school • Use of leisure time at home and school • Indigenous and modern games 								
GRADE 2	<ul style="list-style-type: none"> • Kinds of work in the community • Leisure activities at home, school and the community • Indigenous and modern games 								
GRADE 3	<ul style="list-style-type: none"> • Different occupations in the community • Leisure facilities in the community 								
GRADE 4	<ul style="list-style-type: none"> • Reasons for work • Sport and arts as forms of work • Visual and performing arts as forms of leisure • Responsible use of leisure time 								
GRADE 5	<ul style="list-style-type: none"> • Employment creation in Zimbabwe • Work and leisure in the past and present • Responsible use of leisure time 								
GRADE 6	<ul style="list-style-type: none"> • Enterprise skills • Tourism in Zimbabwe • Sport, Arts and Cultural activities • Responsibility at work and during leisure time • Occupational safety 								
GRADE 7	<ul style="list-style-type: none"> • Human capital development in Zimbabwe • Self-reliance and employment creation • Protection of workers' rights • Responsibility at work and during leisure time • Tourism in SADC and other countries 								

TOPIC 9: WORK AND LEISURE

ECD	<ul style="list-style-type: none"> • Water and fire related disasters • Safety at home and school 							
GRADE 1	<ul style="list-style-type: none"> • Veld fires: <ul style="list-style-type: none"> -causes, effects and prevention • Water related disasters 							
GRADE 2	<ul style="list-style-type: none"> • Floods: <ul style="list-style-type: none"> -effects of floods in the community and surrounding environment • Deforestation: <ul style="list-style-type: none"> -effects on the environment 							
GRADE 3	<ul style="list-style-type: none"> • Afforestation • Drought 							
GRADE 4	<ul style="list-style-type: none"> • Environmental conservation 							
GRADE 5	<ul style="list-style-type: none"> • Poverty • HIV and AIDS: <ul style="list-style-type: none"> -causes and mitigatory measures • Pollution: <ul style="list-style-type: none"> - causes and effects of pollution on the environment 							
GRADE 6	<ul style="list-style-type: none"> • Disasters and disaster management • Information and Communication Technology (ICT) development 							
GRADE 7	<ul style="list-style-type: none"> • Environmental issues: <ul style="list-style-type: none"> -Desertification: <ul style="list-style-type: none"> -causes, effects and solutions • Pollution: <ul style="list-style-type: none"> -Causes, effects and solutions 							

