



ZIMBABWE

**Ministry of Primary and Secondary Education**



# **SOCIAL SCIENCE**

## **SYLLABUS**

**2024-2030**

**GRADE 3 - 7**

Curriculum Development and Technical Services  
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## **1 PREAMBLE**

### **1.1 Introduction**

The Grade 3 – 7 Social Science Syllabus covers 14 topics. The syllabus lays the foundation for understanding, appreciation and application of social skills, cultural and community awareness. The learning area seeks to empower learners with essential life skills covering activities that enhance the learner to become a patriotic and responsible citizen. The syllabus covers the social history, heritage, cultural being, guidance and counselling, life-skills and religious practices. It promotes the development of *Ubuntu/Unhu/Vumunhu* through the nurturing of important virtues of life such as respect, tolerance, sharing, love, communication and teamwork.

### **1.2 Rationale**

The Social Science learning area promotes pride in local cultures, customs and traditions. It promotes cultural values, respect and understanding of diverse perspectives, through the exploration of cultural sites, artefacts, stories and celebrations. Social Science fosters personal hygiene, self-care and responsibility. It instils values of citizenship, community participation and environmental stewardship. The Social Science learning area develops essential life skills in learners to enable them to adjust and suit well in the changing social and physical environments such as home, school and community. It creates synergies between schools, communities and enterprise (industry). Learners are given opportunities to relate theory, to practice and practice to theory thus, bridging the gap between classroom knowledge and practical life. The learning area is very significant in inculcating *Ubuntu/Unhu/Vumunhu* attributes, patriotism and volunteerism. It gives a sense of positive self-image and cherishes diversity among learners. The Social Science learning area is aligned to Heritage Based Education. The learning area also leads to the understanding of the processes of a free society and heightening awareness of importance of character to the continued success, peace and stability of the Zimbabwean society. The Social Science syllabus enables learners to develop basic skills, knowledge, values and disposition such as:

- Assertiveness
- problem solving
- decision making
- critical thinking
- leadership
- communication
- self-management
- managing diversity
- learning and innovation
- capability to access and analyse information
- conflict resolution
- agility and adaptability
- collaboration
- enterprise
- technology

### 1.3 Summary of content

The Grade 3-7 Social Science Syllabus' main thrust is upholding and sustaining:

- *Ubuntu/Unhu/Vumunhu* (Societal norms and values)
- Self, cultural and national identity, family, relationships and preservation of our heritage
- Collaboration with others to improve the learner's society
- Patriotism and national consciousness
- Healthy living and well-being
- Constitutional awareness (child rights and responsibilities)
- Religious tolerance and spirituality
- Social, emotional and financial intelligence

### 1.4 Assumptions

It is assumed that learners:

- can identify some tangible and intangible heritage
- have an understanding of entitlements/rights and responsibilities

- have basic communication skills
- are creative and innovative
- are conscious of personal hygiene and diseases
- can make a simple budget
- have knowledge of different types of shelter
- belong to different religions and participate in festivals and ceremonies
- are aware of the existence of the Supreme Being
- can share and help others

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

In order to foster competence development of further studies, life and work, the teaching and learning of Social Science should integrate the following cross-cutting themes:

- Health and wellbeing
- Disaster Risk Management
- Climate change
- Information and Communication Technology (ICT)
- Business enterprise skills
- Child rights and responsibilities
- Environmental Management

## **2 PRESENTATION OF THE SYLLABUS**

The Social Science Syllabus is presented as a single document covering Grades 3 – 7. It has the same topics for Grades 3 - 7 that are spiral in nature.

### **3 AIMS**

**The Syllabus aims to help pupils to:**

- have an understanding of their heritage, its importance and preservation
- know different types of shelter and its importance
- develop an awareness of the global challenges and possible ways to address them
- promote an awareness of the need for personal health, well-being, diseases and preventive measures
- understand child rights, responsibilities and the need for child protection
- develop pride in their identity and self-awareness
- Recognise the value and dignity of work, recreation and the need to participate in national development
- Appreciate the need for equal opportunities and sensitivity to the needs of the vulnerable groups
- develop 21<sup>st</sup> century life-skills
- promote the spiritual, religious and moral development of the learner

### **4 OBJECTIVES**

**After covering the content outlined in this syllabus, pupils should be able to:**

- define tangible and intangible heritage
- preserve their tangible and intangible heritage
- explain the importance of shelter
- identify different global issues
- appreciate the importance of personal hygiene and emotional well-being
- identify child rights and responsibilities
- exhibit the attributes of *Ubuntu/Unhu /Numunhu*
- describe the production and marketing of goods and services

- demonstrate understanding of safety in different settings
- identify some religions practised in Zimbabwe

## **5 METHODOLOGY AND TIME ALLOCATION**

### **5.1 Methodology**

The Social Science learning area adopts the spiral approach, 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 acquire appropriate knowledge, skills, values and dispositions. The teaching and learning process focuses on the development of cognitive, social-emotional and physical domains through participating in planned activities. The Social Science learning area depends upon the learner-centred approaches whereby the teacher initiates the learning as a facilitator, while pupils actively engage in learning activities. These methods include some of the following:

- drama, role-play and simulation
- songs, rhymes and dances
- educational tours
- discussion
- case studies
- research and presentation
- games
- puppetry
- experimentation
- discovery
- e-learning
- story-telling
- collaborative learning

- projects

## **5.2 Time allocation**

Ten (10) periods of 30 minutes should be allocated per week.

## **6 SYLLABUS TOPICS**

- Identity
- National History, Sovereignty and Governance
- Heritage
- Work and Leisure
- Transport and Communication
- Shelter
- Global Issues
- Managing and coping with changes
- Social etiquette
- Entitlements/rights and responsibilities
- Health
- Career guidance and financial literacy
- Religion
- Social services and volunteerism

## 7 SCOPE AND SEQUENCE

### 7.1 TOPIC 1 : IDENTITY

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Types of families</b></li> <li>• <b>Family tree</b></li> <li>• <b>Family names and totems</b></li> <li>• <b>Purpose of the totem system</b></li> <li>• <b>Communication and conflict in the family</b></li> </ul>	<ul style="list-style-type: none"> <li>• Types of families</li> <li>• Roles of the family</li> <li>• Family gatherings and aspirations</li> <li>• Communication and conflict management in the school</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of the family in the community</li> <li>• Roles of institutions in shaping one's identity</li> <li>• Community gatherings and events</li> <li>• Purpose of the totem system</li> <li>• Languages in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Community contribution to the family</li> <li>• Cultural values of motherhood and fatherhood in the pre-colonial era</li> <li>• Different ethnic groups of Zimbabwe and their cultures</li> <li>• Possible ways to preserve cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>• Marital relationships</li> <li>• Conflict management</li> <li>• Family disintegration</li> </ul>

## 7.2 TOPIC 2 : NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

GRADE 3	GRADE 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>National events/ celebrations</b></li> <li>• <b>National symbols</b></li> <li>• <b>Local heroes and heroines</b></li> <li>• <b>National School Pledge</b></li> </ul>	<ul style="list-style-type: none"> <li>• The early people of Zimbabwe. The Khoisan and Bantu.</li> <li>• Contribution of the early people to the Zimbabwean heritage.</li> <li>• The need for rules and laws.</li> <li>• Observing the laws: the role of individuals, community, police and the courts</li> <li>• Indigenous court systems:             <ul style="list-style-type: none"> <li>- village court</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The pre-colonial kingdoms</li> <li>• Effects of first contact with Europeans</li> <li>• Roles of village head , headman, chief and councillor</li> <li>• Local Government</li> </ul>	<ul style="list-style-type: none"> <li>• Systems of governance</li> <li>• Structures and functions of central government</li> <li>• Colonisation of Zimbabwe</li> <li>• First Chimurenga</li> <li>• Second Chimurenga</li> <li>• National symbols and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Independence and self-governance</li> <li>• The land reform programme</li> <li>• Zimbabwe as a member of other regional and international organisations</li> </ul>

	<ul style="list-style-type: none"> <li>- headman’s court</li> <li>- chief’s court</li> <li>• Importance of the National School Pledge</li> </ul>			
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### 7.3 TOPIC 3 : HERITAGE

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Family relationships</b></li> <li>• <b>Community as an agent of socialisation</b></li> <li>• <b>Family ceremonies and rituals</b></li> <li>• <b>Natural resources</b></li> </ul>	<ul style="list-style-type: none"> <li>• Customs of different cultural groups</li> <li>• Indigenous knowledge systems</li> <li>• Conservation of natural resources</li> <li>• Media as an agent of socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Rites of passage for boys and girls</li> <li>• Indigenous ways of marriage and ceremonies</li> <li>• Natural strategic reserves</li> </ul>	<ul style="list-style-type: none"> <li>• Courtship practices of different cultural groups</li> <li>• Age of consent to sex and marriage</li> <li>• Heirship in the family</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous courtship and marriage counsellors</li> <li>• Globalisation, courtship and marriage</li> <li>• Preservation of heritage sites</li> <li>• Indigenous and contemporary</li> </ul>

				ways of preserving food
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#### 7.4 TOPIC 4 : WORK AND LEISURE

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Occupations in the community</b></li> <li>• <b>Leisure facilities in the community</b></li> <li>• <b>Indigenous and modern games</b></li> </ul>	<ul style="list-style-type: none"> <li>• Importance of work</li> <li>• Sport and arts as forms of work</li> <li>• Visual and performing arts as forms of leisure</li> <li>• Responsible use of leisure time</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise skills</li> <li>• Work and leisure in the past and present</li> <li>• Productive use of leisure time</li> <li>• Sport, Arts and Cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>• Employment creation in Zimbabwe</li> <li>• Tourism in Zimbabwe</li> <li>• Responsibility at work</li> </ul>	<ul style="list-style-type: none"> <li>• Human Capital development in Zimbabwe</li> <li>• Self-reliance and Employment Creation</li> <li>• Tourism in Southern African Development Community (SADC) countries</li> </ul>

### 7.5 TOPIC 5: TRANSPORT AND COMMUNICATION

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Relationships between population and transport system</b></li> <li>• <b>The need for communication</b></li> <li>• <b>Modern forms of communication</b></li> <li>• <b>Road accidents</b></li> <li>• <b>Pedestrian safety</b></li> <li>• <b>Passenger safety</b></li> </ul>	<ul style="list-style-type: none"> <li>• Increasing need for transport</li> <li>• Major roads and rails in Zimbabwe</li> <li>• Public and private forms of transport and communication</li> <li>• Cyclist safety</li> </ul>	<ul style="list-style-type: none"> <li>• Development of transport and communication</li> <li>• Transportation of goods by rail, road, air and sea</li> <li>• Road ports, sea ports and airports linked to Zimbabwe</li> <li>• Responsible use of communication systems</li> <li>• Riding, leading and herding animals</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of transport, communication and ICTs</li> <li>• Modes of transport and communication</li> <li>• Road signs, signals and markings</li> <li>• Transport and communication links with other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that influence choice of mode of transport and communication</li> <li>• Importance of up-to-date maps and charts for travelling purposes</li> <li>• Hazards and disasters in the transport and communication industry</li> <li>• Road etiquette</li> </ul>

				<ul style="list-style-type: none"> <li>• Prevention of disasters in the transport industry</li> </ul>
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### 7.6 TOPIC 6: SHELTER

GRADE 3	GRADE 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Shelter and heritage sites</b></li> <li>• <b>Functions of shelter</b></li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous types of shelter</li> <li>• Shelter outside Zimbabwe</li> <li>• Materials used to make different shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Shelter and heritage sites</li> <li>• Health and safety in shelter designs</li> <li>• Special building designs for disaster prone areas</li> </ul>	<ul style="list-style-type: none"> <li>• Development of settlements in Zimbabwe</li> <li>• Siting of shelter in rural and urban areas</li> <li>• Disaster and risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Solutions to shortage of shelter</li> <li>• Factors that influence shelter siting and design</li> <li>• Ways of acquiring accommodation</li> </ul>

### 7.7 TOPIC 7 : GLOBAL ISSUES

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Drought</b></li> <li>• <b>Afforestation</b></li> </ul>	<ul style="list-style-type: none"> <li>• Environmental conservation</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• Pandemic diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Disaster and risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Desertification</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Reforestation</b></li> </ul>		<ul style="list-style-type: none"> <li>• Pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Information and communication technology development</li> </ul>	
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### 7.8 TOPIC 8 : MANAGING AND COPING WITH CHANGE

Grade 3	Grade4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Physical development in children</b></li> </ul>	<ul style="list-style-type: none"> <li>• Puberty</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty                             <ul style="list-style-type: none"> <li>- Understanding menstruation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Peer influence</li> <li>• Managing peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty</li> </ul>

### 7.9 TOPIC 9: SOCIAL ETIQUETTE

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Family values</b></li> <li>• <b>Communication in families</b></li> </ul>	<ul style="list-style-type: none"> <li>• Community values</li> <li>• Communication in community relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Ubuntu/Unhu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>• Norms and values</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable behaviour at the work place</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Acceptable behaviour in the community</b></li> </ul>			<ul style="list-style-type: none"> <li>• Communication and assertive skills</li> </ul>
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**7.10 TOPIC 10 : ENTITLEMENTS /RIGHTS AND RESPONSIBILITIES**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Entitlements/rights and responsibilities</b></li> <li>• <b>Gender equality in the community</b></li> <li>• <b>Support services</b></li> </ul>	<ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Child abuse</li> <li>• Indigenous cultural beliefs and taboos</li> <li>• Understanding people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Citizen rights and responsibilities</li> <li>• Violation of citizen rights</li> <li>• Prevention and management of incidents of bullying</li> <li>• Help and support for the abused</li> </ul>	<ul style="list-style-type: none"> <li>• Law making processes in Zimbabwe</li> <li>• Gender stereo types and rights</li> <li>• Equity at the work place</li> <li>• Consumer rights</li> </ul>	<ul style="list-style-type: none"> <li>• Ownership of property</li> <li>• Inheritance</li> <li>• Indigenous institutions and domestic legislation on gender equity</li> </ul>

**7.11 TOPIC 11: HEALTH**

<b>GRADE 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
<ul style="list-style-type: none"> <li>• <b>Personal hygiene</b></li> <li>• <b>Healthy living</b></li> <li>• <b>Communicable and non-communicable diseases</b></li> </ul>	<ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Healthy living</li> <li>• Communicable diseases and non-communicable diseases</li> <li>• Drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Drug and Substance abuse</li> <li>• Communicable diseases</li> <li>• HIV and AIDS</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental hygiene</li> <li>• Drug and Substance abuse</li> <li>• Sexually Transmitted Infections</li> <li>• Non-communicable diseases</li> <li>• HIV and AIDS</li> <li>• First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Drug and Substance abuse</li> <li>• Sexual Transmitted Infections (STIs)</li> <li>• Communicable and non-communicable diseases</li> <li>• HIV and AIDS</li> <li>• First Aid</li> </ul>

**7.12 TOPIC 12 : CAREER GUIDANCE AND FINANCIAL LITERACY**

<b>Grade 3</b>	<b>Grade 4</b>	<b>Grader 5</b>	<b>Grade 6</b>	<b>Grade 7</b>
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<ul style="list-style-type: none"><li>• <b>Career choice</b></li><li>• <b>Financial literacy</b></li></ul>	<ul style="list-style-type: none"><li>• Study skills</li><li>• Dignity of work</li><li>• Career choice</li><li>• Financial literacy</li></ul>	<ul style="list-style-type: none"><li>• Career pathways</li><li>• Financial literacy</li></ul>	<ul style="list-style-type: none"><li>• Career guidance</li><li>• Financial literacy</li></ul>	<ul style="list-style-type: none"><li>• Study skills</li><li>• Financial literacy</li><li>• Choosing a career</li></ul>
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### 7.13 TOPIC 13: RELIGION

GRADE 3	Grade 4	Grade 5	Grade 6	Grade 7
<b>Indigenous religion</b> <ul style="list-style-type: none"> <li>• <b>Origins of Indigenous religion</b></li> <li>• <b>Names and meanings of the Supreme Being</b></li> <li>• <b>Places of worship</b></li> </ul>	Indigenous religion <ul style="list-style-type: none"> <li>• Religious practitioners and their roles in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Indigenous religion</li> <li>• Religious artefacts in Indigenous religion</li> <li>• Attire in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Indigenous religion</li> <li>• Food laws in Indigenous religion</li> <li>• Symbols in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals and ceremonies in Indigenous religion</li> <li>• Sacred days in Indigenous religion</li> </ul>
<b>Christianity</b> <ul style="list-style-type: none"> <li>• <b>Founder of Christianity</b></li> <li>• <b>Names and meanings of the Supreme Being</b></li> <li>• <b>Holy book</b></li> <li>• <b>Places of worship</b></li> </ul>	Christianity <ul style="list-style-type: none"> <li>• Religious practitioners and their roles in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Christianity</li> <li>• Religious artefacts in Christianity</li> <li>• Attire in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Christianity</li> <li>• Food laws in Christianity</li> <li>• Symbols in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals and ceremonies in Christianity</li> <li>• Sacred days in Christianity</li> </ul>
<b>Islam</b> <ul style="list-style-type: none"> <li>• <b>Founder of Islam</b></li> <li>• <b>Names and meanings of the Supreme Being</b></li> <li>• <b>Holy book</b></li> <li>• <b>Places of worship</b></li> </ul>	Islam <ul style="list-style-type: none"> <li>• Religious practitioners and their roles in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Islam</li> <li>• Religious artefacts in Islam</li> <li>• Attire in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Islam</li> <li>• Food laws in Islam</li> <li>• Symbols in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals and ceremonies in Islam</li> <li>• Sacred days in Islam</li> </ul>

<p><b>Judaism</b></p> <ul style="list-style-type: none"> <li>• <b>Founder of Judaism</b></li> <li>• <b>Names and meanings of the Supreme Being</b></li> <li>• <b>Holy book</b></li> <li>• <b>Places of worship</b></li> </ul>	<p>Judaism</p> <ul style="list-style-type: none"> <li>• Religious practitioners and their roles in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Judaism</li> <li>• Religious artefacts in Judaism</li> <li>• Attire in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Judaism</li> <li>• Food laws in Judaism</li> <li>• Symbols in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Religious festivals and ceremonies in Judaism</li> <li>• Sacred days in Judaism</li> </ul>
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**7.14 TOPIC 14: SOCIAL SERVICES AND VOLUNTEERISM**

Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
<ul style="list-style-type: none"> <li>• <b>Government social service providers</b></li> <li>• <b>The needy in the society</b></li> </ul>	<ul style="list-style-type: none"> <li>• Local social service providers</li> <li>• Functions of local social service providers</li> </ul>	<ul style="list-style-type: none"> <li>• People and organisations involved in voluntary work, in the past and present at local and national level</li> <li>• Local voluntary organisations that empower the vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of social services in Zimbabwe</li> <li>• Government departments and institutions</li> <li>• Participation in voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>• People involved in voluntary work in the past and present</li> <li>• Voluntary and humanitarian organisations in the country</li> </ul>



## 8 COMPETENCY MATRIX

### 8.1 GRADE 3 TOPIC 1 : IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Types of families</b>	<ul style="list-style-type: none"> <li>• identify types of families</li> <li>• describe the types of families</li> </ul>	Types of families <ul style="list-style-type: none"> <li>• Nuclear                             <ul style="list-style-type: none"> <li>- monogamous</li> <li>- polygamous</li> </ul> </li> <li>• Extended</li> <li>• Child headed</li> <li>• Single /one parent</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing on types of families</li> <li>• Listing types of families</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Pencils</li> <li>• Dough</li> <li>• Magazines</li> <li>• Textbooks</li> <li>• Glue</li> <li>• Scissors</li> <li>• Crayons</li> <li>• Relevant literature</li> <li>• Recorded audios and videos</li> </ul>

<p><b>Family tree</b></p>	<ul style="list-style-type: none"> <li>• trace the origins of the family</li> <li>• explain the importance of the family tree</li> </ul>	<ul style="list-style-type: none"> <li>• Origins of the family</li> <li>• Importance of the family tree</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the family tree</li> <li>• Researching on family tree</li> <li>• Drawing the family tree</li> <li>• Discussing family tree</li> <li>• Creating a family tree poster</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Pencils</li> <li>• Dough</li> <li>• Magazine</li> <li>• Textbooks</li> <li>• Glue</li> <li>• Scissors</li> <li>• Crayons</li> <li>• Recorded audios and videos</li> <li>• Relevant materials</li> </ul>
<p><b>Family names and totems</b></p>	<ul style="list-style-type: none"> <li>• identify family names and totems</li> <li>• state common totems in their community</li> </ul>	<ul style="list-style-type: none"> <li>• Family names and totems</li> </ul>	<ul style="list-style-type: none"> <li>• Stating family names and totems</li> <li>• Reciting totem names</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Pencils</li> <li>• Dough</li> </ul>

			<ul style="list-style-type: none"> <li>• Researching on common totems in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Magazine</li> <li>• Textbooks</li> <li>• Glue</li> <li>• Scissors</li> <li>• Crayons</li> </ul>
<p><b>Purpose of the totem system</b></p>	<ul style="list-style-type: none"> <li>• explain the importance of totems</li> <li>• state totem taboos for conservation of culture</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of totems             <ul style="list-style-type: none"> <li>- relationships</li> <li>- praising and gratitude</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the importance of totems</li> <li>• Identifying situations in which totems serve in conservation, relationships, praising and gratitude</li> <li>• Researching on totem taboos for conservation of culture</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Pencils</li> <li>• Dough</li> <li>• Magazine</li> <li>• Textbooks</li> <li>• Glue</li> <li>• Scissors</li> <li>• Crayons</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

				<ul style="list-style-type: none"> <li>• Pencils</li> <li>• Dough</li> <li>• Real objects</li> <li>• Textbooks</li> <li>• Glue</li> <li>• Scissors</li> <li>• Crayons</li> </ul>
<p><b>Communication and conflict management in the family</b></p>	<ul style="list-style-type: none"> <li>• define communication and conflict</li> <li>• state the causes and effects of conflicts at home</li> <li>• identify ways of resolving conflicts at home</li> <li>• explain the importance of communication in the family</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and conflict</li> <li>• Causes and effects of conflicts at home</li> <li>• Ways of resolving conflict</li> <li>• Importance of communication in families</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining communication and conflict</li> <li>• Researching on causes and effects of conflicts at home</li> <li>• Discussing communication and conflict management in the family</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Picture</li> <li>• Videos</li> <li>• Audios</li> <li>• Resource persons</li> <li>• Newspaper</li> <li>• Related literature</li> <li>• Gamification</li> </ul>

			<ul style="list-style-type: none"> <li>• Role playing on the importance of communication and conflict management</li> </ul>	
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## 8.2 GRADE 3 TOPIC 2: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>National events and celebrations</b>	<ul style="list-style-type: none"> <li>• state national events</li> <li>• explain the significance of national events</li> </ul>	<ul style="list-style-type: none"> <li>• National events such as:                             <ul style="list-style-type: none"> <li>- Independence day</li> <li>- Heroes day</li> <li>- Defence forces</li> </ul> </li> <li>• Significance of national events</li> </ul>	<ul style="list-style-type: none"> <li>• Listing/signing national events</li> <li>• Participating in some national events</li> <li>• Discussing the importance of national events</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Calendar showing national events</li> <li>• Pictures</li> <li>• Related literature</li> </ul>
<b>National symbols</b>	<ul style="list-style-type: none"> <li>• identify national symbols</li> </ul>	<ul style="list-style-type: none"> <li>• National symbols                             <ul style="list-style-type: none"> <li>- flag</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing symbols of national unity</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• The National flag</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the significance of national symbols</li> </ul>	<ul style="list-style-type: none"> <li>- Zimbabwe bird</li> <li>- Coat-of-arms</li> <li>• Significance of national symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing some of the national symbols</li> <li>• Colouring some of the national symbols</li> <li>• Discussing the significance of national symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• National symbols</li> <li>• Related literature</li> </ul>
<b>Local heroes and heroines</b>	<ul style="list-style-type: none"> <li>• name/sign local heroes and heroines</li> <li>• describe ways of honouring heroes and heroines at district level</li> </ul>	<ul style="list-style-type: none"> <li>• Local heroes and heroines</li> <li>• Ways of honouring heroes and heroines at district level</li> </ul>	<ul style="list-style-type: none"> <li>• Listing/signing local heroes and heroines</li> <li>• Conducting educational tours to places such as district Heroes Acre</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Pictures</li> <li>• Related literature</li> </ul>
<b>National School Pledge</b>	<ul style="list-style-type: none"> <li>• identify values in the national school pledge</li> </ul>	<ul style="list-style-type: none"> <li>• Values in the national school pledge such as:                             <ul style="list-style-type: none"> <li>- loyalty</li> <li>- responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading the national school pledge</li> <li>• Discussing the values in the national school pledge</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Slate and stylus materials</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- faithfulness</li> <li>- hard-work</li> </ul>		
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### 8.3 GRADE 3 TOPIC 3: HERITAGE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Family relationships</b>	<ul style="list-style-type: none"> <li>• name different members of the family</li> <li>• explain how members of the family relate to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Relationships within the family</li> </ul>	<ul style="list-style-type: none"> <li>• Listing members of the family</li> <li>• Discussing how members of the family relate to each other</li> <li>• Explaining roles of the family members</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Slate and stylus materials</li> </ul>
<b>Community as an agent of socialisation</b>	<ul style="list-style-type: none"> <li>• identify the role of the community in socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• The role of community in socialisation                             <ul style="list-style-type: none"> <li>- teaching values and traditions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing roles of different people in the community</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Slate and stylus materials</li> </ul>

		<ul style="list-style-type: none"> <li>- enforcing social norms and expectations</li> <li>- serving as role model</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on roles of the community in socialisation</li> <li>• Dramatising roles of community members in socialisation</li> </ul>	
<b>Family ceremonies and rituals</b>	<ul style="list-style-type: none"> <li>• identify family ceremonies and rituals</li> <li>• describe processes of family rituals</li> </ul>	<ul style="list-style-type: none"> <li>• Family ceremonies and rituals                             <ul style="list-style-type: none"> <li>- birth</li> <li>- funeral</li> <li>- marriages</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing family ceremonies and rituals</li> <li>• Researching on the processes of family rituals</li> <li>• Dramatising on family ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Slate and stylus materials</li> <li>• Related literature</li> </ul>
<b>Natural resources</b>	<ul style="list-style-type: none"> <li>• identify natural resource in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Natural resources                             <ul style="list-style-type: none"> <li>- water</li> <li>- trees</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Pictures</li> <li>• ICT tools</li> </ul>

	<ul style="list-style-type: none"> <li>state the benefits of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>animals</li> <li>water</li> <li>air</li> <li>sunlight</li> <li>Benefits of natural resources                             <ul style="list-style-type: none"> <li>foreign currency</li> <li>tourism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the benefits of natural resources</li> <li>Excursions</li> <li>Making models</li> </ul>	<ul style="list-style-type: none"> <li>Related literature</li> <li>Charts</li> <li>Natural resources in the community</li> </ul>
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#### 8.4 TOPIC 4 : WORK AND LEISURE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Occupations in the community</b>	<ul style="list-style-type: none"> <li>state different occupations in their community</li> </ul>	<ul style="list-style-type: none"> <li>Different occupations in the community                             <ul style="list-style-type: none"> <li>farming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing different occupations in their community</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>- engineering</li> <li>- carpentry</li> <li>- arts and theatre</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing occupations in their community</li> <li>• Collecting and pasting picture of people in different occupations</li> <li>• Writing poems on different occupations</li> </ul>	<ul style="list-style-type: none"> <li>• Slate and stylus materials</li> <li>• Local environment</li> <li>• Resource persons</li> </ul>
<b>Leisure facilities in the community</b>	<ul style="list-style-type: none"> <li>• list leisure facilities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Leisure facilities                             <ul style="list-style-type: none"> <li>- community halls</li> <li>- community pools</li> <li>- recreational clubs</li> <li>- cultural villages</li> <li>- art and craft centres</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming leisure facilities in the community</li> <li>• Visiting local recreational centres</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Slate and stylus materials</li> <li>• Resource person</li> <li>• Related literature</li> </ul>
<b>Indigenous and modern games</b>	<ul style="list-style-type: none"> <li>• state indigenous and modern games</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous games such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Naming indigenous and modern games</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> </ul>

	<ul style="list-style-type: none"> <li>• play indigenous and modern games</li> </ul>	tsoro/ intsoro, sarurawako/ nyamayembongolo <ul style="list-style-type: none"> <li>- Modern games</li> <li>- T.V games</li> <li>- snakes and ladders</li> </ul>	<ul style="list-style-type: none"> <li>• Playing indigenous and modern games</li> </ul>	<ul style="list-style-type: none"> <li>• Slate and stylus materials</li> <li>• Resource persons</li> <li>• Locally available materials</li> </ul>
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### 8.5 TOPIC 5: TRANSPORT AND COMMUNICATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Relationships between population and transport system</b>	<ul style="list-style-type: none"> <li>• explain how population affects the transport system in an area</li> </ul>	<ul style="list-style-type: none"> <li>• Demand for transport                             <ul style="list-style-type: none"> <li>- rural</li> <li>- urban</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing how the number of people in an area affects the</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• transport systems in the locality</li> <li>• Related literature</li> </ul>

			type and need for transport available	<ul style="list-style-type: none"> <li>• Resource person</li> </ul>
<b>The need for communication</b>	<ul style="list-style-type: none"> <li>• list means of communication</li> <li>• state the need for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Means of Communication                             <ul style="list-style-type: none"> <li>- indigenous means of communication</li> <li>- modern means of communication</li> </ul> </li> <li>• Need for communication</li> </ul>	<ul style="list-style-type: none"> <li>• Naming means of communication</li> <li>• Discussing the need for communication</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Related literature</li> <li>• Resource persons</li> <li>• Locally available materials</li> </ul>
<b>Modern forms of communication</b>	<ul style="list-style-type: none"> <li>• explain modern forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Modern forms of communication such as :                             <ul style="list-style-type: none"> <li>- telegram</li> <li>- telephone</li> <li>- fax</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing modern types of communication</li> <li>• Describing modern types of communication</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Print media</li> <li>• Related literature</li> <li>• Resource person</li> </ul>

		<ul style="list-style-type: none"> <li>- e-mail,</li> <li>- letter</li> <li>• Social media such as:             <ul style="list-style-type: none"> <li>- WhatsApp</li> <li>- Facebook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the correct uses of modern forms of communication</li> </ul>	
<b>Road accidents</b>	<ul style="list-style-type: none"> <li>• state the causes of road accidents</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of road accidents             <ul style="list-style-type: none"> <li>- drinking and driving</li> <li>- un road worthy vehicle</li> <li>- using the phone whilst driving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing road accidents</li> <li>• Discussing causes of road accidents</li> <li>• Collecting pictures of road accidents</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Local environment</li> <li>• Pictures</li> <li>• Real objects</li> <li>• Print media</li> <li>• Related literature</li> <li>• Locally available materials             <ul style="list-style-type: none"> <li>• Resource person</li> </ul> </li> </ul>
<b>Pedestrian safety</b>	<ul style="list-style-type: none"> <li>• define a pedestrian</li> <li>• demonstrate walking along the right side of the road</li> </ul>	<ul style="list-style-type: none"> <li>• Pedestrian</li> <li>• Walking on the right side of the road</li> <li>• Crossing the road</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the term pedestrian</li> <li>• Discussing walking along</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Road</li> <li>• Resource persons</li> <li>• Pictures</li> <li>• Model Road Signs</li> </ul>

	<ul style="list-style-type: none"> <li>• explain steps to take when crossing the road</li> </ul>		<p>the right side of the road</p> <ul style="list-style-type: none"> <li>• Demonstrating walking along the road</li> <li>• Role playing crossing the road</li> </ul>	<ul style="list-style-type: none"> <li>• Video and audio signs</li> </ul>
<b>Passenger safety</b>	<ul style="list-style-type: none"> <li>• define a passenger</li> <li>• identify factors to consider before boarding a vehicle</li> <li>• discuss rights and responsibilities of passengers</li> </ul>	<ul style="list-style-type: none"> <li>• Passenger safety of passengers on:                             <ul style="list-style-type: none"> <li>- bicycles</li> <li>- cars</li> <li>- buses</li> <li>- animal-drawn carts</li> </ul> </li> <li>• Factors to consider before boarding a vehicle</li> <li>• Rights and responsibilities of passengers</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the meaning of passenger</li> <li>• Researching on factors to consider when boarding a vehicle</li> <li>• Describing safety precautions on various modes of transport</li> <li>• Playing games on passenger safety</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Road</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Model road signs</li> <li>• Locally available materials</li> <li>• Recorded audio and videos</li> <li>• Related literature</li> </ul>

### 8.6 GRADE 3 TOPIC 6: SHELTER

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
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	Pupils should be able to:	(skills, knowledge, values, attitudes and positive dispositions)		
<b>Shelter and heritage sites</b>	<ul style="list-style-type: none"> <li>define heritage sites</li> <li>name heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Heritage sites                             <ul style="list-style-type: none"> <li>Great Zimbabwe</li> <li>monuments</li> <li>caves</li> <li>museums</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming heritage sites on picture</li> <li>Discussing heritage sites</li> <li>Visiting heritage sites</li> <li>Project of collecting pictures of heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts</li> <li>Culture Centre</li> <li>ICT tools</li> <li>Pictures</li> <li>Locally available materials</li> <li>Related literature</li> </ul>
<b>Functions of shelter</b>	<ul style="list-style-type: none"> <li>identify different types of shelter</li> <li>relate shelter to its function</li> </ul>	<ul style="list-style-type: none"> <li>Types of shelter</li> <li>Uses of different types of shelter</li> </ul>	<ul style="list-style-type: none"> <li>Exploring the environment</li> <li>Naming shelter and its use</li> <li>Listening/Watching audio-visuals</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Environment</li> <li>Locally available materials</li> </ul>

			<ul style="list-style-type: none"> <li>• Conducting Quiz on the relationship of shelter and its use</li> </ul>	
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### 8.7 GRADE 3 TOPIC 7: GLOBAL ISSUES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Drought</b>	<ul style="list-style-type: none"> <li>• define drought</li> <li>• list causes of drought</li> <li>• state the effects of drought</li> </ul>	<ul style="list-style-type: none"> <li>• Drought</li> <li>• Causes of drought                             <ul style="list-style-type: none"> <li>- lack of rainfall</li> <li>- deforestation</li> <li>- high temperatures</li> </ul> </li> <li>• Effects of drought                             <ul style="list-style-type: none"> <li>- animal death</li> <li>- low water levels in water bodies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining what drought is</li> <li>• Stating causes of drought</li> <li>• Discussing effects of drought</li> <li>• Listening/Watching audio-visuals showing effects of drought</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Locally available materials</li> </ul>

		<ul style="list-style-type: none"> <li>- famine</li> <li>- increased veld fires</li> </ul>		
<b>Afforestation</b>	<ul style="list-style-type: none"> <li>• define afforestation</li> <li>• state the importance of afforestation</li> </ul>	<ul style="list-style-type: none"> <li>• Afforestation</li> <li>• Importance of afforestation                             <ul style="list-style-type: none"> <li>- fruits</li> <li>- fresh air</li> <li>- firewood</li> <li>- shelter</li> <li>- reduce soil erosion</li> <li>- furniture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing afforestation</li> <li>• Discussing the importance of afforestation</li> <li>• Planting and caring for trees</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Tree nursery</li> <li>• Hoe</li> <li>• Watering can</li> <li>• Water</li> <li>• Manure</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Locally available materials</li> </ul>
<b>Reforestation</b>	<ul style="list-style-type: none"> <li>• define reforestation</li> <li>• state the importance of reforestation</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of reforestation                             <ul style="list-style-type: none"> <li>- fruits</li> <li>- fresh air</li> <li>- firewood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing reforestation</li> <li>• Discussing the importance of reforestation</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Tree nursery</li> <li>• Hoe</li> <li>• Watering can</li> <li>• Water</li> </ul>

		<ul style="list-style-type: none"> <li>- shelter</li> <li>- furniture</li> <li>- reduces soil erosion</li> <li>- medicine</li> </ul>	<ul style="list-style-type: none"> <li>• Planting and caring for trees</li> </ul>	<ul style="list-style-type: none"> <li>• Manure</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Locally available materials</li> </ul>
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### 8.8 GRADE 3 TOPIC 8: MANAGING AND COPYING WITH CHANGES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Physical development in children</b>	<ul style="list-style-type: none"> <li>• identify physical development in children</li> <li>• relate physical changes to age</li> </ul>	<ul style="list-style-type: none"> <li>• Physical development in children                             <ul style="list-style-type: none"> <li>- milk and permanent teeth</li> <li>- height</li> <li>- weight</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing physical changes in children</li> <li>• Describing physical changes in children in relation to age</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• ICT tools</li> <li>• Locally available materials</li> <li>• Related literature</li> </ul>

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**8.9 GRADE 3 TOPIC 9 : SOCIAL ETIQUETTE**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Family values</b>	<ul style="list-style-type: none"> <li>• identify family values</li> </ul>	<ul style="list-style-type: none"> <li>• Family values                             <ul style="list-style-type: none"> <li>- respect</li> <li>- communication</li> <li>- honesty</li> <li>- caring</li> <li>- dignity</li> <li>- responsibility</li> <li>- tolerance</li> <li>- love</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing family values</li> <li>• Role playing family values</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource person</li> <li>• Related literature</li> </ul>
<b>Communication in families</b>	<ul style="list-style-type: none"> <li>• identify proper ways of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Proper ways of communication                             <ul style="list-style-type: none"> <li>- listening actively</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the proper ways of communication</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>• state benefits of effective communication in the family</li> </ul>	<ul style="list-style-type: none"> <li>- taking turns to speak</li> <li>- using kind words</li> <li>• Benefits of effective communication                             <ul style="list-style-type: none"> <li>- strong family relationships</li> <li>- harmony</li> <li>- peace</li> <li>- teamwork</li> <li>- trust</li> <li>- respect</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Role playing proper ways of communication</li> <li>• Researching on the benefits of effective communication in the family</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Related literature</li> </ul>
<p><b>Acceptable behaviour in the community</b></p>	<ul style="list-style-type: none"> <li>• list examples of good behaviour in the community</li> <li>• state the benefits of good behavior in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Good behaviour in the community                             <ul style="list-style-type: none"> <li>- eating habits</li> <li>- greetings</li> <li>- following rules</li> <li>- respecting one another</li> <li>- environmental responsibility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating examples of good behaviour in the community</li> <li>• Demonstrating good behaviour in the community</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> </ul>

			<ul style="list-style-type: none"> <li>• Role playing good behaviour in the community</li> <li>• Discussing benefits of good behavior in the community</li> <li>• Reciting poems on good behavior</li> </ul>	
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**8.10 GRADE 3 TOPIC 10: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Entitlements/Rights and responsibilities</b>	<ul style="list-style-type: none"> <li>• list child rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Child rights and responsibilities</li> <li>Right to</li> </ul>	<ul style="list-style-type: none"> <li>• Naming child rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>● explain the importance of rights to children</li> </ul>	<ul style="list-style-type: none"> <li>- shelter</li> <li>- food</li> <li>- education</li> <li>- health care</li> <li>- a birth certificate</li> <li>● Responsibilities                             <ul style="list-style-type: none"> <li>- working hard in school</li> <li>- doing homework</li> <li>- doing household chores</li> <li>- saving food</li> </ul> </li> <li>● Importance of rights to children                             <ul style="list-style-type: none"> <li>- safety and protection</li> <li>- health and well-being</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Discussing rights and responsibilities of children</li> <li>● Reciting poems on rights and responsibilities</li> <li>● Designing posters on child rights</li> <li>● Conducting quiz competitions on child rights</li> <li>● Discussing the importance of child's rights</li> </ul>	<ul style="list-style-type: none"> <li>● Resource persons</li> <li>● Paint</li> <li>● Crayons</li> <li>● Related literature</li> </ul>
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<p><b>Gender equality in the community</b></p>	<ul style="list-style-type: none"> <li>• define gender equality</li> <li>• describe gender equality</li> </ul>	<ul style="list-style-type: none"> <li>• Gender equality</li> <li>• Gender equality in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining gender equality</li> <li>• Discussing duties that were done by girls and boys long ago.</li> <li>• Listing duties that are done by girls and boys nowadays.</li> <li>• Role-playing equitable duties of boys and girls</li> <li>• Watching/listening audio-visuals showing equality in treating boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Books</li> <li>• Cleaning equipment</li> <li>• Related literature</li> </ul>
<p><b>Support services</b></p>	<ul style="list-style-type: none"> <li>• identify support services in the locality</li> </ul>	<ul style="list-style-type: none"> <li>• Support services                             <ul style="list-style-type: none"> <li>- Victim Friendly Unit (VFU)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing different support services</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the importance of different support services.</li> </ul>	<ul style="list-style-type: none"> <li>- Community Care Worker (CCW)</li> <li>- BEAM</li> <li>• importance of different support services</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the importance of different support services                             <ul style="list-style-type: none"> <li>• Researching on the importance of different support service</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets</li> <li>• Related literature</li> </ul>
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**8.11 GRADE 3 TOPIC 11: HEALTH**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
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<p><b>Personal hygiene</b></p>	<ul style="list-style-type: none"> <li>• illustrate personal hygiene practices</li> <li>• state alternative toiletries</li> </ul>	<ul style="list-style-type: none"> <li>• Personal hygiene</li> <li>• Proper ways of             <ul style="list-style-type: none"> <li>- spitting</li> <li>- coughing</li> <li>- sneezing</li> <li>- nose blowing</li> </ul> </li> <li>• Alternative toiletries             <ul style="list-style-type: none"> <li>- baking soda</li> <li>- ashes</li> <li>- charcoal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating proper ways of personal hygiene practices</li> <li>• Naming alternative toiletries</li> <li>• Researching on indigenous ways of maintaining personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Textbooks</li> <li>• Resource person</li> <li>• Related literature</li> </ul>
<p><b>Healthy living</b></p>	<ul style="list-style-type: none"> <li>• identify different types of food in the environment</li> <li>• classify food according to nutritional value</li> <li>• state components of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of food in the environment</li> <li>• Food nutrients</li> <li>• Balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Listing different types of food in the environment</li> <li>• Drawing and labelling different types of food in the environment</li> <li>• Naming food nutrients</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Textbooks</li> <li>• Resource person</li> <li>• Food samples</li> <li>• Crayons</li> <li>• Related literature</li> </ul>

			<ul style="list-style-type: none"> <li>• Collecting and grouping food according to nutritional value</li> <li>• Explaining components of a balanced diet</li> <li>• Researching on indigenous food and their nutritional value</li> </ul>	
<p><b>Communicable and non-communicable diseases</b></p>	<ul style="list-style-type: none"> <li>• define communicable and non-communicable diseases</li> <li>• identify communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Communicable and non-communicable diseases</li> <li>• Communicable diseases                             <ul style="list-style-type: none"> <li>- influenza</li> <li>- Covid</li> <li>- Diarrhea</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining communicable and non-communicable diseases</li> <li>• Listing communicable and non-communicable</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Textbooks</li> <li>• Resource person</li> <li>• Posters</li> <li>• Recorded audios and videos</li> </ul>

		<ul style="list-style-type: none"> <li>- malaria</li> <li>- chicken pox</li> <li>- Monkey pox</li> <li>• Non communicable disease                             <ul style="list-style-type: none"> <li>- cancer</li> <li>- diabetes</li> <li>- high blood pressure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classifying communicable and non-communicable diseases</li> </ul>	
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**8.12 GRADE 3 TOPIC 12 : CAREER GUIDANCE AND FINANCIAL LITERACY**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
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<p><b>Career choice</b></p>	<ul style="list-style-type: none"> <li>• identify desired careers</li> <li>• state different careers in their local community</li> <li>• list requirements for different careers</li> </ul>	<ul style="list-style-type: none"> <li>• Desired careers</li> <li>• Different careers in the local community</li> <li>• Career requirements                         <ul style="list-style-type: none"> <li>- age</li> <li>- academic qualifications</li> <li>- professional qualifications</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing desired careers</li> <li>• Listing different careers in the local community</li> <li>• Show casing different careers</li> <li>• Researching on different career requirements</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Newspapers</li> <li>• Magazines</li> </ul>
<p><b>Financial Literacy</b></p>	<ul style="list-style-type: none"> <li>• identify the importance of money                         <ul style="list-style-type: none"> <li>• explain wise use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Importance of money                         <ul style="list-style-type: none"> <li>- Improve lifestyle</li> <li>- Means of payment (lobola, schools fees, buying food, clothes)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the importance of money</li> <li>• Explaining wise use of money</li> <li>• Drafting a simple budget</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Money box/piggy-bank</li> <li>• Shop corner</li> <li>• Charts</li> </ul>

	of money	<ul style="list-style-type: none"> <li>• Budgeting</li> </ul>		<ul style="list-style-type: none"> <li>• Story books</li> <li>• Newspapers</li> <li>• Resource persons</li> <li>• Magazines</li> <li>• Related literature</li> </ul>
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### 8.13 GRADE 3 TOPIC 13 RELIGION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Indigenous religion</b>	<ul style="list-style-type: none"> <li>• describe the origins of Indigenous religion</li> <li>• explain the meanings of names of the Supreme Being</li> </ul>	<ul style="list-style-type: none"> <li>• Origins of Indigenous religion                             <ul style="list-style-type: none"> <li>- where</li> <li>- when</li> </ul> </li> <li>• Names of the Supreme Being such as:                             <ul style="list-style-type: none"> <li>- Nyadenga/uNkulunkulu</li> <li>- Musiki/uMdali</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the beginning of Indigenous religion</li> <li>• Discussing names of the Supreme Being in Indigenous religion</li> <li>• Explaining the meanings of the names of the Supreme Being</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Resource persons</li> <li>• Slate and stylus</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>• identify places of worship in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>- Mwari/xikwembu/Mudzimu</li> <li>• Meanings of names of the Supreme Being</li> <li>• Source of information–oral tradition</li> <li>• Places of worship             <ul style="list-style-type: none"> <li>- shrines</li> <li>- sacred trees</li> <li>- home altar</li> </ul> </li> </ul>		
<b>Christianity</b>	<ul style="list-style-type: none"> <li>• identify the founder of Christianity</li> <li>• state the name of the Supreme Being and its meaning in Christianity</li> <li>• name the holy book in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Founder of Christianity</li> <li>• Name of the Supreme Being and its meaning God –the self- existent one</li> <li>• Holy book- Bible</li> <li>• Places of worship- church</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the founder of Christianity</li> <li>• Stating name of the Supreme Being in Christianity</li> <li>• Explaining the meaning of the name of the Supreme Being</li> <li>• Naming the holy book in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Resource persons</li> <li>• Slate and stylus</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>• identify places of worship</li> </ul>		<ul style="list-style-type: none"> <li>• Stating the place of worship in Christianity</li> </ul>	
<b>Judaism</b>	<ul style="list-style-type: none"> <li>• identify the founder of Judaism</li> <li>• state names of the Supreme Being and their meanings in Judaism</li> <li>• name the holy book in Judaism</li> <li>• identify places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• Founder of Judaism</li> <li>• Name of the Supreme Being and its meaning - Yahweh – I Am Who I Am</li> <li>• Holy book - Tanakh                             <ul style="list-style-type: none"> <li>• Places of worship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the founder of Judaism</li> <li>• Stating the name of the Supreme Being in Judaism</li> <li>• Explaining the meaning of name of the Supreme Being</li> <li>• Naming the holy book in Judaism</li> <li>• Stating the place of worship in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Resource persons</li> <li>• Slate and stylus</li> <li>• Related literature</li> </ul>
<b>Islam</b>	<ul style="list-style-type: none"> <li>• identify the founder of Islam</li> <li>• state names of the Supreme Being and their meanings in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Founder of Islam</li> <li>• Name of the Supreme Being and its meaning - Allah- The One and Only God</li> <li>• Holy book</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the founder of Islam</li> <li>• Stating the name of the Supreme Being in Islam</li> <li>• Explaining the meaning of name of the Supreme Being</li> <li>• Naming the holy book in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Resource persons</li> <li>• Slate and stylus</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>name the holy book in Islam</li> <li>identify places of worship</li> </ul>	<ul style="list-style-type: none"> <li>Place of worship                     <ul style="list-style-type: none"> <li>- Mosque</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating the place of worship in Islam</li> </ul>	
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#### 8.14 GRADE 3 TOPIC 14 :SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Government social service providers</b>	<ul style="list-style-type: none"> <li>list social services provided by the government</li> <li>describe social services provided by the government</li> </ul>	<ul style="list-style-type: none"> <li>Government social services such as:                     <ul style="list-style-type: none"> <li>- Education</li> <li>- Health</li> <li>- Recreation</li> <li>- Transport</li> </ul> </li> <li>Government</li> </ul>	<ul style="list-style-type: none"> <li>Listing social services provided by the government</li> <li>Describing social services provided by the government</li> <li>Stating government institutions which provide social services</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Related literature</li> <li>Newspapers</li> <li>Magazines</li> <li>Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>state government institutions which provide social services</li> </ul>	<p>Institutions such as:</p> <ul style="list-style-type: none"> <li>Schools</li> <li>Clinics</li> <li>Hospitals</li> <li>Police stations</li> <li>Social welfare offices</li> </ul>		
<b>The needy in the society</b>	<ul style="list-style-type: none"> <li>identify the needy in the society</li> <li>explain how the needy can access information to get help</li> </ul>	<ul style="list-style-type: none"> <li>The needy in the society                             <ul style="list-style-type: none"> <li>Orphans</li> <li>Under-privileged</li> <li>Elderly</li> </ul> </li> <li>How the needy can access information                             <ul style="list-style-type: none"> <li>community radios</li> <li>National TV</li> <li>social gatherings</li> <li>print media</li> <li>social media</li> <li>awareness campaigns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating the needy in the society</li> <li>Visiting and helping the needy</li> <li>Discussing information dissemination for the needy</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Related literature</li> <li>Newspapers</li> <li>Magazines</li> </ul>

### 8.15 GRADE 4 TOPIC 1: IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Types of families</b>	<ul style="list-style-type: none"> <li>• identify different types of families</li> <li>• describe the types of families</li> <li>• compare and contrast the types of families</li> </ul>	Types of families <ul style="list-style-type: none"> <li>• nuclear                             <ul style="list-style-type: none"> <li>- monogamous</li> <li>- polygamous</li> </ul> </li> <li>• extended</li> <li>• child headed</li> <li>• single /one parent</li> <li>• blended family</li> </ul>	<ul style="list-style-type: none"> <li>• Stating / signing family types in the community</li> <li>• Discussing family types</li> <li>• Listing differences and similarities of family types</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Related literature</li> </ul>
<b>Roles of the family</b>	<ul style="list-style-type: none"> <li>• identify members of a family</li> <li>• explain roles of the family</li> <li>• demonstrate the roles of the family members</li> </ul>	<ul style="list-style-type: none"> <li>• Family members</li> <li>• Roles of family members</li> </ul>	<ul style="list-style-type: none"> <li>• Naming members of the family</li> <li>• Listing roles of family members</li> <li>• Explaining the roles played by family members</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Related literature</li> </ul>
<b>Family gatherings and aspirations</b>	<ul style="list-style-type: none"> <li>• state family gatherings</li> <li>• describe family gatherings                             <ul style="list-style-type: none"> <li>• outline individual and</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Family gatherings such as:                             <ul style="list-style-type: none"> <li>- weddings</li> <li>- funerals</li> <li>- marriages</li> <li>- birthdays</li> <li>- memorial services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing family gatherings</li> <li>• Role playing family gatherings                             <ul style="list-style-type: none"> <li>• Researching on individual and family aspirations</li> <li>• Identifying sources of inspiration (role models)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Newspapers                             <ul style="list-style-type: none"> <li>• Role models</li> </ul> </li> </ul>

	family aspirations	<ul style="list-style-type: none"> <li>- umbuyiso/kurovaguva/ku gajila/mapwayila</li> <li>• Individual and family aspirations</li> </ul>		
<b>Communication and conflict management at school</b>	<ul style="list-style-type: none"> <li>• define communication and conflict</li> <li>• explain the importance of communication at school</li> <li>• identify the causes and effects of conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Communication</li> <li>• Conflict</li> <li>• Conflict management</li> <li>• Importance of communication at school</li> <li>• Causes and effects of conflicts</li> <li>• Ways of resolving conflicts at school</li> </ul>	<ul style="list-style-type: none"> <li>• Defining communication and conflict management</li> <li>• Discussing communication and conflict management</li> <li>• Dramatising and singing songs on conflict management</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Pictures</li> <li>• News papers</li> </ul>

### 8.16 GRADE 4 TOPIC 2: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>The early people of Zimbabwe. The Khoisan and Bantu</b>	<ul style="list-style-type: none"> <li>• narrate the history of the early people of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• The history of the early people of Zimbabwe                             <ul style="list-style-type: none"> <li>- the Khoisan and the Bantu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying the life of the early people of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Map</li> <li>• Pictures</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>describe the way of life of the Khoisan and the Bantu people</li> </ul>	<ul style="list-style-type: none"> <li>Way of life of the Khoisan and the Bantu</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the Khoisan and the Bantu way of life</li> <li>Tracing the Bantu migration</li> </ul>	<ul style="list-style-type: none"> <li>Slate and stylus materials</li> </ul>
<b>Contribution of the early people to the Zimbabwean heritage</b>	<ul style="list-style-type: none"> <li>list the contribution of the Bantu to the national heritage</li> </ul>	<ul style="list-style-type: none"> <li>Contribution of the Bantu to the national heritage                             <ul style="list-style-type: none"> <li>language</li> <li>heritage sites</li> <li>totems</li> <li>medicinal value</li> <li>edible fruits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing the contribution of the Bantu to the national heritage</li> <li>Visiting local monuments and heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Heritage sites</li> <li>ICT tools</li> <li>Picture</li> <li>Slate and stylus materials</li> </ul>
<b>The need for rules and laws</b>	<ul style="list-style-type: none"> <li>list the rules and laws at home, school and the community</li> <li>explain the importance of rules and laws at home, school and the community</li> <li>define by laws</li> <li>list the by-laws and national laws</li> </ul>	<ul style="list-style-type: none"> <li>The need for rules and laws at home, school and community</li> <li>The importance of rules and laws at home, school and the community</li> <li>Local government by- laws such as:                             <ul style="list-style-type: none"> <li>avoid litter in public places</li> <li>No loud music at night</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing / signing rules and laws at home, school and community</li> <li>Researching on the importance of rules and laws</li> <li>Formulating classroom rules</li> <li>Defining by laws</li> <li>Researching on by-laws</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Slate and stylus materials</li> <li>Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- Drive slowly in neighborhoods</li> <li>- Buildings must be safe and strong</li> <li>- Buildings under construction must be inspected and supervised</li> <li>• Parliament and country laws such as:             <ul style="list-style-type: none"> <li>- no stealing</li> <li>- no to murder</li> <li>- no possession and selling of drugs</li> <li>- no under 18 in beerhalls</li> </ul> </li> </ul>		
<p><b>Observing the laws: the role of individuals, community, police and the courts</b></p>	<ul style="list-style-type: none"> <li>• explain the importance of observing laws</li> <li>• identify the consequences of breaking the law</li> <li>• state the roles of the individual, community, police</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of observing laws such as:             <ul style="list-style-type: none"> <li>- peace</li> <li>- order</li> <li>- public safety</li> </ul> </li> <li>• Consequences of breaking the law such as:             <ul style="list-style-type: none"> <li>- imprisonment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating some of the laws of Zimbabwe</li> <li>• Explaining the importance of observing the laws</li> <li>• Role playing the consequences of breaking the law</li> <li>• Creating a story showing the</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Related literature</li> <li>• Pictures</li> <li>• Slate and stylus materials</li> </ul>

	and the courts in enforcing the law	<ul style="list-style-type: none"> <li>- paying of fines</li> <li>• Roles of individuals, community, police, courts in enforcing the laws</li> </ul>	<p>consequences of breaking the law</p> <ul style="list-style-type: none"> <li>• Conducting an educational tour to observe a court session</li> </ul>	
<b>The indigenous court system</b>	<ul style="list-style-type: none"> <li>• state indigenous courts</li> <li>• name the people who preside over different indigenous courts</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous courts                             <ul style="list-style-type: none"> <li>- village court</li> <li>- headman’s court</li> <li>- chief’s court</li> </ul> </li> <li>• People who preside over different indigenous courts                             <ul style="list-style-type: none"> <li>- village head</li> <li>- headman</li> <li>- chief</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing indigenous courts</li> <li>• Identifying the people who preside over different indigenous courts</li> <li>• Researching on how courts are conducted</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Related literature</li> <li>• Pictures</li> <li>• Slate and stylus materials</li> </ul>
<b>The importance of the National School Pledge</b>	<ul style="list-style-type: none"> <li>• read the national school pledge</li> <li>• explain the importance of the national school pledge</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of the national school pledge                             <ul style="list-style-type: none"> <li>- hard work</li> <li>- good moral values</li> <li>- national identity and patriotism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading / signing the national school pledge</li> <li>• Discussing the importance of the national school pledge</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Related literature</li> <li>• Slate and stylus materials</li> </ul>

### 8.17 GRADE 4 TOPIC 3: HERITAGE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Customs of different cultural groups</b>	<ul style="list-style-type: none"> <li>• name different cultural groups</li> <li>• identify customs of cultural groups</li> <li>• describe customs of different cultural groups</li> </ul>	<ul style="list-style-type: none"> <li>• Different cultural groups such as:                             <ul style="list-style-type: none"> <li>-Shona</li> <li>-Venda</li> <li>-Sotho</li> <li>-Ndebele</li> <li>-Nambya</li> <li>-Tonga</li> <li>-Ndau</li> </ul> </li> <li>• Customs of different cultural groups such as:                             <ul style="list-style-type: none"> <li>- crouching</li> <li>- kneeling</li> <li>- genuflecting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing different cultural groups</li> <li>• Researching on customs of different cultural groups</li> <li>• Role playing different cultural practices</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Related literature</li> <li>• Charts</li> </ul>
<b>Indigenous knowledge systems</b>	<ul style="list-style-type: none"> <li>• explain the Indigenous Knowledge Systems (IKS)</li> <li>• list indigenous knowledge systems</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous Knowledge systems</li> <li>• Indigenous Knowledge systems on</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing Indigenous Knowledge Systems</li> <li>• Naming medicinal plants, ways of food preservation,</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Related literature</li> <li>• Charts</li> </ul>

		<ul style="list-style-type: none"> <li>- plants that have medicinal properties</li> <li>- Indigenous ways of preservation of food</li> <li>- Indigenous food production</li> <li>- food processing</li> <li>- sustainable Agriculture</li> </ul>	<p>food production and processing</p> <ul style="list-style-type: none"> <li>• Conducting a project on any Indigenous Knowledge System</li> </ul>	
<p><b>Conservation of natural resources</b></p>	<ul style="list-style-type: none"> <li>• state natural resources</li> <li>• explain sustainable methods of conserving the natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Natural Resources             <ul style="list-style-type: none"> <li>- land/soil</li> <li>- water</li> <li>- trees</li> <li>- minerals</li> </ul> </li> <li>• Sustainable methods of conserving natural resources such as:             <ul style="list-style-type: none"> <li>- water harvesting</li> <li>- afforestation</li> <li>- gully filling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing natural resources</li> <li>• Discussing methods of conserving the natural resources</li> <li>• Planting grass and trees at school</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Related literature</li> <li>• Charts</li> </ul>

<p><b>Media as an agent of socialisation</b></p>	<ul style="list-style-type: none"> <li>• name different media that assist in socialisation</li> <li>• explain advantages and disadvantages of media as an agent of socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Different media that assist in socialisation such as:             <ul style="list-style-type: none"> <li>- cellphones</li> <li>- radio</li> <li>- television</li> <li>- newspaper</li> <li>- internet</li> </ul> </li> <li>• Advantages of media in socialisation such as:             <ul style="list-style-type: none"> <li>- preservation of heritage</li> <li>- education</li> <li>- documentation</li> </ul> </li> <li>• Disadvantages media in socialisation such as:             <ul style="list-style-type: none"> <li>- misinformation</li> <li>- Bias about certain groups</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing media that promote socialisation</li> <li>• Researching on how media assist in socialisation</li> <li>• Discussing the advantages and disadvantages of media as an agent of socialisation</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Related literature</li> <li>• Charts</li> <li>• Drums</li> <li>• Smoke</li> </ul>
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**8.18 GRADE 4 TOPIC 4 : WORK AND LEISURE**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Importance of work</b>	<ul style="list-style-type: none"> <li>state the importance of work</li> </ul>	<ul style="list-style-type: none"> <li>Importance of work                             <ul style="list-style-type: none"> <li>financial gain</li> <li>environmental conservation</li> <li>solve societal problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of work</li> <li>Engaging in some household chores</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Household tools</li> <li>Related literature</li> <li>Slate and stylus materials</li> </ul>
<b>Sport and arts as forms of work</b>	<ul style="list-style-type: none"> <li>identify careers in sport and arts</li> <li>participate in sport and arts activities</li> </ul>	<ul style="list-style-type: none"> <li>Careers in sports                             <ul style="list-style-type: none"> <li>coach</li> <li>umpire</li> <li>athlete</li> <li>referees</li> </ul> </li> <li>Careers in arts                             <ul style="list-style-type: none"> <li>choreographer</li> <li>visual artist</li> <li>writer</li> <li>dancer</li> <li>comedian</li> <li>poet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing careers in sports and arts</li> <li>Collecting pictures of sport and arts celebrities in Zimbabwe and other countries</li> <li>Taking part in sport and arts activities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Art gallery</li> <li>Recreational facilities</li> <li>Related literature</li> <li>Slate and stylus materials</li> </ul>
<b>Visual and performing arts as forms of leisure</b>	<ul style="list-style-type: none"> <li>state leisure activities involving visual and performing</li> </ul>	<ul style="list-style-type: none"> <li>Leisure activities such as:                             <ul style="list-style-type: none"> <li>painting</li> <li>photography</li> <li>sculpture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming visual performing arts facilities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Related literature</li> </ul>

	<p>arts in the community</p> <ul style="list-style-type: none"> <li>• demonstrate artistic skills</li> </ul>	<ul style="list-style-type: none"> <li>- dance</li> <li>- theatre arts</li> <li>- music</li> </ul>	<ul style="list-style-type: none"> <li>• Playing classic and contemporary dances</li> <li>• Creating their own dances</li> <li>• Showcasing visual and performing arts activities</li> </ul>	<ul style="list-style-type: none"> <li>• Slate and stylus materials</li> </ul>
<p><b>Responsible use of leisure time</b></p>	<ul style="list-style-type: none"> <li>• identify responsible use of leisure time</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible use of leisure time such as:             <ul style="list-style-type: none"> <li>- participating in community events</li> <li>- spending time with the family</li> <li>- reading</li> <li>- relaxation</li> <li>- playing indigenous and modern games</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing appropriate use of leisure time</li> <li>• Listing appropriate leisure time activities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Slate and stylus materials</li> </ul>

### 8.19 GRADE 4 TOPIC 5: TRANSPORT AND COMMUNICATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Increasing need for transport</b>	<ul style="list-style-type: none"> <li>state the reasons for the increase in the need for transport</li> <li>identify possible solutions to transport problems</li> </ul>	<ul style="list-style-type: none"> <li>Reasons for the increase in the need for transport: such as:                             <ul style="list-style-type: none"> <li>urbanisation</li> <li>economic growth</li> </ul> </li> <li>Possible solutions to transport problems                             <ul style="list-style-type: none"> <li>road expansion</li> <li>ride sharing</li> <li>increase public transport</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing reasons for the increase in the need for transport</li> <li>Suggesting solutions to ease transport problems</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Road signs</li> <li>Related literature</li> <li>Resource persons</li> </ul>
<b>Major roads and rails in Zimbabwe</b>	<ul style="list-style-type: none"> <li>identify major roads and rail ways in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Road network</li> <li>Rail networks</li> </ul>	<ul style="list-style-type: none"> <li>Explaining how road and rail networks connect places</li> <li>Drawing a map of Zimbabwe showing major roads and rail networks</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Map of Zimbabwe</li> <li>Resource person</li> <li>Related literature</li> </ul>
<b>Public and private forms of transport and communication</b>	<ul style="list-style-type: none"> <li>distinguish between public and private forms of transport</li> </ul>	<ul style="list-style-type: none"> <li>Public forms of transport</li> <li>Private forms of transport</li> </ul>	<ul style="list-style-type: none"> <li>Explaining different forms of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>compare public and private forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>Public forms of communication</li> <li>Private forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>Discussing public and private forms of transport and communication</li> </ul>	
<b>Cyclist safety</b>	<ul style="list-style-type: none"> <li>state cycling rules</li> <li>explain maintenance of cycles</li> </ul>	<ul style="list-style-type: none"> <li>Cycling rules</li> <li>Maintenance of cycles</li> </ul>	<ul style="list-style-type: none"> <li>Explaining cycling rules</li> <li>Discussing cycle maintenance</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Rules</li> <li>Model Road Signs</li> <li>Pictures</li> <li>Cycles</li> </ul>

### 8.20 GRADE 4 TOPIC 6: SHELTER

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Indigenous types of shelter</b>	<ul style="list-style-type: none"> <li>identify indigenous types of shelter</li> <li>describe indigenous types of shelter</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous types of shelter                             <ul style="list-style-type: none"> <li>indigenous cooking hut</li> <li>nhanga/ixhiba</li> <li>gota/ixhiba</li> <li>tsapi</li> <li>granary</li> <li>caves</li> <li>ingalani/dara</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing indigenous types of shelter</li> <li>Discussing indigenous types of shelter</li> <li>Relating indigenous shelter to use</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Culture centre</li> <li>Resource teacher</li> <li>Related literature</li> </ul>

<p><b>Shelter outside Zimbabwe</b></p>	<ul style="list-style-type: none"> <li>• name types of shelter outside Zimbabwe</li> <li>• describe types of shelter outside Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>- tonga huts</li> <li>• Shelter outside zimbabwe             <ul style="list-style-type: none"> <li>- pyramids</li> <li>- dome shaped hut</li> <li>- wigwam</li> <li>- igloo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing shelter outside Zimbabwe</li> <li>• Watching videos on shelter outside Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Related literature</li> </ul>
<p><b>Materials used to make different shelter</b></p>	<ul style="list-style-type: none"> <li>• name materials used to make different types of shelter</li> <li>• discuss factors that determine choice of materials used to make different shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Materials used to make shelter such as:             <ul style="list-style-type: none"> <li>- wood</li> <li>- glass</li> <li>- dagga</li> <li>- cement</li> <li>- grass</li> <li>- steel</li> <li>- asbestos</li> <li>- canvas materials</li> <li>- fibre</li> <li>- stones</li> <li>- corrugated iron sheets</li> </ul> </li> <li>• Factors which determine selection of material such as:             <ul style="list-style-type: none"> <li>- cost</li> <li>- purpose of the structure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating materials used to construct different types of shelter</li> <li>• Constructing models of different shelters using the available materials.</li> <li>• Discussing factors that determine choice of materials used to make different types of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Prepared models</li> <li>• ICT tools</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- climate</li> <li>- durability of the materials</li> <li>- availability of the materials</li> <li>- expertise</li> </ul>		
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### 8.21 GRADE 4 TOPIC 7 : GLOBAL ISSUES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Environmental conservation</b>	<ul style="list-style-type: none"> <li>• explain what environmental conservation is</li> <li>• state ways of conserving the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental conservation</li> <li>• Ways of conserving the environment such as:                             <ul style="list-style-type: none"> <li>- minimum tillage/ pfumvudza/intwasa</li> <li>- recycling</li> <li>- reduce pollution</li> <li>- use of renewable sources of energy</li> <li>- planting grass</li> <li>- proper disposal of waste</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating ways of conserving the environment</li> <li>• Watching videos of people planting trees and grass</li> <li>• Filling up gullies</li> <li>• Picking litter</li> <li>• Recycling litter</li> <li>• Making bins and others items out of litter.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Stones</li> <li>• Hoes</li> <li>• Shovels</li> <li>• Charts</li> <li>• Pictures</li> <li>• Resource person</li> <li>• Wheel barrow</li> <li>• Related literature</li> </ul>

### 8.22 GRADE 4 TOPIC 8: MANAGING AND COPING WITH CHANGES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED ACTIVITIES	SUGGESTED RESOURCES
<p><b>Puberty</b></p>	<ul style="list-style-type: none"> <li>• define puberty</li> <li>• list changes at puberty</li> <li>• explain ways of coping with changes</li> </ul>	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Changes at puberty                             <ul style="list-style-type: none"> <li>- physical changes such as: height, weight, muscle growth, deepening of the voice</li> <li>- development of body hair and shape</li> <li>- emotional changes</li> </ul> </li> <li>• Ways of coping with changes such as:                             <ul style="list-style-type: none"> <li>- open communication</li> <li>- healthy hygiene habits</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defining puberty</li> <li>• Listing changes at puberty</li> <li>• Discussing changes at puberty</li> <li>• Researching on ways of coping with changes</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• Print media</li> <li>• Resource persons</li> <li>• Models</li> <li>• ICT tools</li> <li>• Related materials</li> </ul>

### 8.23 GRADE 4 TOPIC 9 : SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>Communication in community relationships</b></p>	<ul style="list-style-type: none"> <li>● identify ways of interacting with others in the community</li> <li>● interact with others in the community</li> </ul>	<ul style="list-style-type: none"> <li>● Ways of interacting with others in the community such as:                             <ul style="list-style-type: none"> <li>- participating in community activities</li> <li>- joining a book club</li> <li>- participating in religious ceremonies</li> </ul> </li> <li>● Relating with other people at                             <ul style="list-style-type: none"> <li>- home</li> <li>- school</li> <li>- shops</li> <li>- village</li> <li>- locations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrating good behaviour in the community</li> <li>● Role playing good behaviour in the community</li> <li>● Describing good behaviour in the community</li> <li>● Reciting poems on good behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● ICT tools</li> <li>● Pictures</li> <li>● Charts</li> <li>● Resource person</li> <li>● Related literature</li> </ul>

## 8.24 GRADE 4 TOPIC 10: ENTITLEMENTS RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Rights and responsibilities</b>	<ul style="list-style-type: none"> <li>name child rights and responsibilities.</li> <li>identify sources of child rights</li> </ul>	<ul style="list-style-type: none"> <li>Child rights to:                             <ul style="list-style-type: none"> <li>food</li> <li>shelter</li> <li>name</li> <li>education</li> <li>life</li> </ul> </li> <li>Sources of child rights                             <ul style="list-style-type: none"> <li>Constitution of Zimbabwe</li> <li>African Charter on the Rights And Welfare of Children</li> <li>United Nations Charter on the Rights of Children.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing child rights and responsibilities</li> <li>Naming sources of child rights</li> <li>Researching on sources of child rights</li> <li>Conducting awareness campaigns on child rights</li> <li>Reciting poems on child rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Charts</li> <li>Related literature</li> <li>Pamphlets</li> <li>Constitution of Zimbabwe</li> </ul>
<b>Child abuse</b>	<ul style="list-style-type: none"> <li>define child abuse</li> </ul>	<ul style="list-style-type: none"> <li>Child abuse</li> <li>Risky behaviours and situations</li> </ul>	<ul style="list-style-type: none"> <li>Explaining child abuse</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Charts</li> </ul>

	<ul style="list-style-type: none"> <li>• identify risky behaviours and situations</li> <li>• list effects of child abuse</li> <li>• suggest ways of preventing child abuse</li> </ul>	<ul style="list-style-type: none"> <li>- travelling alone at night</li> <li>- abuse of social media</li> <li>• Effects of child abuse             <ul style="list-style-type: none"> <li>- withdrawal</li> <li>- suicidal tendencies</li> <li>- poor performance at school</li> </ul> </li> <li>• Ways of preventing child abuse             <ul style="list-style-type: none"> <li>-following rules</li> <li>-being assertive</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating risky behaviours</li> <li>• Discussing effects of child abuse</li> <li>• Outlining ways of preventing and managing child abuse</li> <li>• Creating posters on child abuse</li> <li>• Watching/listening to audio-visuals on preventing child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Textbooks</li> <li>• Pamphlets</li> <li>• Resource person</li> <li>• Service directory</li> <li>• Posters</li> <li>• crayons</li> </ul>
<p><b>Indigenous cultural beliefs and taboos</b></p>	<ul style="list-style-type: none"> <li>• define the terms belief and taboo.</li> <li>• identify cultural beliefs and taboos that uphold and violate child rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Belief and taboo</li> <li>• Cultural beliefs and taboos that uphold child rights.</li> <li>• Cultural beliefs and taboos that violate child rights.</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the meaning of the terms belief and taboo.</li> <li>• Discussing cultural beliefs and taboos that uphold and those that violate child rights</li> <li>• Classifying cultural beliefs and taboos that</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> </ul>

			<p>uphold and violate child rights</p> <ul style="list-style-type: none"> <li>• Researching on the beliefs and taboos that uphold and those that violate child rights.</li> </ul>	
<p><b>Understanding people with disabilities</b></p>	<ul style="list-style-type: none"> <li>• identify different types of disabilities</li> <li>• discuss ways of accommodating people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of disabilities such as;             <ul style="list-style-type: none"> <li>- Physical</li> <li>- Visual</li> <li>- hearing impairment</li> </ul> </li> <li>• Ways of accommodating people with disabilities             <ul style="list-style-type: none"> <li>- inclusive infrastructure</li> <li>- inclusive education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming different types of disabilities</li> <li>• Explaining ways of accommodating people with disabilities</li> <li>• Playing inclusive games</li> <li>• Creating posters on inclusion awareness</li> <li>• Watching/listening to audio-visual videos on successful people with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Playground</li> <li>• Posters</li> <li>• Crayons</li> <li>• Inclusive infrastructure</li> </ul>

### 8.25 GRADE 4 TOPIC 11: HEALTH EDUCATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Personal hygiene</b>	<ul style="list-style-type: none"> <li>• identify household chores related to personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• Chores related to personal hygiene                             <ul style="list-style-type: none"> <li>- washing</li> <li>- sweeping</li> <li>- ironing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming household chores related to personal hygiene</li> <li>• Researching on indigenous ways that promote personal hygiene</li> <li>• Demonstrating ways of promoting personal hygiene</li> <li>• Watching/listening to audio-visual videos that promote personal hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Textbooks</li> <li>• Resource person</li> <li>• posters</li> </ul>
<b>Healthy living</b>	<ul style="list-style-type: none"> <li>• explain healthy living</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy living                             <ul style="list-style-type: none"> <li>- diet</li> <li>- physical exercises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing healthy living</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>state the importance of healthy living</li> </ul>	<ul style="list-style-type: none"> <li>recreational activities</li> <li>Importance of healthy living                             <ul style="list-style-type: none"> <li>prevention of the spread of diseases</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the importance of healthy living</li> <li>Participating in physical fitness and recreational activities</li> </ul>	<ul style="list-style-type: none"> <li>Related literature</li> <li>Resource person</li> <li>Posters</li> </ul>
<p><b>Communicable and non- communicable diseases</b></p>	<ul style="list-style-type: none"> <li>identify signs and symptoms of communicable and non-communicable diseases</li> <li>state ways of preventing the spread of communicable diseases</li> <li>list ways of managing non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Signs and symptoms of communicable and non-communicable diseases</li> <li>Ways of preventing the spread of communicable diseases                             <ul style="list-style-type: none"> <li>quarantining                                     <ul style="list-style-type: none"> <li>practicing personal hygiene</li> </ul> </li> <li>Ways of managing non-communicable diseases such as                                     <ul style="list-style-type: none"> <li>dieting</li> <li>exercising</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing signs and symptoms of communicable and non-communicable diseases</li> <li>Suggesting ways of preventing communicable and non-communicable diseases</li> <li>Conducting awareness campaigns on prevention of communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Charts</li> <li>Related literature</li> <li>Resource person</li> <li>posters</li> </ul>

<p><b>Drug and substance abuse</b></p>	<ul style="list-style-type: none"> <li>• identify drugs and substances commonly abused</li> <li>• explain effects of drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and substances commonly abused such as:             <ul style="list-style-type: none"> <li>- glue</li> <li>- alcohol</li> <li>- mutoriro/ crystal meth</li> <li>- broncleer</li> </ul> </li> <li>• Effects of drug and substance abuse             <ul style="list-style-type: none"> <li>- mental disorder</li> <li>- suicidal thoughts</li> <li>- death</li> <li>- imprisonment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating drugs and substances commonly abused</li> <li>• Discussing effects of drug and substance abuse</li> <li>• Suggesting ways of controlling drug and substance abuse</li> <li>• Preparing speeches on abstaining from drug and substance abuse</li> <li>• designing posters on effects of drug and substance abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• related</li> <li>• Resource person</li> <li>• Posters</li> <li>• Recorded audios and videos</li> </ul>
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### 8.26 GRADE 4 TOPIC 12: CAREER GUIDANCE AND FINANCIAL LITERACY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Study skills</b>	<ul style="list-style-type: none"> <li>• list ways of managing homework</li> <li>• explain study methods</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of managing homework                             <ul style="list-style-type: none"> <li>- planning</li> <li>- managing time</li> </ul> </li> <li>• Effective study methods such as:                             <ul style="list-style-type: none"> <li>- doing homework</li> <li>- writing corrections</li> <li>- revising work</li> <li>- regular rest and play</li> <li>- study time table</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing ways of managing homework</li> <li>• Discussing ways of effective study</li> <li>• Researching on study methods</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Related literature</li> <li>• Magazines</li> </ul>
<b>Career choice</b>	<ul style="list-style-type: none"> <li>• list careers in different fields</li> <li>• identify the importance of different careers</li> </ul>	<ul style="list-style-type: none"> <li>• Careers in different fields such as:                             <ul style="list-style-type: none"> <li>- trader</li> <li>- sculptor</li> <li>- footballer</li> <li>- builder</li> <li>- musician</li> <li>- teacher</li> <li>- doctor</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming different careers</li> <li>• Visiting different work places</li> <li>• Discussing the importance of different careers</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Charts</li> <li>• Magazines</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>● Importance of different careers such:             <ul style="list-style-type: none"> <li>- earn a living</li> <li>- promote development</li> </ul> </li> </ul>		
<b>Financial Literacy</b>	<ul style="list-style-type: none"> <li>● state the importance of money</li> <li>● explain wise use of money</li> <li>● discuss various income generating activities</li> </ul>	<ul style="list-style-type: none"> <li>● Importance of money such as             <ul style="list-style-type: none"> <li>- payment of bills</li> <li>- measure of wealth</li> </ul> </li> <li>● Wise use of money such as             <ul style="list-style-type: none"> <li>- budgeting</li> </ul> </li> <li>● Income generating activities such as             <ul style="list-style-type: none"> <li>- piggery</li> <li>- poultry</li> <li>- apiculture</li> <li>- buying and selling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Discussing the importance of money</li> <li>● Researching on wise use of money</li> <li>● Listing needs and wants</li> <li>● Creating simple budgets</li> <li>● Discussing income generating activities</li> </ul>	<ul style="list-style-type: none"> <li>● ICT tools</li> <li>● Money box</li> <li>● Shop corner</li> <li>● Charts</li> <li>● Newspapers</li> <li>● Resource person</li> <li>● Related literature</li> </ul>

**8.27 GRADE 4 TOPIC 13: RELIGION**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>Indigenous religion</b></p> <ul style="list-style-type: none"> <li>- <b>Religious practitioners and their roles</b></li> </ul>	<ul style="list-style-type: none"> <li>• identify religious practitioners in Indigenous religion</li> <li>• List the roles of religious practitioners in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practitioners in Indigenous religion such:                             <ul style="list-style-type: none"> <li>- spirit medium</li> <li>- traditional healer</li> <li>- nyusa (one who asks for rain)</li> </ul> </li> <li>• Roles of religious practitioners such as:                             <ul style="list-style-type: none"> <li>- mediation</li> <li>- healing the sick</li> <li>- leading in rain asking ceremonies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying religious practitioners in Indigenous religion</li> <li>• Researching on the roles of religious practitioners in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Christianity</b></li> </ul>	<ul style="list-style-type: none"> <li>• identify religious</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practitioners in Christianity such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Naming religious</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> </ul>

<ul style="list-style-type: none"> <li>- <b>Religious practitioners and their roles</b></li> </ul>	<p>practitioners in Christianity</p> <ul style="list-style-type: none"> <li>• List the roles of religious practitioners in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>- apostle</li> <li>- -pastor</li> <li>- priest</li> <li>- prophet</li> <li>• Roles of religious practitioners such as:                             <ul style="list-style-type: none"> <li>-preaching</li> <li>-teaching</li> <li>-baptizing</li> </ul> </li> </ul>	<p>practitioners in Christianity</p> <ul style="list-style-type: none"> <li>• Researching on the roles of religious practitioners in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Resource person</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Judaism</b> <ul style="list-style-type: none"> <li>- <b>Religious practitioners and their roles</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• identify religious practitioners in Judaism</li> <li>• List the roles of religious practitioners in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practitioners in Judaism such as:                             <ul style="list-style-type: none"> <li>- priest</li> <li>-prophet</li> <li>- rabbi</li> </ul> </li> <li>• Roles of religious practitioners such as:                             <ul style="list-style-type: none"> <li>- Priest provides guidance, leads synagogue services and prayer</li> <li>- Prophet communicates God’s message, intercessor</li> <li>- Rabbi interprets the Jewish law</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming religious practitioners in Judaism</li> <li>• Researching on the roles of religious practitioners in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> </ul>

<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>- <b>Religious practitioners and their roles</b></li> </ul>	<ul style="list-style-type: none"> <li>• identify religious practitioners in Islam</li> <li>• List the roles of religious practitioners in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Religious practitioners in Islam             <ul style="list-style-type: none"> <li>- muezzin</li> <li>- imam</li> <li>- mufti</li> </ul> </li> <li>• Roles of religious practitioners such as:             <ul style="list-style-type: none"> <li>- Muezzin; calling Muslims to prayer and leading prayers in the mosque</li> <li>- imam; leading prayers, delivering Friday sermons and officiating at weddings</li> <li>- mufti; interpreting the Quran, teaching students in Islamic studies and law, guiding and counseling individuals and communities on Islamic matters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming religious practitioners in Islam</li> <li>• List the roles of religious practitioners in Islam</li> <li>• Researching on the roles of religious practitioners in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> </ul>
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**8.28 GRADE 4 TOPIC 14: SOCIAL AWARENESS ( SOCIAL SERVICES AND VOLUNTEERISM)**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Local social service providers</b>	<ul style="list-style-type: none"> <li>• identify local social service providers</li> <li>• state the types of services provided by the local social service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Local social service providers such as:                             <ul style="list-style-type: none"> <li>- council</li> <li>- isiphala senkosi/zunde raMambo</li> <li>- orphanages</li> <li>- churches</li> <li>- old people’s home</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing local social service providers</li> <li>• Stating the types of local social services provided by the local social service providers</li> <li>• Researching on local social services being provided in the community</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> </ul>
<b>Functions of local social services providers</b>	<ul style="list-style-type: none"> <li>• state functions of local social service providers</li> <li>• describe the services offered by various local service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Functions of local social service providers</li> <li>• Social services                             <ul style="list-style-type: none"> <li>- education</li> <li>- transport</li> <li>- guidance and counselling</li> <li>- feeding schemes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing functions of local social service providers</li> <li>• Discussing services provided by local social institutions</li> <li>• Matching services with their service providers</li> <li>• Participating in educational tours to</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Newspapers</li> </ul>

			institutions in their community	
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### 8.29 GRADE 5 TOPIC 1: IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Roles of the family in the community</b>	<ul style="list-style-type: none"> <li>identify roles of the family in the community</li> <li>explain roles of the family in the community</li> </ul>	<ul style="list-style-type: none"> <li>Roles of family members in the community such as:                             <ul style="list-style-type: none"> <li>- attending funerals</li> <li>- attending social gatherings; weddings, Nhimbe/iLima</li> <li>- participating in community development program</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating roles of the family in the community</li> <li>Discussing roles of family members in the community</li> <li>Researching on family roles in the community</li> <li>Dramatising roles of the family in the community</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource person</li> <li>Pictures</li> <li>Related literature</li> </ul>
<b>Roles of institutions in</b>	<ul style="list-style-type: none"> <li>identify institutions that shape one's identity</li> </ul>	<ul style="list-style-type: none"> <li>Institutions that shape one's identity such as:                             <ul style="list-style-type: none"> <li>- Religious institutions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing institutions in the community that shape one's identity</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>ICT tools</li> </ul>

<p><b>shaping one's identity</b></p>	<ul style="list-style-type: none"> <li>• discuss roles of the institutions that shape one's identity</li> </ul>	<ul style="list-style-type: none"> <li>- Schools</li> <li>- Cultural groups             <ul style="list-style-type: none"> <li>• Roles of the institutions in shaping one's identity such as:                 <ul style="list-style-type: none"> <li>- teaching values</li> <li>- role modelling</li> <li>- giving emotional support</li> <li>- instilling patriotism</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing roles of institutions in shaping one's identity</li> </ul>	<ul style="list-style-type: none"> <li>• resource person</li> <li>• Pictures</li> <li>• Related literature</li> </ul>
<p><b>Community gatherings and events</b></p>	<ul style="list-style-type: none"> <li>• name community gatherings and events</li> <li>• explain the purpose of community gatherings and events</li> <li>• describe attire for specific community gatherings and events</li> </ul>	<ul style="list-style-type: none"> <li>• Community gatherings such as:             <ul style="list-style-type: none"> <li>- village meetings</li> <li>- clean ups</li> <li>- work party (nhimbe/ilima)</li> <li>- zunde ramambo</li> </ul> </li> <li>• Community events such as:             <ul style="list-style-type: none"> <li>- field day</li> <li>- cultural festivals</li> <li>- sport galas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing community gatherings and events</li> <li>• Discussing community gatherings and events</li> <li>• Role playing community gatherings and events             <ul style="list-style-type: none"> <li>• Researching on different community gatherings, events and attire</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource person</li> <li>• Cultural artefacts</li> <li>• Pictures</li> <li>• Related literature</li> </ul>

			<ul style="list-style-type: none"> <li>• Designing traditional attire</li> </ul>	
<b>Purpose of the totem system</b>	<ul style="list-style-type: none"> <li>• define a totem</li> <li>• explain the importance of the totem system</li> </ul>	<ul style="list-style-type: none"> <li>• Totems</li> <li>• Importance of totems such as:                             <ul style="list-style-type: none"> <li>- identity</li> <li>- regulating marriage</li> <li>- social interaction</li> <li>- expressing gratitude</li> <li>- preservation of culture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the term totem</li> <li>• Tabulating totems and their sacred animals or objects</li> <li>• Discussing the importance of totems</li> <li>• Drawing and labelling their own totem symbols</li> <li>• Praising classmates with their totems</li> <li>• Explaining how totems help in preservation of resources</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Drawings</li> <li>• Resource persons</li> <li>• Related literature</li> <li>• Real objects</li> <li>• Models of totems</li> </ul>
<b>Communication and conflict management in the community</b>	<ul style="list-style-type: none"> <li>• define conflict</li> <li>• identify the causes and effects of conflict at community level</li> <li>• describe various ways of resolving conflicts at community level</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of conflicts in the community                             <ul style="list-style-type: none"> <li>- divisions</li> <li>- economic instability</li> <li>- property damage</li> <li>- psychological distress</li> <li>- loss of cultural identity</li> <li>-injury and death</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining conflict</li> <li>• Discussing effects of conflict at community level</li> <li>• Identifying mediators in conflict resolutions at community level</li> </ul>	<ul style="list-style-type: none"> <li>• Case study</li> <li>• ICT tools</li> <li>• Videos</li> <li>• Pictures</li> <li>• Resource persons</li> <li>• Related literature</li> <li>• Specialised learning materials</li> </ul>

		<ul style="list-style-type: none"> <li>• Ways of resolving conflicts                     <ul style="list-style-type: none"> <li>- communication</li> <li>- reporting procedures to be taken</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Role playing ways of resolving conflicts at community level</li> </ul>	
<b>Different languages in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• state languages spoken in Zimbabwe</li> <li>• identify areas where different languages are predominantly spoken in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Languages in Zimbabwe:                     <ul style="list-style-type: none"> <li>-Indigenous and foreign</li> </ul> </li> <li>• Areas where different languages are mainly spoken</li> </ul>	<ul style="list-style-type: none"> <li>• Listing the languages spoken in Zimbabwe</li> <li>• Discussing areas where different languages are mainly spoken in Zimbabwe with the aid of a map</li> <li>• Dramatising greetings in different languages spoken in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Resource person</li> <li>• Newspapers</li> <li>• Magazines</li> <li>• ICT tools</li> <li>• Related literature</li> </ul>

**8.30 GRADE 5 TOPIC 2 : NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE**

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to:			

		(skills, knowledge, values, attitudes and positive dispositions)		
<b>The pre-colonial kingdoms</b>	<ul style="list-style-type: none"> <li>• identify the pre-colonial states</li> <li>• describe the social, political, and economic life in the pre-colonial era</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-colonial states                             <ul style="list-style-type: none"> <li>- <i>Great Zimbabwe</i></li> <li>- Mutapa State</li> <li>- Rozvi State</li> <li>- Ndebele State</li> </ul> </li> <li>• Social, political, and economic life in the pre-colonial era</li> </ul>	<ul style="list-style-type: none"> <li>• Stating pre-colonial states</li> <li>• Discussing the social, political and economic life of the people in pre-colonial era</li> <li>• Collecting and profiling pictures showing the social, political and economic life of the early people</li> <li>• Participating in educational tours to explore pre-colonial historical sites</li> </ul>	<ul style="list-style-type: none"> <li>• Caves</li> <li>• Hunting tools</li> <li>• Maps</li> <li>• Pictures</li> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> </ul>
<b>Effects of first contact with Europeans</b>	<ul style="list-style-type: none"> <li>• identify first European groups which came into</li> </ul>	<ul style="list-style-type: none"> <li>• First contact with European groups:                             <ul style="list-style-type: none"> <li>- missionaries</li> <li>- hunters</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing early European groups which came into contact with the</li> </ul>	<ul style="list-style-type: none"> <li>• Museums</li> <li>• Hunting tools</li> <li>• Pictures</li> <li>• ICT tools</li> </ul>

	<p>contact with the indigenous people</p> <ul style="list-style-type: none"> <li>• describe the first contact between Europeans and the indigenous people</li> <li>• explain the effects of the first contact between Europeans and indigenous people</li> </ul>	<p>- mineral prospectors</p> <ul style="list-style-type: none"> <li>• Effects of the first contact with the Europeans</li> </ul>	<p>indigenous people</p> <ul style="list-style-type: none"> <li>• Discussing the effects of the first contact between Europeans and indigenous people</li> <li>• Dramatising the first contact between Europeans and indigenous people</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Resource personS</li> <li>• Specialised learning materials</li> </ul>
<p><b>Roles of village heads, headmen, chiefs and councillors</b></p>	<ul style="list-style-type: none"> <li>• identify the roles of community leaders at local level</li> </ul>	<ul style="list-style-type: none"> <li>• Roles of village heads, headmen, chiefs and councillors</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the roles of village head, headman, chiefs and councillors.</li> <li>• Role playing proceedings at the chief's court</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Pamphlets</li> <li>• Resource person</li> <li>• Constitution of Zimbabwe</li> <li>• Related literature</li> <li>• Charts</li> </ul>

				<ul style="list-style-type: none"> <li>Specialised learning materials</li> </ul>
<b>Local Government</b>	<ul style="list-style-type: none"> <li>state local government entities</li> <li>explain the functions of local government</li> </ul>	<ul style="list-style-type: none"> <li>Types of local government entities:                             <ul style="list-style-type: none"> <li>Urban councils</li> <li>Rural councils</li> </ul> </li> <li>Functions of local government such as:                             <ul style="list-style-type: none"> <li>Collection of revenue</li> <li>Provision of services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying local government units</li> <li>Discussing the functions of local government units</li> <li>Illustrating local government structures</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Pamphlets</li> <li>Resource person</li> <li>Constitution of Zimbabwe</li> <li>Related literature</li> <li>ICT tools</li> <li>Specialised learning materials</li> </ul>

### 8.31 GRADE 5 TOPIC 3 : HERITAGE

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to:	(skills, knowledge, values, attitudes and positive dispositions)		
<b>Rites of passage for boys and girls</b>	<ul style="list-style-type: none"> <li>list rites of passage for boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>Stages of human development and rites associated with:                             <ul style="list-style-type: none"> <li>birth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying rites of passage</li> <li>Researching on the rites of passage</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>ICT tools</li> <li>Resource person</li> </ul>

	<ul style="list-style-type: none"> <li>describe rites of passage for boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>-infancy</li> <li>-adolescence</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the rites of passage</li> </ul>	<ul style="list-style-type: none"> <li>Related literature</li> <li>Charts</li> </ul>
<b>Indigenous ways of marriage and ceremonies</b>	<ul style="list-style-type: none"> <li>describe indigenous marriage practices and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous marriages such as:                             <ul style="list-style-type: none"> <li>kukumbira</li> <li>kutizira</li> <li>musengabere</li> <li>kuganha</li> <li>kuzvarira</li> <li>chimutsamapfihwa</li> <li>kutemaugariri</li> </ul> </li> <li>Marriage ceremonies                             <ul style="list-style-type: none"> <li>marooro</li> <li>masungiro</li> <li>kupereka</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying indigenous marriages practices</li> <li>Discussing types of marriage ceremonies in Zimbabwe</li> <li>Dramatizing marriage ceremonies</li> <li>Comparing indigenous and modern marriages</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>ICT tools</li> <li>Resource person</li> <li>Culture centres</li> <li>Related literature</li> </ul>
<b>National strategic reserves</b>	<ul style="list-style-type: none"> <li>identify national strategic reserves</li> <li>explain the role of national strategic reserve institutions in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>National strategic reserves:                             <ul style="list-style-type: none"> <li>water</li> <li>fuel</li> <li>grain</li> <li>electricity</li> <li>wildlife</li> <li>money</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing national strategic reserves</li> <li>Discussing national strategic reserves</li> <li>Evaluating the role of national strategic reserve institutions in Zimbabwe</li> <li>Touring national strategic reserve institutions</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>ICT tools</li> <li>Resource person</li> <li>Related literature</li> <li>Specialised learning materials</li> </ul>

		<ul style="list-style-type: none"> <li>• The role of national strategic reserve institutions in Zimbabwe</li> <li>• National strategic reserve institutions:             <ul style="list-style-type: none"> <li>- Zimbabwe Electricity Transmission and Distribution Company</li> <li>- Reserve Bank of Zimbabwe</li> <li>- Zimbabwe National Water Authority</li> <li>- Grain Marketing Board</li> <li>- National Parks and Wildlife Management Authority</li> </ul> </li> </ul>		
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**8.32 GRADE 5 TOPIC 4: WORK AND LEISURE**

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
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	<b>Pupils should be able to:</b>	<b>(skills, knowledge, values, attitudes and positive dispositions)</b>		
<b>Enterprise activities</b>	<ul style="list-style-type: none"> <li>• identify enterprise activities</li> <li>• explain the importance of enterprise activities</li> <li>• create enterprise activities</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise activities such as:                             <ul style="list-style-type: none"> <li>- poultry</li> <li>- piggery</li> <li>- mining</li> <li>- Farming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing enterprise activities</li> <li>• Stating the importance of enterprise activities</li> <li>• Exploring enterprise activities</li> <li>• Participating in enterprise activities</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Pictures</li> <li>• ICT Tools</li> <li>• Small Business Unit</li> </ul>
<b>Work and leisure in the past and present</b>	<ul style="list-style-type: none"> <li>• list work and leisure activities in the past and present</li> <li>• describe work and leisure</li> </ul>	<ul style="list-style-type: none"> <li>• Work and leisure activities in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on work and leisure activities in the past and present</li> <li>• Show casing different work and</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Models</li> <li>• ICT Tools</li> <li>• Literature</li> </ul>

	activities done in the past and present		leisure activities in the local environment <ul style="list-style-type: none"> <li>• Comparing work and leisure activities in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• Traditional and Contemporary Games</li> </ul>
<b>Productive use of leisure time</b>	<ul style="list-style-type: none"> <li>• describe productive use of leisure time</li> </ul>	<ul style="list-style-type: none"> <li>• Productive use of leisure time such as: <ul style="list-style-type: none"> <li>- Fishing</li> <li>- Hunting</li> <li>- Exercising</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying productive leisure activities</li> <li>• Discussing productive leisure activities</li> <li>• Engaging in productive leisure activities</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Local recreational places</li> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Related literature</li> </ul>

<p><b>Sport, Arts and Cultural activities</b></p>	<ul style="list-style-type: none"> <li>• name sport, arts and cultural activities</li> <li>• demonstrate different sport, arts and cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>• Sporting activities                             <ul style="list-style-type: none"> <li>- soccer</li> <li>-netball</li> <li>-cricket</li> </ul> </li> <li>• Arts                             <ul style="list-style-type: none"> <li>- painting</li> <li>- dance</li> <li>- music</li> </ul> </li> <li>• Cultural activities                             <ul style="list-style-type: none"> <li>-traditional music and dance</li> <li>- story telling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sport, arts and cultural activities</li> <li>• Practising sport, arts and cultural activities</li> <li>• Showcasing sport, arts and cultural activities</li> </ul>	<ul style="list-style-type: none"> <li>• Games</li> <li>• Songs</li> <li>• Dances</li> <li>• Videos</li> <li>• Pictures</li> <li>• ICT Tools</li> </ul>
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**8.33 GRADE 5 TOPIC 5 : TRANSPORT AND COMMUNICATION**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
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<p><b>Development of transport and communication</b></p>	<ul style="list-style-type: none"> <li>● outline the development of means of transport and communication</li> <li>● state indigenous and modern means of transport and communication</li> <li>● explain the importance of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>● Development of transport from wheel to space travel</li> <li>● Development of communication from smoke signal to satellite</li> <li>● Significance of modernising communication</li> <li>● Importance of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>● Discussing the development of transport and communication</li> <li>● Comparing indigenous and modern means of transport</li> <li>● Comparing indigenous and modern means of communication                             <ul style="list-style-type: none"> <li>● Debating on transport and communication issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● ICT tools</li> <li>● Pictures</li> <li>● Models</li> <li>● Toys</li> <li>● Dioramas</li> <li>● Automobiles</li> <li>● Related literature</li> </ul>
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			<ul style="list-style-type: none"> <li>• Researching on transport and communication</li> </ul>	
<b>Transportation of goods by road, rail, air and sea</b>	<ul style="list-style-type: none"> <li>• identify goods transported by road, rail, air and sea</li> <li>• describe current modes of transport</li> </ul>	<ul style="list-style-type: none"> <li>• Modes of transport                             <ul style="list-style-type: none"> <li>- road</li> <li>- rail</li> <li>- water</li> <li>- air</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing goods transported by road, rail, sea and air</li> <li>• Matching goods and appropriate mode of transport</li> <li>• Stating reasons for choosing a particular mode of transport</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Models</li> <li>• Toys</li> <li>• Dioramas</li> <li>• Automobiles</li> <li>• Related literature</li> </ul>
<b>Riding, leading, herding animals</b>	<ul style="list-style-type: none"> <li>• explain safe riding, leading and herding animals</li> <li>• identify legal requirements of riding, leading and herding animals</li> </ul>	<ul style="list-style-type: none"> <li>• Safety rules</li> <li>• Legal requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating safe riding, leading and herding animals</li> <li>• Researching on legal requirements on riding, leading and herding animals</li> <li>• Visiting sites where riding, leading or</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Models</li> <li>• Related literature</li> </ul>

			herding animals takes place	
<b>Road ports, sea ports and airports linked to Zimbabwe</b>	<ul style="list-style-type: none"> <li>list major road ports, seaports and airports linked to Zimbabwe</li> <li>locate major seaports and airports on a map</li> </ul>	<ul style="list-style-type: none"> <li>Major road ports, seaports and airports linked to Zimbabwe</li> <li>Transport network maps</li> </ul>	<ul style="list-style-type: none"> <li>Tracing road ports, seaports and airports on a map</li> <li>Naming road ports, sea ports and air ports linked to Zimbabwe</li> <li>Touring road ports, air ports and railway stations</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Maps</li> <li>Pictures</li> <li>Automobiles</li> <li>Related literature</li> </ul>
<b>Responsible use of communication systems</b>	<ul style="list-style-type: none"> <li>identify various communication systems</li> <li>describe the appropriate use of communication systems</li> </ul>	<ul style="list-style-type: none"> <li>Communication systems such as:             <ul style="list-style-type: none"> <li>phone calls</li> <li>social media</li> <li>gestures</li> <li>internet</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing various communication systems</li> <li>Researching on responsible use of</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Mass media</li> <li>Related literature</li> <li>Maps</li> </ul>

		<ul style="list-style-type: none"> <li>- face to face</li> <li>• Responsible use of communication systems</li> </ul>	<p>communication systems</p> <ul style="list-style-type: none"> <li>• Demonstrating responsible use of communication systems</li> </ul> <p><b>Note: Teachers should raise awareness on the possible dangers of modern communication systems</b></p>	
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**8.34 GRADE 5 TOPIC 6 : SHELTER**

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to:	(skills, knowledge, values, attitudes and positive dispositions)		

<p><b>Shelter and heritage sites</b></p>	<ul style="list-style-type: none"> <li>• identify heritage sites related to shelter</li> <li>• explain the importance of heritage sites related to shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites such as:             <ul style="list-style-type: none"> <li>- <i>Great Zimbabwe</i></li> <li>- <i>Khami</i></li> <li>- <i>Dhlo dhlo</i></li> <li>- <i>Matojeni</i> <ul style="list-style-type: none"> <li>- <i>Matopos</i></li> </ul> </li> </ul> </li> <li>• The importance of heritage sites related to shelter such as:             <ul style="list-style-type: none"> <li>- Preserving history and culture</li> <li>- Instilling community pride and ownership</li> <li>- Source of foreign currency</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming heritage sites related to shelter in Zimbabwe</li> <li>• Discussing the importance of heritage sites related to shelter</li> <li>• Locating the heritage sites on Zimbabwean map</li> <li>• Visiting heritage sites</li> <li>• Collecting pictures of heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Maps</li> </ul>
<p><b>Health and safety in shelter designs</b></p>	<ul style="list-style-type: none"> <li>• state conditions of health and safety in shelter designs</li> </ul>	<ul style="list-style-type: none"> <li>• Conditions of health and safety in shelter designs             <ul style="list-style-type: none"> <li>- ventilation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying health and safety considerations when</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>• explain conditions of health and safety in shelter designs</li> </ul>	<ul style="list-style-type: none"> <li>- sanitation and hygiene facilities</li> <li>- noise reduction</li> <li>- access to natural light</li> </ul>	<p>constructing shelter</p> <ul style="list-style-type: none"> <li>• Discussing the importance of health and safety in shelter designs</li> </ul>	
<p><b>Building materials suitable for constructing buildings in disaster prone areas</b></p>	<ul style="list-style-type: none"> <li>• identify building materials suitable for constructing buildings in disaster prone areas</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable materials for constructing buildings in disaster prone areas                             <ul style="list-style-type: none"> <li>- concrete</li> <li>- steel</li> <li>- bamboo</li> <li>- cement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing suitable materials for constructing buildings in disaster prone areas</li> <li>• Constructing models of buildings suitable for disaster prone areas</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Resource person</li> <li>• Related literature</li> </ul>

**8.35 GRADE 5 TOPIC 7 : GLOBAL ISSUES**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Poverty</b>	<ul style="list-style-type: none"> <li>• list causes of poverty in the community</li> <li>• identify effects of poverty in the community</li> <li>• explain ways of reducing poverty in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of poverty such as:                             <ul style="list-style-type: none"> <li>- unemployment</li> <li>- laziness</li> <li>- limited access to education</li> <li>- natural disasters</li> <li>- civil wars</li> </ul> </li> <li>• Effects of poverty such as:                             <ul style="list-style-type: none"> <li>- poor health</li> <li>- early marriages</li> <li>- school dropouts</li> <li>- increased crime</li> </ul> </li> <li>• Ways of reducing poverty such as:                             <ul style="list-style-type: none"> <li>- creating jobs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing causes of poverty in the community</li> <li>• Explaining effects of poverty in the community</li> <li>• Outlining ways of reducing poverty in the community</li> <li>• Role playing effects of poverty</li> <li>• Planning class service projects</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Posters</li> <li>• Pamphlets</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- starting income generating projects</li> <li>- access to education</li> </ul>		
<b>Pandemic diseases</b>	<ul style="list-style-type: none"> <li>• list pandemic diseases</li> <li>• explain effects of pandemic diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Pandemic diseases such as:                             <ul style="list-style-type: none"> <li>- Covid19</li> <li>- HIV and AIDS</li> <li>- Mpox</li> <li>- Ebola</li> </ul> </li> <li>• Effects of pandemic diseases in the community such as:                             <ul style="list-style-type: none"> <li>- death</li> <li>- stigma and discrimination</li> <li>- poverty</li> <li>- increase in child headed families</li> <li>- travel restrictions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating pandemic diseases</li> <li>• Discussing effects of pandemic diseases</li> <li>• Researching on the prevention of pandemic diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> <li>• Posters</li> <li>• Pamphlets</li> <li>• Resource person</li> <li>• Related literature</li> </ul>
<b>Pollution</b>	<ul style="list-style-type: none"> <li>• identify types of pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Types of pollution                             <ul style="list-style-type: none"> <li>- air pollution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing types of pollution</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• ICT tools</li> </ul>

	<ul style="list-style-type: none"> <li>state causes of pollution</li> <li>explain the effects of pollution on the environment</li> </ul>	<ul style="list-style-type: none"> <li>water pollution</li> <li>land pollution</li> <li>noise pollution</li> </ul> <ul style="list-style-type: none"> <li>Causes of pollution</li> <li>Effects of pollution</li> </ul>	<ul style="list-style-type: none"> <li>Discussing causes of pollution</li> <li>Researching on the effects of pollution on the environment</li> <li>Exploring the school surroundings identifying evidence of pollution</li> </ul>	<ul style="list-style-type: none"> <li>Posters</li> <li>Pamphlets</li> <li>Related literature</li> </ul>
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### 8.36 GRADE 5 TOPIC 8: MANAGING AND COPING WITH CHANGES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Puberty</b> <b>Understanding menstruation</b>	<ul style="list-style-type: none"> <li>describe changes associated with menstruation</li> <li>state ways of managing changes</li> </ul>	<ul style="list-style-type: none"> <li>Changes associated with menstruation:                             <ul style="list-style-type: none"> <li>menstrual cycle</li> <li>physical changes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining changes associated with menstruation</li> </ul>	<ul style="list-style-type: none"> <li>Pictures</li> <li>Diagram of menstrual cycle</li> <li>Resource persons</li> <li>Videos</li> </ul>

	<p>associated with menstruation</p>	<ul style="list-style-type: none"> <li>- emotional changes</li> <li>- stomach cramps/jeko/isilumo</li> <li>• Ways of managing changes associated with menstruation             <ul style="list-style-type: none"> <li>- personal hygiene</li> <li>- seeking medication</li> <li>- diet</li> <li>- counselling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying ways of managing changes associated with menstruation</li> <li>• Stating ways in which boys can support girls during menstruation</li> <li>• Making re-usable pads</li> </ul>	<ul style="list-style-type: none"> <li>• Pit or Blair toilet</li> <li>• Incinerator</li> <li>• Related literature</li> </ul>
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### 8.37 GRADE 5 TOPIC 9: SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Ubuntu/Unhu/Vumunhu</b>	<ul style="list-style-type: none"> <li>outline principles of Ubuntu/Unhu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>Principles of Ubuntu/Unhu/Vumunhu such as:                             <ul style="list-style-type: none"> <li>- respect</li> <li>- compassion</li> <li>- interconnectedness</li> <li>- empathy</li> <li>- forgiveness and mutual exchange</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing the principles of Ubuntu/Unhu/Vumunhu</li> <li>Researching on principles of Ubuntu/Unhu/Vumunhu</li> <li>Dramatising the principles of Ubuntu/Unhu/Vumunhu</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Pictures</li> <li>Recorded audios and videos</li> </ul>

**8.38 GRADE 5 TOPIC 10: ENTITLEMENTS /RIGHTS AND RESPONSIBILITIES**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Citizen Rights and Responsibilities</b>	<ul style="list-style-type: none"> <li>• define a citizen</li> <li>• state rights and responsibilities for citizens</li> <li>• distinguish between rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Rights and responsibilities of citizens</li> <li>• The difference between rights and responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>• Describing a citizen</li> <li>• Discussing on rights and responsibilities of citizens</li> <li>• Explaining the difference between rights and responsibilities</li> <li>• Role playing on rights and responsibilities of citizens</li> </ul>	<ul style="list-style-type: none"> <li>• ICT Tools</li> <li>• Constitution of Zimbabwe</li> <li>• Related literature</li> <li>• Recorded audios and videos</li> </ul>
<b>Violation of rights</b>	<ul style="list-style-type: none"> <li>• identify people whose rights are likely to be violated</li> </ul>	<ul style="list-style-type: none"> <li>• People whose rights are likely to be violated: - children</li> </ul>	<ul style="list-style-type: none"> <li>• Stating people whose rights are likely to be violated</li> </ul>	<ul style="list-style-type: none"> <li>• African Charter</li> <li>• ICT tools</li> </ul>

	<ul style="list-style-type: none"> <li>• explain ways in which people’s rights can be violated</li> <li>• describe ways of protecting the rights of citizens</li> </ul>	<ul style="list-style-type: none"> <li>- women</li> <li>- men</li> <li>- elderly</li> <li>- underprivileged</li> <li>- people with disabilities</li> <li>• Ways in which people’s rights can be violated</li> <li>• Ways of protecting the rights of citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ways in which people’s rights are violated</li> <li>• Researching on ways of protecting the rights of citizens</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Pictures</li> <li>• Recorded audios and videos</li> </ul>
<p><b>Prevention and management of incidences of bullying</b></p>	<ul style="list-style-type: none"> <li>• define bullying</li> <li>• identify types of bullying</li> <li>• state causes of bullying</li> <li>• outline ways of preventing, reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Types of bullying</li> <li>• Causes of bullying</li> <li>• Ways of preventing bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining bullying</li> <li>• Researching on the types of bullying</li> <li>• Discussing causes of bullying</li> <li>• Listing ways of preventing bullying</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Sign Language charts and dictionaries</li> <li>• Recorded audios and videos</li> </ul>

	and managing bullying			
<b>Help and Support for the abused</b>	<ul style="list-style-type: none"> <li>• identify sources of help and support for the abused</li> <li>• explain the importance of seeking help and support for the abused</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of help and support systems for the abused:                             <ul style="list-style-type: none"> <li>-Village Health Workers</li> <li>-Traditional leaders</li> <li>-Care Case Workers</li> <li>-Police Victim Friendly Unit</li> <li>-clinics</li> </ul> </li> <li>• Importance of seeking support and help from service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Listing sources of help and support systems for the abused</li> <li>• Describing the role of different service providers</li> <li>• Discussing the importance of seeking support and help from service providers</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• Related literature</li> <li>• ICT Tools</li> <li>• Videos</li> <li>• Recorded audios and videos</li> </ul>

### 8.39 GRADE 5 TOPIC 11: HEALTH

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Drug and substance abuse</b>	<ul style="list-style-type: none"> <li>state drugs and substances commonly abused</li> <li>explain effects of drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Drugs and substances commonly abused</li> <li>Effects of drugs and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Identifying drug and substances commonly abused</li> <li>Researching on the effects of drug and substance abuse</li> <li>Watching videos on drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT Tools</li> <li>Audio-Visual Materials</li> <li>Related literature</li> <li>Recorded audios and videos</li> </ul>
<b>Communicable diseases</b>	<ul style="list-style-type: none"> <li>identify communicable diseases</li> <li>state ways in which communicable diseases can spread</li> <li>list ways of preventing communicable diseases</li> <li>describe effects of communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Communicable diseases such as; COVID-19, Cholera, Typhoid, STIs, HIV and AIDS, Influenza, TB, Common Cold, Malaria</li> <li>Transmission routes of different communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Listing communicable diseases</li> <li>Discussing ways in which communicable diseases can be spread</li> <li>Explaining ways to prevent communicable diseases</li> <li>Identifying changes in daily life to prevent</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Resource persons</li> <li>ICT Tools</li> <li>Related literature</li> <li>Recorded audios and videos</li> </ul>

		<ul style="list-style-type: none"> <li>• Prevention of communicable diseases</li> <li>• Effects of communicable diseases</li> </ul>	<p>communicable diseases</p> <ul style="list-style-type: none"> <li>• Researching on effects of communicable diseases</li> </ul>	
<b>HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• define HIV and AIDS</li> <li>• explain the ways in which HIV can be transmitted</li> <li>• describe some of the ways to prevent and reduce the risk of HIV transmission</li> </ul>	<ul style="list-style-type: none"> <li>• HIV and AIDS</li> <li>• Ways that HIV can be transmitted</li> <li>• Facts and myths around HIV transmission</li> <li>• HIV prevention methods</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining HIV and AIDS</li> <li>• Discussing ways in which HIV can be transmitted</li> <li>• Identifying myths around HIV transmission</li> <li>• Discussing ways to prevent HIV transmission</li> <li>• Making a poster to provide information on HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• IEC materials</li> <li>• Videos</li> <li>• ICT Tools</li> <li>• Related literature</li> <li>• Recorded audios and videos</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>• Identify situations where First Aid is required</li> <li>• explain the importance of First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Instances where First Aid is needed such as:                             <ul style="list-style-type: none"> <li>-drowning</li> <li>-injury</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing situations where First Aid is needed</li> <li>• Researching on the importance of First Aid</li> </ul>	<ul style="list-style-type: none"> <li>• Charts</li> <li>• First aid modules</li> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>-fainting</li> <li>-bleeding</li> <li>-seizures</li> <li>• Importance of First Aid                             <ul style="list-style-type: none"> <li>- Save life</li> <li>- Prevent further harm</li> <li>- Relieve pain and suffering</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dramatising the management of a situation where First Aid is needed</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul>
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#### 8.40 GRADE 5 TOPIC 12: CAREER GUIDANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Career pathways</b>	<ul style="list-style-type: none"> <li>• define career pathways</li> <li>• identify career pathways</li> <li>• discuss learning areas leading to different careers</li> </ul>	<ul style="list-style-type: none"> <li>• Career pathways                             <ul style="list-style-type: none"> <li>-STEM</li> <li>-Visual and Performing Arts</li> <li>-Technical and Vocational Education and Training</li> <li>-Humanities</li> <li>-Commercials</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying learning areas and career pathways</li> <li>• Role playing different careers</li> <li>• Discussing career options</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Persons</li> <li>• ICT tools</li> <li>• Charts</li> <li>• Prospectus</li> <li>• Career guide</li> <li>• Related literature</li> <li>• Recorded audios and videos</li> </ul>

			<ul style="list-style-type: none"> <li>• Exploring career categories</li> <li>• Visiting different career exhibitions</li> </ul>	
<b>Financial literacy</b>	<ul style="list-style-type: none"> <li>• define financial literacy</li> <li>• state ways of earning money</li> <li>• list ways of saving money</li> </ul>	<ul style="list-style-type: none"> <li>• Financial literacy</li> <li>• Ways of earning money</li> <li>• Ways of saving money</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining financial literacy</li> <li>• Discussing ways of earning money</li> <li>• Comparing ways of saving money</li> <li>• Creating projects to make money</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Money</li> <li>• Related literature</li> <li>• Recorded audios and videos</li> </ul>

**8.41 GRADE 5 TOPIC 13 : RELIGION**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Key teachings in Indigenous religion</b>	<ul style="list-style-type: none"> <li>• identify key teachings in indigenous religion</li> <li>• explain the importance of key teachings in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Indigenous Religion such as:                             <ul style="list-style-type: none"> <li>- connection with nature and ancestors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating key teachings in Indigenous religion</li> <li>• Researching on the significance of key teachings in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Resource persons</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- family and community importance</li> <li>- respect for elders and tradition</li> <li>• Importance of key teachings</li> </ul>		<ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul>
<b>Religious artefacts in Indigenous religion</b>	<ul style="list-style-type: none"> <li>• identify religious artefacts in Indigenous religion</li> <li>• describe religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts in Indigenous religion such as:                             <ul style="list-style-type: none"> <li>- whisk</li> <li>- gourd</li> <li>- bow and arrow</li> <li>- gano (ritual axe)</li> <li>- drum</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming religious artefacts</li> <li>• Discussing religious artefacts</li> <li>• Constructing religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools</li> <li>• Recorded audios and videos</li> </ul>
<b>Attire in Indigenous religion</b>	<ul style="list-style-type: none"> <li>• identify different attire in Indigenous religion</li> <li>• describe different attire in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Different attire in Indigenous religion such as:                             <ul style="list-style-type: none"> <li>- head gear</li> <li>- beads</li> <li>- leg rattles</li> <li>- mbikiza</li> </ul> </li> <li>• Different attire</li> </ul>	<ul style="list-style-type: none"> <li>• Naming different attire</li> <li>• Researching on attire and their use</li> <li>• Constructing religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools</li> <li>• Recorded audios and videos</li> </ul>
<b>Key teachings in Christianity</b>	<ul style="list-style-type: none"> <li>• identify key teachings in Christianity</li> <li>• discuss the significance of key</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Christianity such as:                             <ul style="list-style-type: none"> <li>- love</li> <li>- forgiveness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating key teachings in Christianity</li> <li>• Researching on the significance of key</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> </ul>

	<p>teachings in Christianity</p>	<ul style="list-style-type: none"> <li>- humility</li> <li>- compassion</li> <li>- faith</li> </ul>	<p>teachings in Christianity</p>	<ul style="list-style-type: none"> <li>• Resource person                             <ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul> </li> </ul>
<p><b>Religious artefacts in Christianity</b></p>	<ul style="list-style-type: none"> <li>• identify religious artefacts in Christianity</li> <li>• describe religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts in Christianity such as:                             <ul style="list-style-type: none"> <li>- Bible</li> <li>- Cross</li> <li>- Rosary</li> <li>- chalice</li> <li>- paten</li> <li>- crucifix</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming religious artefacts</li> <li>• Discussing religious artefacts</li> <li>• Constructing religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools                             <ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul> </li> </ul>
<p><b>Attire in Christianity</b></p>	<ul style="list-style-type: none"> <li>• identify different attire in Christianity</li> <li>• describe different attire in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Different attire in Christianity such as:                             <ul style="list-style-type: none"> <li>- robe</li> <li>- clerical collar</li> <li>- mitre</li> <li>- rosary</li> <li>- church uniforms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming different attire</li> <li>• Researching on attire and their use</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools                             <ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul> </li> </ul>
<p><b>Key teachings in Islam</b></p>	<ul style="list-style-type: none"> <li>• identify key teachings in Islam</li> <li>• explain the importance of key teachings in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Islam such as:                             <ul style="list-style-type: none"> <li>- shaada</li> <li>- prayer</li> <li>- fasting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating key teachings in Islam</li> <li>• Researching on the significance of key teachings in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> </ul>

		<ul style="list-style-type: none"> <li>- charity</li> <li>- pilgrimage</li> <li>• Importance of key teachings</li> </ul>		<ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul>
<b>Religious artefacts in Islam</b>	<ul style="list-style-type: none"> <li>• identify religious artefacts in Islam</li> <li>• describe religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Artefacts in Islam such as:                             <ul style="list-style-type: none"> <li>- Koran/Quran</li> <li>- Koran stand (rehal)</li> <li>- prayer beads</li> <li>- prayer mat</li> <li>-hijab</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming religious artefacts</li> <li>• Discussing religious artefacts</li> <li>• Constructing religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools</li> <li>• Recorded audios and videos</li> </ul>
<b>Attire in Islam</b>	<ul style="list-style-type: none"> <li>• identify different attire in Islam</li> <li>• describe different attire in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Different attire in Islam such as:                             <ul style="list-style-type: none"> <li>- hijab</li> <li>- jilbab</li> <li>- niqab</li> <li>- burqa/burka</li> <li>- thobe</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming different attire</li> <li>• Researching on attire and their use</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools</li> </ul>
<b>Key teachings in Judaism</b>	<ul style="list-style-type: none"> <li>• identify key teachings in Judaism</li> <li>• explain the importance of key teachings in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Key teachings in Judaism such as:                             <ul style="list-style-type: none"> <li>- law and tradition</li> <li>- ethical living</li> <li>- monotheism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating key teachings in Judaism</li> <li>• Researching on the importance of key teachings in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Audio books</li> </ul>

		- Sabbath observance		<ul style="list-style-type: none"> <li>Resource person</li> <li>Recorded audios and videos</li> </ul>
<b>Religious artefacts in Judaism</b>	<ul style="list-style-type: none"> <li>identify religious artefacts in Judaism</li> <li>describe religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>Artefacts in Judaism such as:                             <ul style="list-style-type: none"> <li>-menorah</li> <li>-yad</li> <li>-mezuzah</li> <li>-Torah scroll</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming religious artefacts</li> <li>Discussing religious artefacts</li> <li>Constructing religious artefacts</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Charts</li> <li>Related literature</li> <li>Resource person</li> <li>Drawing tools</li> </ul>
<b>Attire in Judaism</b>	<ul style="list-style-type: none"> <li>identify different attire in Judaism</li> <li>describe different attire in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Different attire Judaism such as:                             <ul style="list-style-type: none"> <li>- kippah (skull cap)</li> <li>- tallit</li> <li>- kittel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming different attire</li> <li>Researching on attire and their use</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Pictures</li> <li>Charts</li> </ul>

**8.42 GRADE 5 TOPIC 14 : SOCIAL SERVICES AND VOLUNTEERISM**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
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<p><b>Prominent people and organisations involved in voluntary work in the past and present at local and national level</b></p>	<ul style="list-style-type: none"> <li>• identify prominent people and organisations involved in voluntary work in the past and present</li> <li>• describe the contribution of prominent people and organisations to beneficiaries in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Prominent people and organisations involved in voluntary work at local and national level in the past and present such as                     <ul style="list-style-type: none"> <li>-Jairos Jiri</li> <li>-Sally Mugabe</li> <li>-Matthew Rusike</li> <li>- St Giles,</li> <li>- NGOs</li> <li>-Church organisations</li> </ul> </li> <li>• Contribution of prominent people and organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Collecting pictures of people and organisations involved in voluntary work</li> <li>• Discussing the role played by prominent people in the past and present</li> <li>• Researching on prominent people and organisations involved in voluntary work</li> <li>• Explaining the role played by local voluntary organisations in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Textbooks</li> <li>• Resource person</li> <li>• Related literature</li> <li>• Recorded audios and videos</li> </ul>
<p><b>Local voluntary organisations that empower the vulnerable</b></p>	<ul style="list-style-type: none"> <li>• identify local organisations that empower the vulnerable</li> <li>• explain the role of local voluntary organisations in empowering communities</li> </ul>	<ul style="list-style-type: none"> <li>• Local organisations that empower the vulnerable</li> <li>• The role of local voluntary organisations in empowering communities</li> </ul>	<ul style="list-style-type: none"> <li>• Listing local organisations that empower the vulnerable</li> <li>• Discussing the role of local voluntary organisations in empowering communities</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Recorded audios and videos</li> </ul>

			<ul style="list-style-type: none"> <li>• Collecting news, articles and pictures of assistance rendered to beneficiaries</li> <li>• Participating in voluntary activities</li> <li>• Discussing empowerment strategies</li> </ul>	
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#### 8.43 GRADE 6 TOPIC 1: IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Community contribution to the family</b>	<ul style="list-style-type: none"> <li>• identify ways in which the community contributes to the family</li> <li>• describe situations where the community contributes to the family</li> </ul>	<ul style="list-style-type: none"> <li>• Ways in which the community contributes to the family:                             <ul style="list-style-type: none"> <li>- emotional support</li> <li>- financial support</li> <li>- child care</li> <li>- errand running</li> </ul>                             such as:                             <ul style="list-style-type: none"> <li>- funerals</li> <li>- weddings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining ways in which the community contributes to the family</li> <li>• Explaining situations where the community contributes to the family</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- birthdays</li> <li>- nhimbe/ilima</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatising family gatherings and events attended by the community</li> <li>• Researching on other family gatherings to which the community can contribute to the family</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul>
<p><b>Cultural values of motherhood and fatherhood in the pre-colonial era</b></p>	<ul style="list-style-type: none"> <li>• explain the cultural values of motherhood and fatherhood in pre-colonial era</li> </ul>	<ul style="list-style-type: none"> <li>• Cultural values of motherhood in pre-colonial era such as:                             <ul style="list-style-type: none"> <li>- caring for the family</li> <li>- giving birth</li> <li>- raising children</li> <li>- teaching good moral values</li> </ul> </li> <li>• Cultural values of fatherhood in pre-colonial era such as:                             <ul style="list-style-type: none"> <li>- protecting the family</li> <li>- providing for the family</li> <li>- instilling discipline</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing taboos associated with motherhood</li> <li>• Discussing norms and cultural values protecting motherhood</li> <li>• Listing cultural roles and responsibilities associated with fatherhood</li> <li>• Discussing cultural norms and values</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> <li>• Recorded audios and videos</li> </ul>

<p><b>Different ethnic groups of Zimbabwe and their cultures</b></p>	<ul style="list-style-type: none"> <li>list ethnic groups and cultures found in Zimbabwe</li> <li>explain the significance of cultural practices of different ethnic groups</li> </ul>	<ul style="list-style-type: none"> <li>Ethnic groups in Zimbabwe</li> <li>Significance of cultural practices of different ethnic groups</li> </ul>	<p>protecting fatherhood</p> <ul style="list-style-type: none"> <li>Listing ethnic groups found in Zimbabwe</li> <li>Identifying cultures of different ethnic groups</li> <li>Explaining the significance of cultural practices of different ethnic groups</li> <li>Performing a cultural dance of their choice</li> </ul>	<ul style="list-style-type: none"> <li>Models</li> <li>Pictures</li> <li>Related literature</li> <li>Resource person</li> <li>ICT tools</li> <li>Cultural artefacts</li> </ul>
<p><b>Preservation of cultural identity</b></p>	<ul style="list-style-type: none"> <li>define cultural identity</li> <li>list key elements of cultural identity</li> <li>explain ways of preserving cultural identity</li> </ul>	<ul style="list-style-type: none"> <li>Cultural identity</li> <li>Key elements of cultural identity:                     <ul style="list-style-type: none"> <li>Tangible elements                             <ul style="list-style-type: none"> <li>-heritage sites</li> <li>-traditional attire</li> <li>-cuisine (food, drinking and cooking methods)</li> </ul> </li> <li>Intangible elements                             <ul style="list-style-type: none"> <li>-music and dance</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Defining cultural identity</li> <li>Listing key elements of cultural identity</li> <li>Discussing ways of preserving cultural identity</li> <li>Researching on businesses</li> </ul>	<ul style="list-style-type: none"> <li>Models</li> <li>Pictures</li> <li>Related literature</li> <li>Resource person</li> <li>ICT tools</li> <li>Specialised learning materials</li> </ul>

		-language -folklore	promoting cultural identity Preparing a traditional dish of their choice	<ul style="list-style-type: none"> <li>• Cultural artefacts</li> </ul>
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#### 8.44 GRADE 6 TOPIC 2 : NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Systems of governance</b>	<ul style="list-style-type: none"> <li>• identify systems of governance</li> <li>• compare democracy and autocracy</li> </ul>	<ul style="list-style-type: none"> <li>• Systems of governance: -egalitarian -democracy -autocracy</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing democracy and autocracy</li> <li>• Identifying major characteristics of egalitarian, democracy and autocracy systems of governance</li> <li>• Distinguishing between democracy and autocracy</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Constitution of Zimbabwe</li> <li>• Recorded audios and videos</li> </ul>

			<ul style="list-style-type: none"> <li>• Role playing leadership characteristics of different systems of governance</li> </ul>	
<p><b>Structures and functions of the central government</b></p>	<ul style="list-style-type: none"> <li>• identify the structure of the central government</li> <li>• explain the functions of the arms of government</li> </ul>	<ul style="list-style-type: none"> <li>• Structure of the central government                             <ul style="list-style-type: none"> <li>- Executive</li> <li>- Legislature</li> <li>- Judiciary</li> </ul> </li> <li>• Functions of the arms of government:                             <ul style="list-style-type: none"> <li>- Administration</li> <li>- Law making</li> <li>- Law enforcement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming arms of the government</li> <li>• Discussing the functions of the arms of government</li> <li>• Drawing the organisational structure of central government</li> <li>• Naming ministries of government</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Constitution of Zimbabwe</li> <li>• Recorded audios and videos</li> </ul>
<p><b>Colonisation of Zimbabwe</b></p>	<ul style="list-style-type: none"> <li>• explain the reasons for the colonisation of Zimbabwe</li> <li>• describe how Zimbabwe was colonised</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for the colonisation of Zimbabwe</li> <li>• How Zimbabwe was colonised</li> </ul>	<ul style="list-style-type: none"> <li>• Defining colonisation</li> <li>• Discussing the reasons for colonisation</li> <li>• Explaining how Zimbabwe was colonised</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Charts</li> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> </ul>

			<ul style="list-style-type: none"> <li>• Role playing the colonisation of Zimbabwe</li> <li>• Watching videos on the colonisation of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Constitution of Zimbabwe</li> <li>• Recorded audios and videos</li> </ul>
<p><b>The liberation history of Zimbabwe -First Chimurenga</b></p>	<ul style="list-style-type: none"> <li>• outline the causes of the First Chimurenga/Umvukela</li> <li>• describe the course of the First Chimurenga/Umvukela</li> <li>• describe the role played by spirit mediums in the First Chimurenga/Umvukela</li> <li>• identify heroes and heroines of the First Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>• Causes of the First Chimurenga/Umvukela</li> <li>• Course</li> <li>• The role played by spirit mediums in the First Chimurenga/Umvukela</li> <li>• Heroes/Heroines of the First Chimurenga/Umvukela such as <ul style="list-style-type: none"> <li>-Mbuya Nehanda</li> <li>-Sekuru Kaguvi</li> <li>-Mukwati</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Explaining the causes and the course of the First Chimurenga/Umvukela</li> <li>• Describing the role of spirit mediums in the First Chimurenga/Umvukela</li> <li>• Naming the heroes and heroines of the First Chimurenga/Umvukela</li> <li>• Explaining the roles of the heroes and</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Charts</li> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Constitution of Zimbabwe</li> <li>• Recorded audios and videos</li> </ul>

			<p>heroines of the First Chimurenga/Umvukela</p> <ul style="list-style-type: none"> <li>Assessing the results of the First Chimurenga/Umvukela</li> </ul>	
<p><b>The Liberation history of Zimbabwe -Second Chimurenga</b></p>	<ul style="list-style-type: none"> <li>outline the causes of the Second Chimurenga/Umvukela</li> <li>describe the course of the Second Chimurenga/Umvukela</li> <li>describe the role played by spirit mediums in the Second Chimurenga/Umvukela</li> <li>identify heroes and heroines of the second chimurenga</li> </ul>	<ul style="list-style-type: none"> <li>Causes of the second Chimurenga/Umvukela:</li> <li>Course</li> <li>Role of spirit mediums</li> <li>Heroes/Heroines of the Second Chimurenga/Umvukela such as                     <ul style="list-style-type: none"> <li>-Joshua Nkomo</li> <li>-Hebert Chitepo</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the causes and the course of the Second Chimurenga/Umvukela</li> <li>Describing the role of spirit mediums in the Second Chimurenga/Umvukela</li> <li>Naming the heroes and heroines of the Second Chimurenga/Umvukela</li> </ul>	<ul style="list-style-type: none"> <li>Maps</li> <li>Charts</li> <li>Pictures</li> <li>Resource person</li> <li>Related literature</li> <li>ICT tools</li> <li>Recorded audios and videos</li> <li>Constitution of Zimbabwe</li> </ul>

<p><b>National symbols and celebrations</b></p>	<ul style="list-style-type: none"> <li>• identify national symbols and celebrations</li> <li>• explain the importance of symbols and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• National symbols             <ul style="list-style-type: none"> <li>- Coat of Arms</li> </ul> </li> <li>• Celebrations             <ul style="list-style-type: none"> <li>- Independence</li> <li>- Heroes day</li> <li>- Defence forces day</li> <li>- Unity day</li> </ul> </li> <li>• The importance of symbols and celebrations             <ul style="list-style-type: none"> <li>- Identity</li> <li>- Unity</li> <li>- Patriotism</li> <li>- Self governance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming national symbols and national celebrations</li> <li>• Discussing the significance of national symbols and celebrations</li> <li>• Explaining features national symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Models</li> <li>• Dioramas</li> <li>• National flag</li> <li>• National Coat of arms</li> <li>• Zimbabwe bird</li> <li>• Pictures</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> <li>• Textbooks</li> <li>• Constitution of Zimbabwe</li> </ul>
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### 8.45 GRADE 6 TOPIC 3 : HERITAGE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Courtship practices of different cultural groups</b>	<ul style="list-style-type: none"> <li>list indigenous courtship practices</li> <li>explain the role of some family members in courtship</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous courtship practices</li> <li>Role of some family members in courtship</li> </ul>	<ul style="list-style-type: none"> <li>Discussing indigenous courtship practices</li> <li>Dramatising indigenous courtship practices</li> <li>Discussing the role of other family members in courtship</li> </ul>	<ul style="list-style-type: none"> <li>Resource person</li> <li>Pictures</li> <li>ICT tools</li> <li>Related literature</li> </ul>
<b>Indigenous marriage practices</b>	<ul style="list-style-type: none"> <li>describe indigenous marriage practices</li> </ul>	<ul style="list-style-type: none"> <li>Related ceremonies in our different cultural groups</li> </ul>	<ul style="list-style-type: none"> <li>Analyzing types of marriage ceremonies in Zimbabwe</li> <li>Dramatizing marriages ceremonies</li> </ul>	Resource person Pictures ICT tools <ul style="list-style-type: none"> <li>Specialised learning materials</li> <li>Culture centre</li> </ul>

<p><b>Age of consent to sex and marriage</b></p>	<ul style="list-style-type: none"> <li>• explain the concept of consent</li> <li>• state the importance of adhering to the age of consent to sex and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Legal age of consent</li> <li>• The importance of adhering to the age of consent to sex and marriage:             <ul style="list-style-type: none"> <li>- protects minors from exploitation</li> <li>- promotes access to education</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the concept of consent</li> <li>• Researching on the importance of adhering to the age of consent to sex and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• ICT tools</li> <li>• Related literature</li> <li>• Constitution of Zimbabwe</li> </ul>
<p><b>Heirship in the family</b></p>	<ul style="list-style-type: none"> <li>• define heirship</li> <li>• explain heirship in the family</li> <li>• describe heirship processes in the family</li> <li>• justify equality between males and females in heirship</li> </ul>	<ul style="list-style-type: none"> <li>• Heirship</li> <li>• Heirship in the family</li> <li>• Heirship processes in the family</li> <li>• equality between males and females in heirship</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining heirship</li> <li>• Discussing heirship in the family</li> <li>• Researching on heirship process</li> <li>• Dramatising heirship processes</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• ICT tools</li> <li>• Related literature</li> </ul>

**8.46 GRADE 6 TOPIC 4 : WORK AND LEISURE**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>Employment creation in Zimbabwe</b></p>	<ul style="list-style-type: none"> <li>• identify ways of creating employment in Zimbabwe</li> <li>• describe ways of creating employment</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of creating employment in Zimbabwe such as:                             <ul style="list-style-type: none"> <li>- income generating projects</li> <li>- arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing ways of creating employment in Zimbabwe</li> <li>• Discussing ways of creating employment in Zimbabwe</li> <li>• Exploring new ways of creating employment</li> <li>• Creating income generating projects</li> </ul>	<p>ICT Tools Related literature Pictures Resource Persons</p>

<p><b>Tourism in Zimbabwe</b></p>	<ul style="list-style-type: none"> <li>• identify major tourist destinations in Zimbabwe</li> <li>• explain the importance of tourism in Zimbabwe</li> <li>• describe indigenous ways of preserving tourist destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Major tourist destinations in Zimbabwe such as:             <ul style="list-style-type: none"> <li>- Victoria falls</li> <li>- national parks</li> <li>- national monuments</li> <li>- recreational parks</li> </ul> </li> <li>• The importance of tourism in Zimbabwe</li> <li>• Indigenous ways of preserving tourist destinations</li> </ul>	<ul style="list-style-type: none"> <li>• Listing major tourist destinations in Zimbabwe</li> <li>• Identifying major tourist destinations in Zimbabwe</li> <li>• Visiting tourist destinations in Zimbabwe</li> <li>• Discussing the importance of tourism in Zimbabwe</li> <li>• Explaining taboos and spiritual beliefs related to preservation of tourist destinations</li> </ul>	<p>Zimbabwean map ICT Tools Related literature Pictures</p>
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			<ul style="list-style-type: none"> <li>• Creating a model tourist resort at school</li> </ul>	
<b>Responsibility at work</b>	<ul style="list-style-type: none"> <li>• outline individual responsibilities at work</li> <li>• explain the importance of responsibility at work</li> </ul>	<ul style="list-style-type: none"> <li>• Responsibilities at work such as:                             <ul style="list-style-type: none"> <li>- observing safety rules</li> <li>- punctuality</li> <li>- honesty</li> <li>- hard work</li> </ul> </li> <li>• Importance of being responsible at work</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing responsibilities at work</li> <li>• Researching on the importance of being responsible at work</li> </ul>	ICT Tools Resource persons Related literature Videos Pictures

**8.47 GRADE 6 TOPIC 5: TRANSPORT AND COMMUNICATION**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>The importance of transport, communication and ICTs</b>	<ul style="list-style-type: none"> <li>• state the importance of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>• The importance of transport and communication                             <ul style="list-style-type: none"> <li>- Emergency response</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the importance of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the role of ICTs in communication</li> </ul>	<ul style="list-style-type: none"> <li>- Job creation</li> <li>- mail and parcel delivery</li> <li>- global connectivity</li> <li>• The role of ICTs in communication             <ul style="list-style-type: none"> <li>- instant connectivity</li> <li>- accessibility of information</li> <li>- quick spread of information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing the role of ICT in communication</li> <li>• Using ICTs in communication</li> </ul>	
<p><b>Modes of transport and communication</b></p>	<ul style="list-style-type: none"> <li>• state different modes of transport</li> <li>• identify different modes of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Modes of transport             <ul style="list-style-type: none"> <li>- road</li> <li>- air</li> <li>- water</li> <li>- rail</li> <li>- pipe line</li> </ul> </li> <li>• Modes of communication such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Listing different modes of transport</li> <li>• Discussing different modes of communication</li> <li>• Researching on the importance of the different modes of</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- verbal</li> <li>- non-verbal</li> <li>- written</li> <li>- visual</li> </ul>	transport and communication	
<b>Road signs, signals and markings</b>	<ul style="list-style-type: none"> <li>• identify various road signs, signals and markings</li> <li>• explain the importance of observing road signs, signals and markings</li> </ul>	<ul style="list-style-type: none"> <li>• Road signs, signals and markings</li> <li>• Importance of observing road signs, signals and markings</li> </ul>	<ul style="list-style-type: none"> <li>• Naming road signs, signals and markings</li> <li>• Drawing road signs, signals and markings</li> <li>• Discussing the meaning of various road signs, signals and markings</li> <li>• Researching on the importance of road signs, signals and markings</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Pictures</li> <li>• Model road</li> <li>• Signs, signals and markings</li> <li>• Recorded videos and audios</li> <li>• Highway code</li> </ul>
<b>Transport and communication links with other countries</b>	<ul style="list-style-type: none"> <li>• outline Zimbabwe's transport and communication links with other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Zimbabwe's transport and communication links</li> <li>• Ports of entry in Zimbabwe: Road ports                             <ul style="list-style-type: none"> <li>- Beitbridge</li> <li>- Chirundu</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying Zimbabwe's transport and communication links with other countries</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Maps or atlases</li> <li>• Related literature</li> </ul>

		<ul style="list-style-type: none"> <li>- Nyamapanda</li> <li>- Forbes</li> </ul> <p>Air ports</p> <ul style="list-style-type: none"> <li>- Robert Mugabe international airport</li> <li>- Joshua Mqabuko Nkomo International air port</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing Zimbabwe’s transport and communication links with other countries</li> <li>• Locating ports of entry on the map</li> <li>• Visiting ports of entry in Zimbabwe</li> </ul>	
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**8.48 GRADE 6 TOPIC 6 : SHELTER**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Development of settlements in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• identify factors that led to development of settlements in Zimbabwe</li> <li>• state types of settlements</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that led to development of settlements in Zimbabwe</li> <li>• Settlements: -villages</li> </ul>	<ul style="list-style-type: none"> <li>• Listing factors that led to designs of early settlements</li> <li>• Identifying types of settlements</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>

		<ul style="list-style-type: none"> <li>-rural service centres</li> <li>-growth points</li> <li>-towns and cities</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing major developments of settlements in Zimbabwe</li> </ul>	
<p><b>Siting of shelter in rural and urban areas</b></p>	<ul style="list-style-type: none"> <li>• state the different uses of land in relation to shelter in rural and urban areas</li> <li>• outline factors influencing the siting of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Rural and urban land use:                             <ul style="list-style-type: none"> <li>-industrial</li> <li>-residential</li> <li>-farming</li> <li>-mining</li> </ul> </li> <li>• Factors influencing the siting of shelter such as:                             <ul style="list-style-type: none"> <li>-availability of land</li> <li>-type of shelter</li> <li>-use of shelter</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing uses of land in relation to shelter</li> <li>• Conducting educational tours to observe different land uses</li> <li>• Stating factors which influence siting of shelter</li> <li>• Studying and interpreting settlement maps</li> </ul>	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>
<p><b>Disaster and risk management</b></p>	<ul style="list-style-type: none"> <li>• identify disasters that affect shelter</li> <li>• explain ways of reducing disasters on shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Disasters that affect shelter:                             <ul style="list-style-type: none"> <li>-<i>storm</i></li> <li><i>Floods</i></li> <li><i>Veld fire</i></li> <li><i>Lightning</i></li> <li><i>cyclones</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Stating disasters that affect shelter</li> <li>• Explaining disasters that affect shelter</li> <li>• Discussing ways of reducing</li> </ul>	<ul style="list-style-type: none"> <li>• Mass media</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>

		<ul style="list-style-type: none"> <li>• Ways of reducing disasters on shelter:                             <ul style="list-style-type: none"> <li>- wind breaks</li> <li>- raised shelter</li> <li>- avoid building flood prone areas</li> <li>- choose elevated location</li> <li>- regular structural inspection</li> </ul> </li> </ul>	disasters on shelter	<ul style="list-style-type: none"> <li>• Specialised learning materials</li> </ul>
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#### 8.49 GRADE 6 TOPIC 7 : GLOBAL ISSUES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Disasters and disaster management</b>	<ul style="list-style-type: none"> <li>• identify natural and human induced disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Natural disasters</li> <li>• Human induced disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing natural and human induced disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the effects of natural and human induced disasters on the socio-economic environment</li> <li>• describe ways of managing disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Effects of disasters on the socio-economic environment</li> <li>• Ways of managing disasters                     <ul style="list-style-type: none"> <li>-drills</li> <li>- emergency plans</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Classifying disasters into natural and human induced disasters</li> <li>• Researching on the effects of disasters on the socio-economic environment</li> <li>• Practising disaster preparedness plans through drills</li> <li>• Designing a disaster preparedness plan for the class</li> </ul>	
<p><b>Information and communication technology development</b></p>	<ul style="list-style-type: none"> <li>• trace the development of ICT</li> <li>• explain the positive and negative impact of ICT on the people's way of life</li> </ul>	<ul style="list-style-type: none"> <li>• Information and Communication Technology in the past and present:                     <ul style="list-style-type: none"> <li>-<i>typewriters</i></li> <li>-<i>black and white television</i></li> <li>-<i>satellite dishes</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing forms of ICT</li> <li>• Comparing past and present technological developments</li> <li>• Discussing the positive and</li> </ul>	<ul style="list-style-type: none"> <li>• Models</li> <li>• Mass media</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>

		<p><i>-landline telephone</i> <i>-cell phone</i></p> <ul style="list-style-type: none"> <li>• Effects of ICT</li> <li>• Advantages and disadvantages of ICT</li> </ul>	<p>negative effects of technology</p> <ul style="list-style-type: none"> <li>• Suggesting ways of mitigating the negative effects of technology</li> </ul>	<ul style="list-style-type: none"> <li>• Specialised learning materials</li> <li>• Equipment</li> </ul>
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**8.50 GRADE 6 TOPIC 8: MANAGING AND COPING WITH CHANGES**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Peer influence</b>	<ul style="list-style-type: none"> <li>• explain peer influence</li> <li>• state the advantages and disadvantages of peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• Peer influence</li> <li>• Advantages and disadvantages of peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing peer influence</li> <li>• Researching on advantages and</li> </ul>	<ul style="list-style-type: none"> <li>• Storybooks</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Recorded audios and videos</li> </ul>

			<p>disadvantages of peer influence</p> <ul style="list-style-type: none"> <li>• Reflecting on personal experiences of peer influence</li> </ul>	
<p><b>Managing peer influence</b></p>	<ul style="list-style-type: none"> <li>• identify ways to cope with peer influence</li> <li>• demonstrate ways to resist peer influence</li> <li>• explain the importance of responsible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Peer influence</li> <li>• Ways to manage peer influence</li> <li>• Importance of responsible behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining peer influence</li> <li>• Identifying ways to manage peer influence</li> <li>• Role playing and practising resisting peer influence</li> <li>• Outlining the importance of responsible behaviour</li> <li>• Discussing the impact of peer influence on risky behaviour, including early sexual activity</li> </ul>	<ul style="list-style-type: none"> <li>• Story books</li> <li>• Pictures</li> <li>• Recorded audios and videos</li> <li>• ICT tools</li> <li>• Resource persons</li> </ul>

**8.51 GRADE 6 TOPIC 9 : SOCIAL ETIQUETTE**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Norms and values</b>	<ul style="list-style-type: none"> <li>● define norms and values</li> <li>● identify norms and values in the community</li> <li>● describe how norms influence behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● Norms and values</li> <li>● Norms and values in the community such as:                             <ul style="list-style-type: none"> <li>- use of polite language and tone</li> <li>- listen actively and show interest</li> <li>- punctuality and reliability</li> <li>- gratitude and appreciation</li> </ul> </li> <li>● How norms influence behaviour such as:                             <ul style="list-style-type: none"> <li>- regulate behaviour</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Explaining norms and values</li> <li>● Discussing accepted norms and values community</li> <li>● Researching on how norms and values influence behaviour</li> </ul>	<ul style="list-style-type: none"> <li>● ICT tools</li> <li>● Newspaper articles</li> <li>● Recorded audios and videos</li> <li>● Resource person</li> </ul>

		<ul style="list-style-type: none"><li>- enforce conformity</li><li>- influence decision making</li><li>- reinforcement of good behaviour</li><li>- adaptation</li></ul>		
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**8.52 GRADE 6 TOPIC 10 : ENTITLEMENT /RIGHTS AND RESPONSIBILITIES**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Law making processes in Zimbabwe</b>	<ul style="list-style-type: none"> <li>describe stages in the law making process in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Law making process:                             <ul style="list-style-type: none"> <li>- motion</li> <li>- bill (House of Assembly and Senate)</li> <li>- Act or Law</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing stages in the law making process</li> <li>Explaining the role of legislature in the law making process</li> <li>Researching on the law making process</li> </ul>	<ul style="list-style-type: none"> <li>Constitution of Zimbabwe</li> <li>Pictures</li> <li>ICT Tools</li> <li>Resource persons</li> <li>Recorded audios and videos</li> <li>Related literature</li> </ul>
<b>Gender stereo types And Rights</b>	<ul style="list-style-type: none"> <li>identify common stereo types in the community</li> <li>state the effects of gender</li> </ul>	<ul style="list-style-type: none"> <li>Common gender stereo types:                             <ul style="list-style-type: none"> <li>-labelling</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing common stereo types in the community</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>Related literature</li> <li>ICT tools</li> </ul>

	<p>stereotypes on rights</p>	<ul style="list-style-type: none"> <li>• Effects of gender stereotypes on Rights</li> </ul>	<ul style="list-style-type: none"> <li>• Describing effects of gender stereotypes on rights</li> <li>• Participating in awareness campaigns against gender stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Pamphlets</li> <li>• Pictures</li> <li>• Recorded audios and videos</li> </ul>
<p><b>Equity at the work place</b></p>	<ul style="list-style-type: none"> <li>• define gender equity</li> <li>• describe the importance of gender equity at the work place</li> </ul>	<ul style="list-style-type: none"> <li>• Gender equity</li> <li>• Importance of gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining gender equity</li> <li>• Discussing the importance of gender equity</li> <li>• Debating on gender equity issues</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Pictures</li> <li>• Related Literature</li> </ul>

<p><b>Consumer rights</b></p>	<ul style="list-style-type: none"> <li>• identify consumer rights</li> <li>• interpret consumer rights</li> <li>• explain the importance of consumer rights</li> </ul>	<ul style="list-style-type: none"> <li>• Consumer rights such as:             <ul style="list-style-type: none"> <li>- The right to choose goods and services</li> <li>- The right to know composition and expiry dates</li> <li>- The right to know the side effects of products</li> </ul> </li> <li>• Importance of consumer rights</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing consumer rights</li> <li>• Explaining consumer rights</li> <li>• Researching on the importance of consumer rights</li> <li>• Collecting empty packaging materials</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Empty packaging materials</li> <li>• Recorded audios and videos</li> </ul>
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### 8.53 GRADE 6 TOPIC 11: HEALTH

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Environmental hygiene</b>	<ul style="list-style-type: none"> <li>• identify type of waste in the community</li> <li>• list effects of polluting the environment</li> <li>• describe ways of maintaining environmental hygiene</li> <li>• explain ways of managing waste</li> </ul>	<ul style="list-style-type: none"> <li>• Waste in the community</li> <li>• Effects of polluting the environment</li> <li>• Environmental hygiene</li> <li>• Waste management</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ways of maintaining environmental hygiene</li> <li>• Investigating effects of polluting the environment in the local community</li> <li>• Describing ways of managing waste</li> <li>• Creating eco-friendly products from waste material</li> <li>• Making designs using waste material</li> <li>• Participating in clean up campaigns</li> <li>• Designing posters</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Charts</li> <li>• Media</li> <li>• Resource persons</li> <li>• Models</li> <li>• ICT Tools</li> <li>• Related literature</li> <li>• Recorded audios and videos</li> </ul>
<b>Drug and substance abuse</b>	<ul style="list-style-type: none"> <li>• state drugs and substances commonly</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs and substances commonly abused</li> </ul>	<ul style="list-style-type: none"> <li>• Naming types of drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Pictures</li> <li>• Rehabilitation centres</li> </ul>

	<p>abused in the locality</p> <ul style="list-style-type: none"> <li>• identify reasons young people abuse drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons young people abuse drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on reasons young people abuse drugs and substances</li> <li>• Visiting rehabilitation centres</li> <li>• Designing posters to raise awareness on effects of drug and substance abuse</li> <li>• Composing songs on drug and substance abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded audios and videos</li> </ul>
<b>Sexually transmitted infections</b>	<ul style="list-style-type: none"> <li>• identify the signs and symptoms of sexually transmitted infections (STIs)</li> <li>• explain the importance of seeking early treatment for STIs</li> </ul>	<ul style="list-style-type: none"> <li>• Signs and symptoms of sexually transmitted infections (STIs)</li> <li>• The importance of seeking early treatment for STIs</li> </ul>	<ul style="list-style-type: none"> <li>• Listing common signs and symptoms of STIs</li> <li>• Discussing the importance of seeking early treatment for STIs</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Pictures</li> <li>• Videos</li> <li>• Pamphlets</li> </ul>
<b>Non communicable diseases</b>	<ul style="list-style-type: none"> <li>• identify signs and symptoms of non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Signs and symptoms of non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing signs and symptoms of non-communicable diseases</li> <li>• Exploring ways of preventing non-</li> </ul>	<ul style="list-style-type: none"> <li>• Resource Persons</li> <li>• ICT tools</li> <li>• Pictures</li> <li>• Videos</li> <li>• Pamphlets</li> </ul>

	<ul style="list-style-type: none"> <li>state ways of preventing and managing non-communicable diseases</li> <li>describe the effects of non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>Prevention of non-communicable diseases</li> <li>Effects of non-communicable diseases</li> </ul>	<p>communicable diseases</p> <ul style="list-style-type: none"> <li>Researching on effects of non-communicable diseases</li> <li>Visiting hospitals/clinics</li> <li>Creating a poster on effects of NCDs</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Related literature</li> </ul>
<b>HIV and AIDS</b>	<ul style="list-style-type: none"> <li>identify stigma and discrimination behaviour</li> <li>state myths and misconceptions on HIV and AIDS</li> <li>explain the consequences of stigma and discrimination around HIV</li> </ul>	<ul style="list-style-type: none"> <li>Stigma and discrimination</li> <li>Myths and misconceptions about HIV and AIDS</li> <li>Consequences of stigma and discrimination around HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>Discussing stigma and discrimination behaviours</li> <li>Clarifying myths and misconceptions about living with HIV</li> <li>Researching on the consequences of stigma and discrimination on people living with HIV and AIDS (PLHIV)</li> <li>Role playing ways of supporting PLHIV</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT Tools</li> <li>Braille materials</li> <li>Talking books</li> <li>Sign Language materials</li> <li>Pictures</li> <li>Videos</li> <li>Media</li> <li>Pamphlets</li> </ul>
<b>First Aid</b>	<ul style="list-style-type: none"> <li>apply First Aid skills to different situations</li> <li>state precautions to take when dealing</li> </ul>	<ul style="list-style-type: none"> <li>Situations requiring First Aid</li> <li>Basic First Aid skills</li> </ul>	<ul style="list-style-type: none"> <li>Practising basic First Aid skills</li> </ul>	<ul style="list-style-type: none"> <li>Resource Persons</li> <li>ICT tools materials</li> </ul>

	with people who are injured	<ul style="list-style-type: none"> <li>• Precautions taken when dealing with injured persons</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating First Aid skills in different situations</li> <li>• Researching on precautions to take when dealing with injured persons</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Videos</li> <li>• First Aid Kit</li> </ul>
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#### 8.54 GRADE 6 TOPIC 12: CAREER GUIDANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED ACTIVITIES AND NOTES	SUGGESTED RESOURCES
<b>Career guidance</b>	<ul style="list-style-type: none"> <li>• identify factors that influence personal career choice</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that influence personal career choice                             <ul style="list-style-type: none"> <li>- personal interests</li> <li>- strengths</li> <li>- values</li> <li>- competences</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exploring personal interests, strengths and values</li> <li>• Creating career plan portfolios</li> <li>• Discussing the desired career pathways</li> <li>• Attending career exhibitions</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Career exhibitions</li> <li>• Newspapers</li> <li>• Pamphlets</li> <li>• Magazines</li> <li>• Related literature</li> </ul>

<p><b>Financial literacy</b></p>	<ul style="list-style-type: none"> <li>• identify financial institutions</li> <li>• explain roles of financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Financial institutions</li> <li>• Roles of financial institutions:             <ul style="list-style-type: none"> <li>- mobilising savings</li> <li>- providing credit</li> <li>- managing risks</li> <li>- investment services</li> <li>- -payment services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing types of financial institutions</li> <li>• Discussing roles of financial institutions</li> <li>• Researching on savings account processing</li> <li>• Debating on the importance of financial institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Related literature</li> <li>• Pictures</li> <li>• Charts</li> </ul>
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**8.55 GRADE 6 TOPIC 13 : RELIGION**

<p><b>KEY CONCEPT</b></p>	<p><b>OBJECTIVES</b> Pupils should be able to:</p>	<p><b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SUGGESTED RESOURCES</b></p>
<p><b>Sacred places in Indigenous religion</b></p>	<ul style="list-style-type: none"> <li>• identify sacred places in Indigenous religion</li> <li>• state the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Indigenous religion such as:             <ul style="list-style-type: none"> <li>- grave yard</li> <li>- Njelele shrine</li> <li>- Chinhoyi caves</li> <li>- Great Zimbabwe</li> <li>- Matopo Hills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing sacred places</li> <li>• Researching on the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Drawing tools</li> </ul>

		<ul style="list-style-type: none"> <li>• Significance of sacred places</li> </ul>		
<b>Food laws in Indigenous religion</b>	<ul style="list-style-type: none"> <li>• identify food laws in indigenous religion</li> <li>• discuss the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Food laws such as:                             <ul style="list-style-type: none"> <li>- Not eating one's totem</li> <li>- Offering food to senior members of the family first</li> <li>- Respect for food reserved for special occasions and rituals</li> <li>- Prohibited food for specific individuals e.g. pregnant women and spirit mediums</li> <li>- -sharing food with neighbours to promote social cohesion</li> <li>- Thanking the provider for the food (individual or ancestors)</li> </ul> </li> <li>• Importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing food laws</li> <li>• Researching on the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Braille materials</li> <li>• Related literature</li> <li>• Audio books</li> <li>• Resource person</li> </ul>
<b>Symbols in Indigenous religion</b>	<ul style="list-style-type: none"> <li>• identify symbols in Indigenous religion</li> <li>• state significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols in Indigenous religion such as:                             <ul style="list-style-type: none"> <li>- drum</li> <li>- black and white pieces of cloth</li> <li>- knobkerrie</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing symbols in indigenous religion</li> <li>• Explaining the significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Braille materials</li> <li>• Related literature</li> <li>• Audio books</li> </ul>

		<ul style="list-style-type: none"> <li>• Significance of symbols             <ul style="list-style-type: none"> <li>- drum – associated with communication, celebration and spiritual connection</li> <li>- Black- associated with fertility</li> <li>- White – associated with purity</li> <li>- Knobkerry – authority, power and wisdom</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Making models of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>•</li> </ul>
<b>Sacred places in Christianity</b>	<ul style="list-style-type: none"> <li>• identify sacred places in Christianity</li> <li>• state the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Christianity such as:             <ul style="list-style-type: none"> <li>- Church</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing sacred places</li> <li>• Researching on the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource persons</li> <li>• Drawing tools</li> </ul>
<b>Food laws in Christianity</b>	<ul style="list-style-type: none"> <li>• identify food laws</li> <li>• state the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Food laws such as:             <ul style="list-style-type: none"> <li>- abstain from what has been sacrificed to idols</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing food laws</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

		<ul style="list-style-type: none"> <li>- abstain from eating blood</li> <li>- avoid meat from strangled animals (Acts 15:29)</li> <li>• Importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Resource persons</li> </ul>
<b>Symbols in Christianity</b>	<ul style="list-style-type: none"> <li>• identify symbols in Christianity</li> <li>• state significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols in Christianity:                             <ul style="list-style-type: none"> <li>- The Cross</li> <li>- Crucifix</li> </ul> </li> <li>• Significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Listing symbols in Christianity</li> <li>• Explaining the significance of symbols</li> <li>• Making models of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource persons</li> <li>• Drawing tools</li> </ul>
<b>Sacred places in Islam</b>	<ul style="list-style-type: none"> <li>• identify sacred places in Islam</li> <li>• explain the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Islam such as:                             <ul style="list-style-type: none"> <li>- Mosque</li> <li>- Mecca</li> <li>- Medina</li> </ul> </li> <li>• The significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Describing sacred places</li> <li>• Researching on the significance of sacred places</li> <li>• Constructing models of sacred places</li> <li>• Touring sacred places in the locality</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource persons</li> <li>• Drawing tools</li> </ul>
<b>Food laws in Islam</b>	<ul style="list-style-type: none"> <li>• identify food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Food laws such as:                             <ul style="list-style-type: none"> <li>- abstain from eating pork and its by products</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing food laws</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>- abstain from eating blood</li> <li>- abstain from eating animals not slaughtered according to Islamic guidelines</li> <li>- Carnivorous animals are forbidden</li> <li>- Animals slaughtered or sacrificed to another god and not in the name of Allah are forbidden</li> <li>- Meat from any animal that would have died on its own should not be eaten</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on the importance of food laws</li> <li>• Comparing food laws in relation to other religions</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Resource persons</li> </ul>
<b>Symbols in Islam</b>	<ul style="list-style-type: none"> <li>• identify symbols in Islam</li> <li>• state the significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols in Islam             <ul style="list-style-type: none"> <li>- The Crescent Moon and the Star</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing symbols in Islam</li> <li>• Explaining the significance of symbols</li> <li>• Making models of symbols</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Resource persons</li> <li>• Drawing tools</li> </ul>
<b>Sacred places in Judaism</b>	<ul style="list-style-type: none"> <li>• identify sacred places in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred places in Islam such as:             <ul style="list-style-type: none"> <li>- Synagogue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Describing sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>• explain the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>- Jerusalem</li> <li>- Hebron</li> <li>• Significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Researching on the significance of sacred places</li> </ul>	<ul style="list-style-type: none"> <li>• Related literature</li> <li>• Resource persons</li> <li>• Drawing tools</li> </ul>
<b>Food laws in Judaism</b>	<ul style="list-style-type: none"> <li>• identify food laws</li> <li>• state the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• Food laws such as:                             <ul style="list-style-type: none"> <li>- kosher and non-kosher</li> <li>- abstain from eating pork and its by products</li> <li>- avoid eating animals with cloven hooves</li> <li>- avoid eating animals that do not chew the cud</li> <li>- eat fish which have fins and scales                                     <ul style="list-style-type: none"> <li>- eating of shellfish is forbidden</li> <li>- dairy and meat products should not be prepared mixed or served together</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing food laws</li> <li>• Researching on the importance of food laws</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> <li>• Related literature</li> <li>• Audio books</li> <li>• Resource persons</li> </ul>
<b>Symbols in Judaism</b>	<ul style="list-style-type: none"> <li>• identify symbols in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Symbols in Judaism                             <ul style="list-style-type: none"> <li>- Star of David</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing symbols in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Pictures</li> <li>• Charts</li> </ul>

	<ul style="list-style-type: none"> <li>state the significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>Significance of symbols</li> </ul>	<ul style="list-style-type: none"> <li>Explaining the significance of symbols</li> <li>Making models of symbols</li> </ul>	<ul style="list-style-type: none"> <li>Related literature</li> <li>Resource persons</li> <li>Drawing tools</li> </ul>
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**8.56 GRADE 6 TOPIC 14 : SOCIAL SERVICES AND VOLUNTEERISM**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Provision of social services in Zimbabwe</b>	<ul style="list-style-type: none"> <li>identify institutions that provide social services in Zimbabwe</li> <li>describe the role of institutions in social services provision</li> <li>participate in voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>Social service institutions in Zimbabwe such as:                             <ul style="list-style-type: none"> <li>-local and non-governmental organisations</li> </ul> </li> <li>Voluntary work such as:                             <ul style="list-style-type: none"> <li>- clean up campaigns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Listing some institutions that provide social services in Zimbabwe</li> <li>Discussing roles and functions of social service providers</li> <li>Taking part in voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Flyers and pamphlets</li> <li>Resource persons</li> <li>Related literature</li> </ul>
<b>Government departments and institutions</b>	<ul style="list-style-type: none"> <li>identify government departments and</li> </ul>	<ul style="list-style-type: none"> <li>Government departments such as:                             <ul style="list-style-type: none"> <li>- Social welfare</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining the role of government departments and</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Flyers and pamphlets</li> </ul>

	<p>institutions that assist the vulnerable groups</p> <ul style="list-style-type: none"> <li>• distinguish help given by specific departments and institutions</li> </ul>	<ul style="list-style-type: none"> <li>- National Social Security Authority (NSSA)</li> <li>Schools</li> <li>Psychological Services (SPS)                             <ul style="list-style-type: none"> <li>• Institutions such as:                                     <ul style="list-style-type: none"> <li>-Danhiko</li> <li>-hospitals</li> </ul> </li> </ul> </li> </ul>	<p>institutions that assist the vulnerable groups</p> <ul style="list-style-type: none"> <li>• Classifying departments and institutions according to services</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> <li>• Relevant literature</li> </ul>
<p><b>Participation in voluntary work</b></p>	<ul style="list-style-type: none"> <li>• identify voluntary activities in the community</li> <li>• state the benefits of volunteerism</li> <li>• participate in voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>• Voluntary activities                             <ul style="list-style-type: none"> <li>- charity walk</li> <li>- clean ups</li> <li>- community gardens</li> <li>- health care service</li> <li>- tutoring and mentoring clubs</li> </ul> </li> <li>• Importance of participating in voluntary work                             <ul style="list-style-type: none"> <li>- skills development</li> <li>- networking</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing voluntary activities</li> <li>• Explaining the benefits of volunteerism</li> <li>• Participating in voluntary activities</li> <li>• Establishing voluntary community projects or clubs</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource person</li> <li>• Relevant literature</li> </ul>

		<ul style="list-style-type: none"><li>- personal fulfilment</li><li>- teamwork</li><li>- Community impact</li><li>- problem solving</li><li>• Participation in voluntary work</li></ul>		
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### 8.57 GRADE 7 TOPIC 1 : IDENTITY

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Marital relationships</b>	<ul style="list-style-type: none"> <li>• identify characteristics of ideal marital relationships</li> <li>• state possible causes and effects of marital disputes</li> <li>• suggest possible solutions to marital disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Characteristics of ideal marital relationships: <i>-fidelity</i> <i>-love</i> <i>-honesty</i> <i>-respect</i></li> <li>• Causes of marital disputes</li> <li>• Effects of marital disputes</li> <li>• Solutions to marital disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying characteristics of ideal marital relationships</li> <li>• Discussing possible causes and effects of marital disputes</li> <li>• Researching on possible solutions to marital disputes</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>
<b>Conflict management</b>	<ul style="list-style-type: none"> <li>• identify conflicts at home, school and community</li> <li>• examine causes of conflicts at home, school and community</li> </ul>	<ul style="list-style-type: none"> <li>• Conflict at home, school and community</li> <li>• Causes of conflicts at home, school and community</li> <li>• Possible ways of resolving conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Defining conflict</li> <li>• Discussing conflicts and their causes</li> <li>• Suggesting solutions to identified conflicts</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>

	<ul style="list-style-type: none"> <li>• suggest possible ways of resolving conflicts</li> </ul>		<ul style="list-style-type: none"> <li>• Identifying conflict arbiters at home, school and community</li> <li>• Role-playing conflict management</li> </ul>	
<b>Family disintegration</b>	<ul style="list-style-type: none"> <li>• define family disintegration</li> <li>• state causes of family disintegration</li> <li>• outline the effects of family disintegration on identity</li> <li>• suggest ways of curbing family disintegration</li> </ul>	<ul style="list-style-type: none"> <li>• Family disintegration</li> <li>• Causes of family disintegration such as:                             <ul style="list-style-type: none"> <li>- substance abuse</li> <li>- divorce and separation</li> <li>- domestic violence</li> <li>- financial difficulties</li> <li>- death of a family member</li> <li>- migration and absenteeism</li> <li>- mental health issues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defining family disintegration</li> <li>• Stating causes and effects of family disintegration</li> <li>• Suggesting ways of curbing family disintegration</li> <li>• Illustrating the effects of family disintegration on identity</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Related literature</li> <li>• Resource person</li> <li>• ICT tools</li> </ul>

		<ul style="list-style-type: none"><li>- cultural and societal changes</li><li>• Effects of family disintegration such as:<ul style="list-style-type: none"><li>- behavioural issues</li><li>- social isolation</li><li>- drop in academic performance</li><li>- poverty</li><li>- stress</li><li>- substance abuse</li></ul></li><li>• Ways of reducing family disintegration such as:<ul style="list-style-type: none"><li>- Equal distribution of resources<ul style="list-style-type: none"><li>- Regular family meetings</li><li>- Respecting each other in a relationship</li></ul></li></ul></li></ul>		
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		- counselling	
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### 8.58 GRADE 7 TOPIC 2 : NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Independence and self-governance</b>	<ul style="list-style-type: none"> <li>Define independence and self-governance</li> <li>describe the importance of independence and self-governance</li> </ul>	<ul style="list-style-type: none"> <li>Independence and self-governance</li> <li>The importance of independence and self-governance</li> </ul>	<ul style="list-style-type: none"> <li>Explaining independence and self-governance</li> <li>Discussing the importance independence and self-governance</li> <li>Dramatising self-governance and colonial rule</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Resource persons</li> <li>Pictures</li> <li>Heritage sites and artefacts</li> </ul>
<b>The land reform programme</b>	<ul style="list-style-type: none"> <li>identify the causes of the land reform programme</li> <li>state the benefits of the land reform programme</li> </ul>	<ul style="list-style-type: none"> <li>Causes of the land reform programme such as:                             <ul style="list-style-type: none"> <li>- inequality in land distribution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discussing causes of the land reform programme</li> <li>Describing benefits of the</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Resource persons</li> <li>Pictures</li> </ul>

		<ul style="list-style-type: none"> <li>• The benefits of the land reform programme such as:             <ul style="list-style-type: none"> <li>- food security</li> <li>- empowerment</li> <li>- job creation</li> <li>- increased production</li> <li>- reduced poverty</li> <li>- reduced conflicts over land</li> </ul> </li> </ul>	<p>land reform programme</p> <ul style="list-style-type: none"> <li>• Touring neighbouring farms to appreciate benefits of the land reform programme</li> </ul>	<ul style="list-style-type: none"> <li>• Heritage sites and artefacts</li> <li>• Constitution of Zimbabwe</li> </ul>
<p><b>Zimbabwe as a member of other regional and international organisations</b></p>	<ul style="list-style-type: none"> <li>• state organisations to which Zimbabwe is a member</li> <li>• explain the importance of belonging to regional and international organisations</li> </ul>	<ul style="list-style-type: none"> <li>• Regional and international organisations such as:             <ul style="list-style-type: none"> <li>- SADC</li> <li>- COMESA</li> <li>- AU</li> <li>- UN</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying regional and international organisations to which Zimbabwe is a member</li> <li>• Discussing the importance of being a member of regional and international organisations</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> <li>• Pamphlets</li> <li>• Maps:             <ul style="list-style-type: none"> <li>- Africa</li> <li>- World</li> </ul> </li> <li>• Specialised learning materials</li> </ul>

			<ul style="list-style-type: none"> <li>Explaining the functions of some regional and international organisations</li> </ul>	<ul style="list-style-type: none"> <li>Constitution of Zimbabwe</li> </ul>
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### 8.59 GRADE 7 TOPIC 3 : HERITAGE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Indigenous courtship and marriage counsellors</b>	<ul style="list-style-type: none"> <li>identify indigenous courtship and marriage facilitators/counsellors</li> <li>explain the role of indigenous courtship and marriage counsellors</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous courtship:                             <ul style="list-style-type: none"> <li>paternal aunt</li> <li>paternal and maternal uncles</li> <li>go-between/mediator (gwevedzi)</li> </ul> </li> <li>Marriage facilitators/counsellors:                             <ul style="list-style-type: none"> <li>paternal aunt</li> <li>paternal and maternal uncles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating indigenous courtship and marriage facilitators/counsellors</li> <li>Discussing the roles of indigenous courtship and marriage facilitators/counsellors</li> <li>Watching videos of indigenous courtship and marriage facilitators/counsellors</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Resource person</li> </ul>

		<ul style="list-style-type: none"> <li>- go-between/mediator (munyai)</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatising roles of indigenous courtship and marriage facilitators/counsellors</li> </ul>	
<b>Globalisation, courtship and marriage</b>	<ul style="list-style-type: none"> <li>• define globalisation</li> <li>• explain how globalisation affects courtship and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Globalisation</li> <li>• Effects of globalisation on courtship and marriage:                             <ul style="list-style-type: none"> <li>• Positive effects                                     <ul style="list-style-type: none"> <li>- cultural exchange</li> <li>- expanded dating pool</li> </ul> </li> <li>• Negative effects                                     <ul style="list-style-type: none"> <li>- loss of traditional courtship practices</li> <li>- confusion between traditional and modern values</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Defining globalisation</li> <li>• Outlining the positive and negative effects of globalisation on courtship and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource persons</li> </ul>
<b>Preservation of heritage sites</b>	<ul style="list-style-type: none"> <li>• identify major heritage sites of Zimbabwe</li> <li>• describe ways of preserving heritage sites of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Major heritage sites of Zimbabwe:                             <ul style="list-style-type: none"> <li>- Freedom camp(Zambia)</li> <li>- Chimoio (Mozambique)</li> <li>- Njelele</li> <li>- Heroes Acre</li> <li>- Victoria Falls</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying major heritage sites of Zimbabwe</li> <li>• Describing major heritage sites of Zimbabwe</li> <li>• Suggesting ways of preserving heritage sites of Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Maps</li> <li>• Resource persons</li> </ul>

		<ul style="list-style-type: none"> <li>• Preservation of heritage sites:             <ul style="list-style-type: none"> <li>- indigenous ways such as taboos and spiritual beliefs</li> <li>- contemporary ways such as gazetted Acts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Touring of heritage sites</li> </ul>	
<b>Indigenous and contemporary ways of preserving food</b>	<ul style="list-style-type: none"> <li>• state the indigenous and contemporary ways of preserving food</li> <li>• explain the importance of preserving food</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous and contemporary ways of preserving food</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing the indigenous and contemporary ways of preserving food</li> <li>• Justifying the importance of preserving food</li> <li>• Demonstrating ways of preserving food</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> </ul>

**8.60 GRADE 7 TOPIC 4 : WORK AND LEISURE**

KEY CONCEPT	OBJECTIVES	CONTENT	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
	Pupils should be able to			

		(skills, knowledge, values, attitudes and positive dispositions)		
<b>Human Capital development in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• identify different career opportunities in Zimbabwe</li> <li>• examine different institutions involved in human capital development in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>• Career opportunities in Zimbabwe</li> <li>• Human Capital Development Institutions in Zimbabwe:                             <ul style="list-style-type: none"> <li>- Technical and Vocational Colleges</li> <li>- Universities</li> <li>- Teachers' colleges</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing different careers</li> <li>• Role playing different careers</li> <li>• Visiting different work places</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource person</li> </ul>
<b>Self-reliance and Employment Creation</b>	<ul style="list-style-type: none"> <li>• explain the concept of self-reliance and</li> </ul>	<ul style="list-style-type: none"> <li>• Self-reliance and employment creation</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the concept of self-reliance</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> </ul>

	<p>employment creation</p> <ul style="list-style-type: none"> <li>• suggest ways of being self-reliance and employment creation</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of self-reliance and employment creation</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrating self-reliance</li> <li>• Creating income generating projects</li> </ul>	<ul style="list-style-type: none"> <li>• Resource person</li> </ul>
<p><b>Tourism in SADC countries</b></p>	<ul style="list-style-type: none"> <li>• identify tourist destinations in the SADC countries</li> <li>• explain the importance of tourism in SADC countries</li> </ul>	<ul style="list-style-type: none"> <li>• Tourist destinations in the SADC</li> <li>• Benefits of tourism</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing tourist destinations in the SADC countries</li> <li>• Listing benefits of tourism in the SADC countries</li> <li>• Researching on ways of promoting tourism in the SADC countries</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Resource persons</li> <li>• Maps</li> </ul>

### 8.61 GRADE 7 TOPIC 5 TRANSPORT AND COMMUNICATION

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Factors that influence choice of mode of transport and communication</b>	<ul style="list-style-type: none"> <li>explain factors that influence the choice of mode of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>Factors that affect choice of mode of transport and communication such as:                             <ul style="list-style-type: none"> <li>- cost/affordability</li> <li>- status</li> <li>- availability</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Tabulating factors that influence choice of mode of transport and communication</li> <li>Researching on factors that influence choice of mode of transport and communication</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Models</li> <li>Dioramas</li> <li>Related literature</li> </ul>
<b>Importance of up to date maps and charts for travelling purposes</b>	<ul style="list-style-type: none"> <li>interpret maps and charts for travelling purposes</li> </ul>	<ul style="list-style-type: none"> <li>Importance of maps and charts for travelling purposes</li> </ul>	<ul style="list-style-type: none"> <li>Reading maps and charts on domestic, regional and international traffic routes</li> <li>Explaining the importance of up to date maps for travelling purposes</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Maps</li> <li>Resource persons</li> <li>Related literature</li> <li>Compass</li> </ul>
<b>Hazards and disasters in the</b>	<ul style="list-style-type: none"> <li>identify hazards and disasters in the</li> </ul>	<ul style="list-style-type: none"> <li>Hazards and disasters in the transport and industry</li> </ul>	<ul style="list-style-type: none"> <li>Discussing causes and effects of</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>ICT tools</li> </ul>

<p><b>transport and communication industry</b></p>	<p>transport and communication industry</p> <ul style="list-style-type: none"> <li>analyse causes and effects of hazards and disasters in the transport and communication industry</li> </ul>	<ul style="list-style-type: none"> <li>Prevention of hazards and disasters in the transport and communication industry</li> <li>Causes and effects of hazards in the transport and communication industry</li> </ul>	<p>disasters and hazards</p> <ul style="list-style-type: none"> <li>Debating causes of accidents</li> <li>Touring roads</li> </ul>	<ul style="list-style-type: none"> <li>Related literature</li> <li>Resource persons</li> <li>Local environment</li> </ul>
<p><b>Prevention of disasters in the transport industry</b></p>	<ul style="list-style-type: none"> <li>identify ways of preventing disasters in the transport industry</li> </ul>	<ul style="list-style-type: none"> <li>Ways of preventing disasters in the transport industry</li> </ul>	<ul style="list-style-type: none"> <li>Explaining preventive measures on disasters in the transport industry</li> <li>Conducting mock disasters preparedness drills</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Resource persons</li> <li>Local environment</li> </ul>
<p><b>Road etiquette</b></p>	<ul style="list-style-type: none"> <li>define road etiquette</li> <li>outline the responsibility of road users</li> </ul>	<ul style="list-style-type: none"> <li>Road etiquette and behaviour such as:                             <ul style="list-style-type: none"> <li>road decorum</li> <li>road rage</li> <li>littering</li> <li>drunken driving</li> <li>observe road signs</li> </ul> </li> <li>Responsibility of road users</li> </ul>	<ul style="list-style-type: none"> <li>Explaining road etiquette</li> <li>Identifying benefits of observing road etiquette</li> <li>Role-playing on road etiquette</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Resource persons</li> <li>Pictures</li> <li>Model Road Signs, signals and markings</li> <li>Dust bin</li> </ul>

### 8.62 GRADE 7 TOPIC 6 SHELTER

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Solutions to shortage of shelter</b>	<ul style="list-style-type: none"> <li>• suggest possible solutions to shortage of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Possible solutions to shortage of shelter such as:                             <ul style="list-style-type: none"> <li>- Building low cost houses</li> <li>- Use of temporary shelters</li> <li>- Building storey buildings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing problems caused by shortages of shelter</li> <li>• Suggesting possible solutions to problems caused by shortages of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Pictures</li> <li>• Local environment</li> <li>• Resource persons</li> </ul>
<b>Factors that influence shelter siting and design</b>	<ul style="list-style-type: none"> <li>• list factors that influence the site and design of shelter</li> <li>• explain factors that influence the site and design of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that influence the site and design of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Listing factors that influence the siting and designing of shelter</li> <li>• Describing the different factors that influence the siting and designing of shelter</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Models</li> <li>• Diaramas</li> <li>• Related literature</li> <li>• Pictures</li> <li>• Buildings</li> <li>• Resource persons</li> </ul>

			<ul style="list-style-type: none"> <li>• Drawing shelters with different designs</li> <li>• Touring places with various shelter designs</li> </ul>	
<b>Ways of acquiring accommodation</b>	<ul style="list-style-type: none"> <li>• identify different ways of acquiring accommodation</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of acquiring accommodation such as:                             <ul style="list-style-type: none"> <li>- renting</li> <li>- buying</li> <li>- constructing own accommodation</li> <li>- inheriting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying different ways of acquiring accommodation</li> <li>• Discussing different ways of acquiring accommodation</li> <li>• Constructing a model of accommodation of their choice</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Models</li> <li>• Diaramas</li> <li>• Related literature</li> <li>• Pictures</li> <li>• Buildings</li> <li>• Resource person</li> <li>• materials</li> </ul>

**8.63 GRADE 7 TOPIC 7 : GLOBAL ISSUES**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Desertification</b>	<ul style="list-style-type: none"> <li>• define desertification</li> </ul>	<ul style="list-style-type: none"> <li>• Desertification</li> <li>• Causes such as:                             <ul style="list-style-type: none"> <li>- Overgrazing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying major deserts in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> </ul>

	<ul style="list-style-type: none"> <li>• examine causes and effects of desertification</li> <li>• suggest mitigatory factors to the problem of desertification</li> </ul>	<ul style="list-style-type: none"> <li>- Deforestation</li> <li>- Over-cultivation</li> <li>• Effects such as:             <ul style="list-style-type: none"> <li>- Soil erosion</li> <li>- Water shortage</li> <li>- Famine</li> <li>- climate change</li> </ul> </li> <li>• Mitigatory factors to the problem of desertification such as:             <ul style="list-style-type: none"> <li>- Afforestation</li> <li>- Soil management</li> <li>- Sustainable agriculture</li> <li>- Water management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing causes and effects of desertification</li> <li>• Planting trees as a mitigatory factor to desertification</li> </ul>	<ul style="list-style-type: none"> <li>• Pictures</li> <li>• Maps</li> <li>• Tree seedlings and seeds</li> <li>• Resource persons</li> </ul>
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### 8.64 GRADE 7 TOPIC 8 : MANAGING AND COPING WITH CHANGES

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Puberty</b>	<ul style="list-style-type: none"> <li>describe different types of changes that occur in boys and girls at puberty</li> <li>explain myths and misconceptions about puberty</li> </ul>	<ul style="list-style-type: none"> <li>Developmental changes                             <ul style="list-style-type: none"> <li>physical</li> <li>emotional</li> <li>social</li> </ul> </li> <li>Myths and misconceptions about puberty</li> </ul>	<ul style="list-style-type: none"> <li>Discussing developmental changes that occur in boys and girls</li> <li>Researching on the effects of puberty</li> <li>Identifying and clarifying myths and misconceptions about puberty</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT Tools</li> <li>Charts</li> <li>Songs</li> <li>Storybooks</li> <li>Media</li> <li>Related literature</li> </ul>

### 8.65 GRADE 7 TOPIC 9 : SOCIAL ETIQUETTE

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES

<p><b>Acceptable behaviour at the work place</b></p>	<ul style="list-style-type: none"> <li>• explain acceptable behaviour at the workplace</li> <li>• demonstrate acceptable behaviour at the work place</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable behaviour at the work place such as:             <ul style="list-style-type: none"> <li>- punctuality</li> <li>- respect</li> <li>- accepted dress code</li> <li>- avoid gossiping</li> <li>- be considerate of colleagues' space</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing acceptable behaviour at the work place</li> <li>• Researching on acceptable behaviour at the work place</li> <li>• Dramatising acceptable behaviour at the work place</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Pictures</li> </ul>
<p><b>Communication and assertive skills</b></p>	<ul style="list-style-type: none"> <li>• explain communication and assertiveness</li> <li>• outline characteristics of assertive communication skills</li> </ul>	<ul style="list-style-type: none"> <li>• Communication and assertiveness</li> <li>• Characteristics of assertive communication skills such as:             <ul style="list-style-type: none"> <li>- setting boundaries (saying one's likes and dislikes)</li> <li>- respectful tone and language</li> <li>- clear and direct expression (Being</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing communication and assertive skills</li> <li>• Explaining characteristics of assertive communication skills</li> <li>• Role-playing assertive communication to resist peer influence</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Role play</li> <li>• Storybooks</li> <li>• Newspaper articles</li> <li>• Related literature</li> </ul>

		<p>able to say 'yes' and 'no' clearly and consistently</p> <ul style="list-style-type: none"> <li>- emotional intelligence</li> <li>- open to feedback</li> <li>• Non-verbal cues (facial expression and maintaining eye conduct)</li> </ul>		
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**8.66 GRADE 7 TOPIC 10 : ENTITLEMENTS /RIGHTS AND RESPONSIBILITIES**

<b>KEY CONCEPT</b>	<b>OBJECTIVES</b> Pupils should be able to:	<b>CONTENT</b> (skills, knowledge, values, attitudes and positive dispositions)	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SUGGESTED RESOURCES</b>
<b>Ownership of property</b>	<ul style="list-style-type: none"> <li>• identify types of property</li> <li>• name types of property ownership documents</li> </ul>	<ul style="list-style-type: none"> <li>• Types of property                             <ul style="list-style-type: none"> <li>- Movable property</li> <li>- Immovable property</li> </ul> </li> <li>• Types of ownership documents such as:</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing types of property</li> <li>• Researching on types of property ownership documents</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Related literature</li> <li>• Pamphlets</li> <li>• Resource persons</li> <li>• Pictures</li> </ul>

	<ul style="list-style-type: none"> <li>state types of property ownership</li> <li>explain the importance of patent rights</li> </ul>	<ul style="list-style-type: none"> <li>Title deeds</li> <li>Vehicle registration book</li> <li>Stock card</li> <li>Patent rights                             <ul style="list-style-type: none"> <li>intellectual property</li> <li>copy rights</li> <li>animal branding</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Justifying the importance of patent rights</li> </ul>	
<b>Inheritance</b>	<ul style="list-style-type: none"> <li>define inheritance</li> <li>explain concepts guiding inheritance</li> </ul>	<ul style="list-style-type: none"> <li>Property inheritance</li> <li>Concepts guiding inheritance                             <ul style="list-style-type: none"> <li>Wills</li> <li>Heirship</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Explaining inheritance</li> <li>Identifying properties that are inheritable</li> <li>Discussing concepts that guide inheritance</li> <li>Dramatising the inheritance facilitation process</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Related literature</li> <li>Pictures</li> <li>Resource persons</li> <li>Samples of wills</li> <li>Affidavit forms</li> </ul>

<p><b>Indigenous institutions and domestic legislation on gender equity</b></p>	<ul style="list-style-type: none"> <li>• name indigenous institutions that promote gender equity</li> <li>• explain the importance of gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Indigenous institutions and domestic legislation on gender equity</li> <li>-Community Savings group             <ul style="list-style-type: none"> <li>- Zimbabwe Gender Commission</li> <li>- Zimbabwe Constitution                 <ul style="list-style-type: none"> <li>• Importance of gender equity</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying indigenous institutions that promote gender equity</li> <li>• Discussing the importance of gender equity</li> <li>• Debating on traditional practices on gender equity</li> <li>• Creating poster to promote gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• Constitution of Zimbabwe</li> <li>• Resource person</li> <li>• Related literature</li> <li>• ICT tools</li> </ul>
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**8.67 GRADE 7 TOPIC 11: HEALTH**

KEY CONCEPT	OBJECTIVES	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
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	<b>Pupils should be able to:</b>			
<b>Drug and substance abuse</b>	<ul style="list-style-type: none"> <li>state risks associated with drug and substance abuse</li> <li>identify ways of avoiding drug and substance abuse</li> <li>outline support systems for people abusing drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>Risks associated with drug and substance abuse</li> <li>Ways of avoiding drug and substance abuse</li> <li>Support systems for people abusing drugs and substances</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the risks of drug and substance abuse</li> <li>Role-playing ways to resist peer influence on use of drugs and substances</li> <li>Researching on support services for people abusing drugs and substances</li> <li>Visiting Support Service Centres</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT Tools</li> <li>Media</li> <li>Charts</li> <li>Pamphlets</li> <li>Related literature</li> </ul>
<b>Sexually Transmitted Infections (STIs)</b>	<ul style="list-style-type: none"> <li>explain common symptoms of sexually transmitted infections (STIs)</li> <li>state effects of STIs</li> <li>identify ways of preventing STIs</li> </ul>	<ul style="list-style-type: none"> <li>Common symptoms of STIs</li> <li>Effects of STIs</li> <li>Prevention of STIs</li> </ul>	<ul style="list-style-type: none"> <li>Discussing sexually transmitted infections</li> <li>Researching on the effects of STIs</li> <li>Explaining ways of preventing STIs</li> </ul>	<ul style="list-style-type: none"> <li>Charts</li> <li>Videos</li> <li>ICT tools</li> <li>Resource persons</li> <li>Pamphlets/leaflets</li> <li>Related literature</li> </ul>

<p><b>Communicable and non-communicable diseases</b></p>	<ul style="list-style-type: none"> <li>• list communicable and non-communicable diseases</li> <li>• explain management of communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Communicable and non-communicable diseases</li> <li>• Management strategies for communicable and non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying communicable and non-communicable diseases</li> <li>• Differentiating communicable from non-communicable diseases</li> <li>• Researching on management strategies for communicable and non-communicable diseases</li> <li>• Creating a diet for a person with specific non-communicable diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT Tools</li> <li>• Pamphlets</li> <li>• Local food</li> <li>• Related literature</li> </ul>
<p><b>HIV and AIDS</b></p>	<ul style="list-style-type: none"> <li>• state ways of living positively with HIV</li> <li>• describe management of HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of living positively with HIV</li> <li>• Management of HIV and AIDS                             <ul style="list-style-type: none"> <li>-Anti-retroviral treatment (ART) for HIV</li> <li>-Diet</li> <li>-Regular exercise</li> <li>-Adequate sleep</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discussing ways of living positively including use of Anti-Retroviral Therapy</li> <li>• Researching on the management of HIV/AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Videos</li> <li>• ICT tools</li> <li>• Resource persons</li> <li>• Pamphlets/leaflets</li> <li>• Related literature</li> </ul>

<p><b>First Aid</b></p>	<ul style="list-style-type: none"> <li>• state steps to take when dealing with emergency cases</li> <li>• explain the importance of reporting any emergency to an adult</li> <li>• outline indigenous ways of attending to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Steps to take when dealing with emergency cases:             <ul style="list-style-type: none"> <li>- assess the situation</li> <li>- check airways</li> <li>- call for help</li> </ul> </li> <li>• Importance of reporting any emergency cases to an adult</li> <li>• Indigenous ways of attending to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying steps to take when dealing with emergency cases</li> <li>• Discussing the importance of steps to take when dealing with emergency</li> <li>• Identifying the importance of reporting emergency to an adult</li> <li>• Role-playing responding to emergency situations</li> <li>• Researching on indigenous ways of responding to emergencies</li> </ul>	<ul style="list-style-type: none"> <li>• Resource persons</li> <li>• ICT tools</li> <li>• First Aid Kit</li> <li>• Pictures</li> <li>• Handouts</li> <li>• Related literature</li> </ul>
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**8.68 GRADE 7 TOPIC 12: CAREER GUIDANCE**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
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<p><b>Study skills</b></p>	<ul style="list-style-type: none"> <li>state ways of managing homework</li> <li>identify ways of preparing for examinations</li> <li>explain the importance of preparing for examinations and following the timetable</li> </ul>	<ul style="list-style-type: none"> <li>Homework management</li> <li>Preparation for examinations:                         <ul style="list-style-type: none"> <li>Attempting past examination papers</li> <li>reading textbooks notes</li> </ul> </li> <li>Importance of adhering to a study or revision timetable</li> </ul>	<ul style="list-style-type: none"> <li>Discussing ways of managing home work</li> <li>Outlining ways of preparing for examinations</li> <li>Practising for examinations</li> <li>Making notes</li> <li>Exploring ways of self-assessment</li> <li>Drawing up a study time table</li> <li>Applying study techniques</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT tools</li> <li>Past examination papers</li> <li>Handouts</li> <li>Textbooks</li> <li>Related literature</li> </ul>
<p><b>Financial literacy</b></p>	<ul style="list-style-type: none"> <li>define financial literacy</li> <li>explain the importance of financial literacy</li> </ul>	<ul style="list-style-type: none"> <li>Financial literacy</li> <li>Importance of financial literacy</li> </ul>	<ul style="list-style-type: none"> <li>Explaining financial literacy</li> <li>Discussing the importance of financial literacy</li> <li>Designing, proposing and implementing a business idea</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT Tools</li> <li>Money</li> <li>Audio-Visual materials</li> <li>Newspapers</li> </ul>
<p><b>Choosing a career</b></p>	<ul style="list-style-type: none"> <li>identify career choices</li> <li>discuss qualifications for various careers</li> </ul>	<ul style="list-style-type: none"> <li>Career choices</li> <li>Qualifications for various careers</li> <li>Various work places</li> </ul>	<ul style="list-style-type: none"> <li>Discussing career choices</li> </ul>	<ul style="list-style-type: none"> <li>Resource persons</li> <li>ICT Tools</li> <li>Relevant literature</li> <li>Career exhibitions</li> </ul>

	<ul style="list-style-type: none"> <li>participate in job shadowing</li> </ul>		<ul style="list-style-type: none"> <li>Identifying qualifications for different careers</li> <li>Matching learning areas with possible career choices                         <ul style="list-style-type: none"> <li>Taking part in job shadowing</li> </ul> </li> </ul>	
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**8.69 GRADE 7 TOPIC 13 : RELIGION**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<b>Religious festivals/ceremonies in Indigenous religion</b>	<ul style="list-style-type: none"> <li>name festivals/ceremonies done at community level</li> <li>identify traditional leaders involved in festivals and ceremonies</li> <li>state the role of traditional leaders during festivals/ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Festivals/ceremonies such as:                             <ul style="list-style-type: none"> <li>thanksgiving</li> <li>rain asking</li> <li>cleansing</li> <li>kurova guva/umbuyiso</li> </ul> </li> <li>Traditional leaders involved in festivals/ceremonies                             <ul style="list-style-type: none"> <li>village heads</li> <li>headmen</li> <li>chiefs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Identifying festivals/ceremonies in Indigenous religion</li> <li>Discussing roles played by traditional leaders in festivals/ceremonies</li> <li>Researching on the significance of community ceremonies/festivals</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Flyers and pamphlets</li> <li>Resource person</li> <li>Relevant literature</li> </ul>

		<ul style="list-style-type: none"> <li>• Role of traditional leaders such as: <ul style="list-style-type: none"> <li>- spiritual guidance</li> <li>- cultural preservation</li> <li>- promotion of social harmony</li> </ul> </li> </ul>		
<b>Sacred days in Indigenous religion</b>	<ul style="list-style-type: none"> <li>• state sacred days in indigenous religion</li> <li>• discuss the importance of sacred days in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred days in Indigenous religion <ul style="list-style-type: none"> <li>- Chisi/izilo</li> </ul> </li> <li>• Importance of sacred days in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• Naming sacred days in Indigenous religion</li> <li>• Explaining the significance of sacred days in Indigenous religion</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource persons</li> <li>• Relevant literature</li> </ul>
<b>Religious festivals/ceremonies in Christianity</b>	<ul style="list-style-type: none"> <li>• Identify festivals/ceremonies in Christianity</li> <li>• state the significance of ceremonies/festivals in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Festivals/ceremonies in Christianity such as : <ul style="list-style-type: none"> <li>- Easter</li> <li>- Christmas</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Naming ceremonies/festivals in Christianity</li> <li>• Explaining the significance of ceremonies/festivals in Christianity</li> <li>• Dramatising festivals in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource person</li> <li>• Relevant literature</li> </ul>
<b>Sacred days in Christianity</b>	<ul style="list-style-type: none"> <li>• state sacred days in Christianity</li> <li>• explain the importance of sacred days in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred days in Christianity <ul style="list-style-type: none"> <li>- Saturday/Sunday</li> <li>- Christmas</li> <li>- Good Friday</li> <li>- Easter Monday</li> </ul> </li> <li>• Importance of sacred days in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sacred days in Christianity</li> <li>• Discussing the activities done on the sacred days</li> <li>• Researching on the significance of sacred days in Christianity</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource persons</li> <li>• Relevant literature</li> </ul>

<p><b>Religious festivals/ceremonies in Islam</b></p>	<ul style="list-style-type: none"> <li>• state ceremonies/festivals in Islam</li> <li>• explain the significance of ceremonies/festivals in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Ceremonies/festival in Islam such as:             <ul style="list-style-type: none"> <li>- Ramadan (month of fasting)</li> <li>- Hajj (Pilgrimage to Mecca)</li> <li>- Eid-ul-futr</li> <li>- Eid-al-Adha (festival of sacrifice)</li> </ul> </li> <li>• Significance of ceremonies/festivals in Islam such as:             <ul style="list-style-type: none"> <li>- celebrating end of Ramadan</li> <li>- submission to Allah</li> <li>- an act of obedience to Allah’s command by Ibrahim’s willingness to sacrifice Ismail his son</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing ceremonies/festivals in Islam</li> <li>• Discussing what is done during ceremonies/festivals in Islam</li> <li>• Researching on the significance of ceremonies/festivals in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource persons</li> <li>• Relevant literature</li> </ul>
<p><b>Sacred days in Islam</b></p>	<ul style="list-style-type: none"> <li>• state sacred days in Islam</li> <li>• explain the importance of sacred days in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• Sacred days in Islam such as:             <ul style="list-style-type: none"> <li>- Friday afternoon</li> <li>- Mawlid (commemorates the birth of Muhammad on 12<sup>th</sup> day of the 3<sup>rd</sup> month)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Identifying sacred days in Islam</li> <li>• Discussing the activities done on the sacred days</li> <li>• Researching on the significance of sacred days in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource person</li> <li>• Relevant literature</li> </ul>

		<ul style="list-style-type: none"> <li>- Importance of sacred days in Islam</li> </ul>		
<p><b>Religious festivals/ceremonies in Judaism</b></p>	<ul style="list-style-type: none"> <li>• identify ceremonies/festivals in Judaism</li> <li>• explain the significance of ceremonies/festivals in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>• Ceremonies/festival such as:                             <ul style="list-style-type: none"> <li>- Rosh Hashanah (New year)</li> <li>- Passover</li> <li>- Hanukkah (festival of lights)</li> <li>- Shavuot (Pentecost)</li> <li>- Sukkot (Feast of Tabernacles)</li> </ul> </li> <li>• Significance of festivals/ceremonies such as:                             <ul style="list-style-type: none"> <li>- celebrating the new year</li> <li>- celebrating the liberation of the Israelites from Egyptian slavery</li> <li>- celebrating receiving of the Torah</li> <li>- celebrating the rededication of the second temple of Jerusalem</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listing ceremonies/festivals in Islam</li> <li>• Discussing what is done during ceremonies/festivals in Islam</li> <li>• Researching on the significance of ceremonies in Islam</li> </ul>	<ul style="list-style-type: none"> <li>• ICT tools</li> <li>• Flyers and pamphlets</li> <li>• Resource person</li> <li>• Braille material</li> <li>• Relevant literature</li> </ul>

		- celebrating harvest and divine protection		
<b>Sacred days in Judaism</b>	<ul style="list-style-type: none"> <li>state sacred days in Judaism</li> <li>explain the importance of sacred days in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Sacred days in Judaism such as:                             <ul style="list-style-type: none"> <li>Sabbath day</li> <li>Rosh Hashanah</li> <li>Yom Kippur</li> </ul> </li> <li>Importance of sacred days in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>Identifying sacred days in Judaism</li> <li>Discussing the activities done on the sacred days</li> <li>Researching on the significance of sacred days in Judaism</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Flyers and pamphlets</li> <li>Resource persons</li> <li>Relevant literature</li> </ul>

**8.70 GRADE 7 TOPIC 14 : SOCIAL SERVICES AND VOLUNTEERISM**

KEY CONCEPT	OBJECTIVES Pupils should be able to:	CONTENT (skills, knowledge, values, attitudes and positive dispositions)	SUGGESTED LEARNING ACTIVITIES	SUGGESTED RESOURCES
<p><b>Prominent people involved in voluntary work in the past and present</b></p>	<ul style="list-style-type: none"> <li>identify prominent people involved in voluntary work in the past and present</li> </ul>	<ul style="list-style-type: none"> <li>Prominent people involved in voluntary work in the past such as:                             <ul style="list-style-type: none"> <li>- Jairos Jiri</li> <li>- Mathew Rusike                                     <ul style="list-style-type: none"> <li>- Mother Theresa</li> <li>- Florence Nightingale</li> </ul> </li> </ul> </li> <li>Prominent people involved in voluntary work in the present such as:                             <ul style="list-style-type: none"> <li>- Strive Masiwa</li> <li>- Betty Makoni</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stating prominent people involved in voluntary work in the past and present</li> <li>Describing contributions of prominent people to beneficiaries in the community</li> <li>Touring centres that assist the disadvantaged and vulnerable people in the community</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Flyers and pamphlets</li> <li>Resource person</li> <li>Related literature</li> </ul>
<p><b>Voluntary and humanitarian organisations in the country</b></p>	<ul style="list-style-type: none"> <li>identify voluntary and humanitarian organisations offering social services in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>Voluntary and humanitarian organisations such as:                             <ul style="list-style-type: none"> <li>-Red Cross</li> <li>-Jairos Jiri Association</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Naming voluntary and humanitarian organisations offering social services in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>ICT tools</li> <li>Flyers and pamphlets</li> <li>Resource person</li> <li>Related literature</li> </ul>

	<ul style="list-style-type: none"><li>• explain the role of voluntary organisations in the country</li></ul>	<ul style="list-style-type: none"><li>-Childline</li><li>-National Aids Council of Zimbabwe</li><li>-Disabled Persons Association of Zimbabwe</li><li>-UNICEF Zimbabwe</li><li>-World Food Programme Zimbabwe</li><li>-UNESCO</li><li>• The role of voluntary and humanitarian organisations in the country</li></ul>	<ul style="list-style-type: none"><li>• Researching on the role of voluntary and humanitarian organisations in the country</li></ul>	
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## **9 ASSESSMENT**

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

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

### **9.1 Assessment Objectives**

Learners shall be assessed on their ability to:

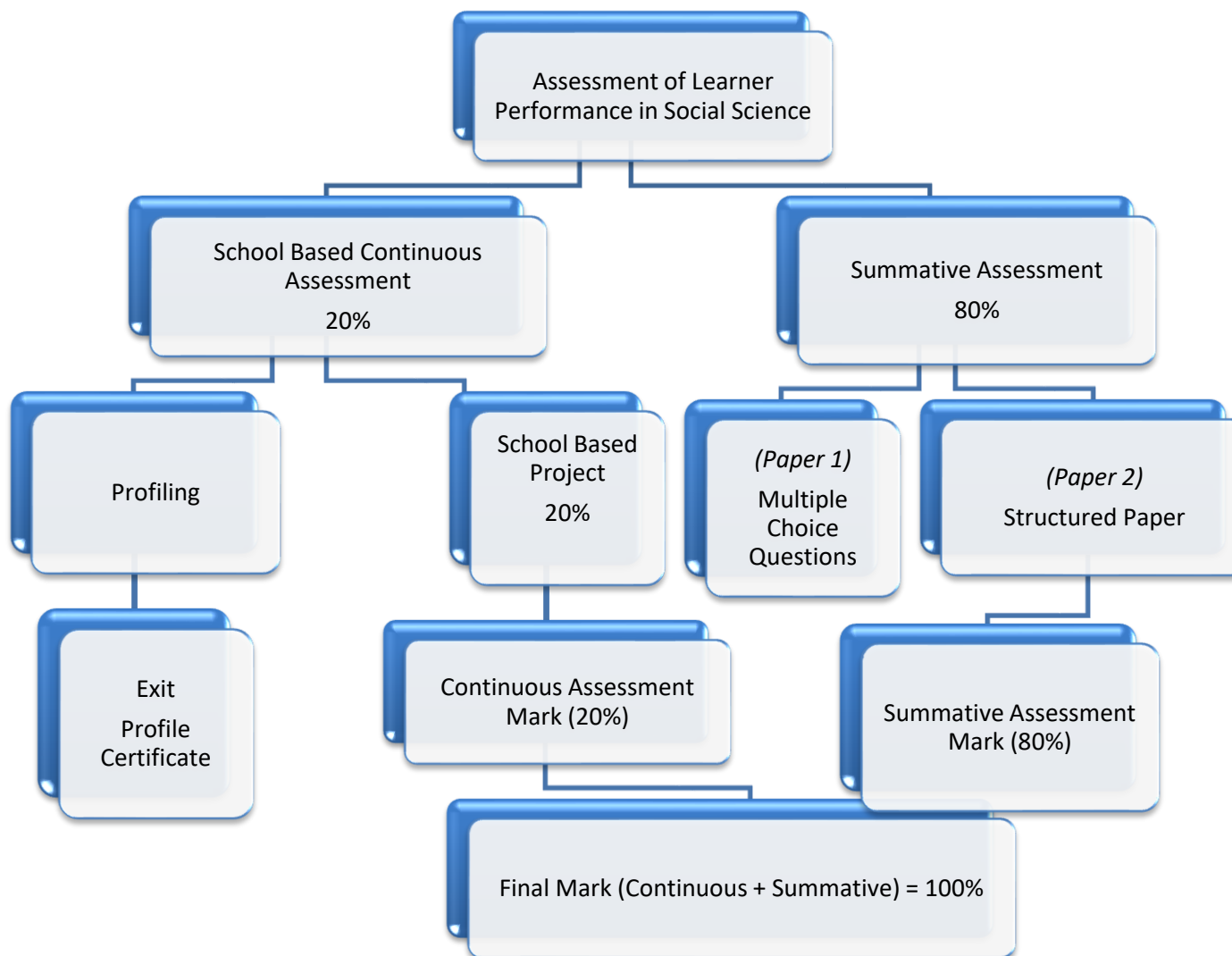
- 9.1.1 define terms in Social Science
- 9.1.2 identify child rights, citizen rights, responsibilities and types of child abuse
- 9.1.3 outline communicable and non-communicable diseases and ways of prevention
- 9.1.4 describe the production and marketing of goods and services
- 9.1.5 demonstrate understanding of safety in different settings
- 9.1.6 exhibit the attributes of Ubuntu/Unhu/Vumunhu
- 9.1.7 explain the importance of shelter, personal hygiene, emotional well-being and liberation struggles of Zimbabwe
- 9.1.8 discuss global issues
- 9.1.9 examine various religions practised in Zimbabwe

### **9.2 Assessment Model**

Assessment of learners shall be both Continuous and Summative as illustrated in Figure 1.

School Based Continuous Assessment shall include recorded activities from the School Based Projects done by the learners. The mark shall be included on learners' end of term and year

reports. Summative assessment at school level shall include terminal examinations which are at the end of the term and year.



**Fig. 1 Assessment Model**

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

### 9.3 Scheme of Assessment

The Assessment Model shows that learners shall be assessed using both School Based Continuous Assessment and Summative Assessment for both School and ZIMSEC assessments.

The table shows the Scheme of Assessment where 20% is allocated to School Based Continuous Assessment and 80% to School or ZIMSEC Summative Assessment.

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

#### 9.3.1 Description of School Based Continuous Assessment

Learners shall do one school-based project per grade which contributes to 20% of the end of year final mark. The end of year summative assessment shall then contribute 80%. However, for ZIMSEC public examinations, two (2) school based projects shall be considered as School Based Continuous Assessment at Grade 7. The two School Based Projects shall include those done during Grade 6 and 7 sessions. Each will contribute 10%.

##### 9.3.1.1: School – Based Project Continuous Assessment Scheme

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

Project Execution Stages	Description	Timelines	Marks
1	Problem Identification	January	5
2	Investigation of related ideas to the problem/innovation	February	10
3	Generation of possible solutions	March	10
4	Refinement of selected solution	April-May	10

<b>5</b>	Presentation of the final solution	June - July	10
<b>6</b>	Evaluation of the solution and Recommendations	August-September	5
	<b>TOTAL</b>		<b>50</b>

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

### 9.3.2 Description of the ZIMSEC Summative Assessment

ZIMSEC Summative Assessment shall be a public examination at Grade 7. The examination shall consist of two (2) papers of different weighting.

#### Summative Assessment (80%)

Paper	Description	Duration	Marks	Paper weighting %	Weighting %
<b>1</b>	40 Multiple Choice Questions	1 hour 45 minutes	40	50	80
<b>2</b>	Structured Questions	1 hour 45minutes	50	30	

#### Paper 1 (40 marks)

There are 40 multiple choice questions and candidates are expected to answer all questions.

#### Paper 2 (50 marks)

This component comprises of Section A and B

**Section A** consists of six (6) compulsory structured questions each carrying 5 marks. Candidates must answer all questions. The total for the section is 30 marks.

**Section B** consists of seven (7) semi structured questions each carrying 5 marks. Candidates must choose and answer four (4) questions. The total for this section is 20 marks.

#### 9.4 Specification Grid

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

#### 9.5 Assessment instruments/tools

The following are suggested tools

- Check list
- Observation schedules
- Tests
- Rating Scale
- Exercises
- Practical activities
- School based projects