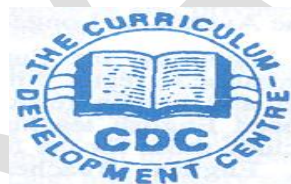




REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY CHILDHOOD EDUCATION

SOCIAL STUDIES SYLLABUS GRADE 1 – 7



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Preface

The syllabus was produced as a result of the Curriculum review process carried out by the Ministry of Education, Science, Vocational Training and Early Education under the auspices of the Curriculum Development Centre (CDC). The curriculum reform process started way back in 1999 when the Ministry of Education commissioned five (5) curriculum studies which were conducted by the University of Zambia. These studies were followed by a review of the lower and middle basic and primary teacher education curriculum. In 2005 the upper basic education National survey was conducted and information from learners, parents, teachers, school managers, educational administrators, tertiary institutions traditional leaders civic leaders and various stakeholders in education was collected to help design a relevant curriculum ,.

The recommendations provided by various stakeholders during the Upper Basic Education National survey of 2005 and National symposium on curriculum held in June 2009 guided the review process.

The review was necessitated by the need to provide an education system that would not only incorporate latest social, economic, technological and political developments but also equip learners with vital knowledge, skills and values that are necessary to contribute to the attainment of Vision 2030.

The syllabus has been reviewed in line with the Outcome Based Education principles which seek to link education to real life experiences that give learners skills to access, criticize analyze and practically apply knowledge that help them gain life skills. Its competences and general outcomes are the expected outcomes to be attained by the learners through the acquisition of knowledge, skills, techniques and values which are very important for the total development of the individual and the nation as a whole.

Effective implementation of Outcome Based Education requires that the following principles be observed: clarity of focus, Reflective designing, setting high expectations for all learners and appropriate opportunities.

It is my sincere hope that this Outcome Based syllabus will greatly improve the quality of education provided at Upper Primary School as defined and recommended in various policy documents including Educating Our Future`1996 and the `Zambia Education Curriculum Framework `2013.

Chishimba Nkocha
Permanent Secretary

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION.

Acknowledgement

The syllabus presented here is a result of broad-based consultation involving several stakeholders within and outside the education system. Many individuals, institutions and organizations were consulted to gather their views on the existing syllabus and to accord them an opportunity to make suggestions for the new syllabus. The Ministry of Education wishes to express heartfelt gratitude to all those who participated for their valuable contributions, which resulted in the development of this syllabus.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Directorate of Teacher Education and Specialized Services, the Directorate of Planning and Information, the Directorate of Human Resource and Administration, the Directorate of Open and Distance Education ,the Examinations Council of Zambia, the University of Zambia, schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to co-operating partners especially JICA and UNICEF for rendering financial technical support in the production of the syllabus.

C.N.M Sakala (Mrs)

Director-Standard and Curriculum

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

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INTRODUCTION

The term “Social Studies” is here used to identify a new study area that has been introduced at junior secondary school level (Grades 8 and 9). It does not denote a political school of thought, a philosophy, a doctrine or a form of organisation. It only refers to this new learning area on human relationships and behaviour. It is an inter-disciplinary programme with a contemporary orientation incorporating some aspects of Civic Education, Geography and History that were previously taught as separate subjects in the former curriculum.

Education in Zambia as well as elsewhere is deemed to be the vehicle through which a morally, democratic learner should be developed. Thus, Social Studies is expected to be the mirror through which the Zambian society should see itself in its quest and dedication to promote and perpetuate its social skills, beliefs, values and traditions.

TEACHING METHODOLOGIES

The teaching methodologies recommended should be learner centred. These include:

- a) Activity learning (individual/pair/group)
- b) Educational visits (visits to various relevant institutions and organisations)
- c) Role play
- d) Debate
- e) Demonstration
- f) Question and answer technique
- g) Teacher exposition

TIME ALLOCATION

The learning area shall cover a period of seven years. From Grade 1 to 4, learners shall have six (06) periods of thirty (30) minutes duration each per week. Grades 5 to 7 learners shall have six (06) periods of forty (40) minutes duration each per week.

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ASSESSMENT

It is expected that learners will be assessed periodically to determine whether the intended outcomes have been internalised and competences mastered. For the sake of this, teachers are advised to conduct Continuous Assessments, whether weekly or fortnightly or monthly. A mid-term assessment would also be ideal so that where deficiencies are observed some remedial measures are put in place. However, it is strongly recommended that an end-of-term assessment be conducted at each grade level.

It is the Ministry's intention to conduct aptitude examinations after completing the Lower Primary School Level for purposes of selection to Grade 5. Those learners who will not meet the cut-off point will be made to repeat but using remedial measures before they can proceed to Grade 5. At the same time, another aptitude examination will be conducted after completing Upper Primary School Level for selection to Grade 8 or Form 1 as the case may be. Those learners who won't meet the cut-off point will be expected to repeat Grade 7.

RATIONALE OF TEACHING SOCIAL STUDIES

This learning area aims at developing the ability to understand and appreciate the moral, social and cultural values as well as to interpret positively the political, economic, environmental and civic issues as they relate to everyday life.

GENERAL OUTCOMES

It aims at developing knowledge, skills and positive values of:

1. Political, Social, Economic, Cultural, Environmental, Religious and Civic Issues;
2. Entrepreneurial skills in the context of socio-economic changes and technological advances taking place in the world.

GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE ONE

GENERAL OUTCOME

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| <ul style="list-style-type: none">• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues• Develop an Understanding of Spiritual and Moral Values |
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KEY COMPETENCES

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| <ul style="list-style-type: none">• Show ability to work in a group• Demonstrate ability to give four cardinal points of the compass• Demonstrate safe ways of crossing the road and rail line• Demonstrate ability to pray |
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GRADE ONE

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
1.1 Living Together in the Community	1.1.1 Home and School	1.1.1.1 Identify important places around the home and school	<ul style="list-style-type: none"> Shops, post office, market, church, clinic, police post Father, mother, brothers, sisters, uncles, aunties, cousins, Cooking, watering, washing, sweeping, raking Peace and harmony Sweeping, picking litter, watering, slashing 	<ul style="list-style-type: none"> Identification of places around home and school Analysis of the family relationships 	<ul style="list-style-type: none"> Sense of belonging to a family Responsibility in carrying out chores Harmonious living Cooperation in class activities Patriotism to the symbols of national identity
		1.1.1.2 Identify family members and relationships to each other			
		1.1.1.3 State the roles played in the home			
		1.1.1.4 Explain the need for rules at home and school 1.1.1.5 State ways in which the class can work together			
1.2 Direction and Location	1.2.1 Basic Cardinal Points	1.2.1.1 Mention the four basic cardinal points	<ul style="list-style-type: none"> South, north, east, west 		
1.3 Governance	1.3.1 National Anthem	1.3.1.1 Sing the National Anthem in familiar language	<ul style="list-style-type: none"> National Anthem 		
1.4 Religion	1.4.1 Names of God	1.4.1.1 Mention the different names of God in any language	<ul style="list-style-type: none"> Different names of God 	<ul style="list-style-type: none"> Classification Identification 	<ul style="list-style-type: none"> Awareness Empathy Appreciation
	1.4.2 Importance of God	1.4.2.1 State the importance of God in our lives	<ul style="list-style-type: none"> Importance of God: Creator, Provider, Sustainer, Healer 		

	1.4.3 Prayer	1.4.3.1 Mention the different ways people talk to God. 1.4.3.2 Explain why people pray. 1.4.3.3 Mention different types of prayers. 1.4.3.4 Recite the Lord's Prayer 1.4.3.5 Mention different times when people pray. 1.4.3.6 State the different ways in which God answers prayer.	<ul style="list-style-type: none"> • Prayer • Help, thanksgiving, protection • Private and public prayer • Matthew 5:9-13 • Wake up, eating, go to sleep, afraid • Yes, No, Wait 	<ul style="list-style-type: none"> • Praying 	<ul style="list-style-type: none"> • n • Prayerfulness • Honesty
1.5 Christian Living	1.5.1 Friendship and Love	1.5.1.1 State qualities of a good friend 1.5.1.2 Tell stories of Jesus' friendship towards children 1.5.1.3 Mention good things God gives to people 1.5.1.4 Demonstrate the story of the Good Samaritan 1.5.1.5 Mention different ways of helping others	<ul style="list-style-type: none"> • Honesty, trust, respect, care, faithfulness • Life, water, air, sunlight, food, parents, protection (Mark 10:13-16) • Love and friendship (Luke 10:25-37) • Caring for the sick and aged • Giving food, money and clothes 		
1.6 Transport and Communication	1.6.1 Types of Transport and Communication	1.6.1.1 Mention types of transport and their role in moving people and goods move from one place to another 1.6.1.2 Explain different ways of communicating among people	<ul style="list-style-type: none"> • Transport: walking (feet), riding (scotch-cart, motor vehicle, train, wheel burrow), cycling (bicycle), flying (aeroplane), paddling (boat) • Communication: verbal, letter, drums, phone, non-verbal 	<ul style="list-style-type: none"> • Classification of types of transport and communication 	
	1.6.2 Importance of Transport and Communication	1.6.2.1 Mention the importance of transport and communication	<ul style="list-style-type: none"> • Transport: easier and quicker movement from one point to another, facilitating movement of goods and services • Communication: sharing information 		
	1.6.3 Safety	1.6.3.1 Demonstrate the correct side of the road to walk along 1.6.4 Demonstrate safe ways of	<ul style="list-style-type: none"> • Right hand side of the road • Correct way of crossing the 	<ul style="list-style-type: none"> • Road crossing 	<ul style="list-style-type: none"> • Awareness of the dangers on

		crossing the road and rail line	road('Look right, look left and look right again') <ul style="list-style-type: none">• Making use of 'zebra crossing' points		the road
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GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE TWO

GENERAL OUTCOME

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| <ul style="list-style-type: none">• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues• Develop an Understanding of Spiritual and Moral Values• Develop an Understanding of Transport and Communication |
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KEY COMPETENCES

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| <ul style="list-style-type: none">• Demonstrate patriotism• Demonstrate ability to show direction• Demonstrate understanding of children's basic rights |
|---|

GRADE TWO

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 Living Together in the Community	2.1.1 Neighbourhood	2.1.1.1 State the importance of living together	<ul style="list-style-type: none"> Neighbourhood: security, helping each other 		<ul style="list-style-type: none"> Sense of belonging to a family and community
2.2 Direction and Location	2.2.1 Direction	2.2.1.1 Mention the direction of prominent features in your community	<ul style="list-style-type: none"> Prominent features (home, village, school, clinic, post officemarket) 		<ul style="list-style-type: none"> Security consciousness
2.3 Governance	2.3.1 Defence and Security	2.3.1.1 Identify institutions that provide security in the community	<ul style="list-style-type: none"> Zambia police service, security firms, messengers, neighbourhood watch 	<ul style="list-style-type: none"> Interpretation of the colours on the Zambian National Flag Identification of children's basic rights 	<ul style="list-style-type: none"> Demonstration of patriotism towards the nation Appreciation of children's basic rights
	2.3.2 The National Flag	2.3.2.1 Explain the meaning of the National Flag	<ul style="list-style-type: none"> Colours of the National Flag 		
	2.3.3 Children's Rights	2.3.3.1 Mention children's basic rights at home and school	<ul style="list-style-type: none"> Right to life, shelter, food, water, clothing, education 		
2.4 Religion	2.4.1 Praise and Worship	2.4.1.1 Mention different ways of praising God	<ul style="list-style-type: none"> Songs, poems, worship, giving offering, helping others 		
2.5 Christian Living	2.5.1 Happiness	2.5.1.1 List basic things that make people happy	<ul style="list-style-type: none"> Eating good food, new clothes, presents, parties, playing 		
2.6 Transport and Communication	2.6.1 Different Road Users	2.6.1.1 Identify different road users	<ul style="list-style-type: none"> Pedestrians, motorists, cyclists, animal handlers, animals 	<ul style="list-style-type: none"> Interpretation of basic road signs and signals Application 	<ul style="list-style-type: none"> Appreciation of road signs and signals
	2.6.2 Basic Road Signs and Signals	2.6.2.1 Mention basic road signs	<ul style="list-style-type: none"> Road signs: stop, pedestrian crossing, boy and girl crossing, animal crossing, rail crossing, bridge 		
		2.6.2.2 Identify different road signals	<ul style="list-style-type: none"> Traffic lights: red, green and amber Police hand signals: stop, proceed, turn 		

GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE THREE

GENERAL OUTCOMES

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| <ul style="list-style-type: none">• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues• Develop an Understanding of Spiritual, Cultural and Moral Values |
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KEY COMPETENCES

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| <ul style="list-style-type: none">• Demonstrate ability to locate places on a map• Demonstrate tolerance |
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GRADE THREE

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
3.1 Direction and Location	3.1.1 Location on a Map	3.1.1.1 Identify the location of home, school and nearby places on a map	<ul style="list-style-type: none"> Location of places 	<ul style="list-style-type: none"> Identification of places on a map 	<ul style="list-style-type: none"> Patriotism
3.2 Governance	3.2.1 The National Anthem	2.2.1.1 Sing the Zambian National Anthem in English	<ul style="list-style-type: none"> Zambian National Anthem in English 		
3.3 Religion	3.3.1 Different Religions and Places of Worship	3.3.1.1 Name different religions in Zambia 3.3.1.2 Mention places where members of different religions worship	<ul style="list-style-type: none"> Religions in Zambia: Traditional religion, Christianity, Islam, Hinduism Places of worship: shrines, churches, mosques, temples 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Awareness Appreciation
3.4 Christian Living	3.4.1 Division and Forgiveness	3.4.1.1 Identify causes of division among people 3.4.1.2 Mention effects of division 3.4.1.3 State different ways of showing remorse 3.4.1.4 Describe the importance of forgiveness	<ul style="list-style-type: none"> Nepotism, favouritism, theft, greedy, unfairness, jealousy Conflict, underdevelopment, hatred Saying sorry, looking sad, crying Unity, peace, love, happiness, good health 	<ul style="list-style-type: none"> Identification Creative thinking Classification Application 	<ul style="list-style-type: none"> Patience Responsibility Tolerance Reconciliation Cooperation Respect Remorsefulness
3.5 Festivals	3.5.1 Cultural Celebrations and Festivals	3.5.1.1 Mention occasions celebrated by local communities 3.5.1.2 Explain the importance of celebrations/festivals	<ul style="list-style-type: none"> Birth of a child, initiation ceremonies, installation of leaders, marriage Identity, unity, happiness 	<ul style="list-style-type: none"> Identification Critical thinking 	<ul style="list-style-type: none"> Self identity Awareness Appreciation
	3.5.2 Religious Celebrations and Festivals	3.5.2.1 Identify religious festivals in the locality 3.5.2.2 Mention the significance of religious festivals	<ul style="list-style-type: none"> Christmas, Good Friday, Easter, Ramadan Identification with God, thanksgiving 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Self identify Appreciation Awareness
3.6 Ceremonies	3.6.1 Traditional Ceremonies	3.6.1.1 Describe traditional ceremonies 3.6.1.2 State the significance of traditional ceremonies	<ul style="list-style-type: none"> Local traditional ceremonies Identity, unity, happiness 	<ul style="list-style-type: none"> Identification Classification 	<ul style="list-style-type: none"> Appreciation Awareness Self identity

	Initiation Ceremonies	<p>3.2.10 Describe local initiation ceremonies</p> <p>1.1.2 State the significance of local initiation ceremonies</p> <p>1.1.3 Describe the initiation of Jesus</p> <p>3.2.13 Describe the relevance of traditional teachings and practices today</p>	<ul style="list-style-type: none"> • Local initiation ceremonies • Identity, unity, happiness • Initiation of Jesus (Luke 2:41) • Identity, unity, happiness 	<ul style="list-style-type: none"> • Identification • Classification 	<ul style="list-style-type: none"> • Appreciation • Awareness • Self identity
3.7 Transport and Communication	Safety Precautions	<p>3.3.1 Identify safety precautions applied on vehicles</p> <p>3.3.2 Explain risky behaviour on the road</p>	<ul style="list-style-type: none"> • Safety precautions: using seat belts, no hanging on moving vehicles, no jumping on and off moving vehicles, using roadworthy modes of transport • Risky behaviour: playing on the road, running back onto the road to pick an object 		<ul style="list-style-type: none"> • Care on the road

GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE FOUR

GENERAL OUTCOMES

- Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
- Develop an Understanding of Spiritual and Moral Values

KEY COMPETENCES

- Demonstrate ability in keeping the environment clean
- Demonstrate ability in protecting the environment
- Demonstrate ability to construct simple items

GRADE FOUR

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.1 Governance	4.1.1 The Coat of Arms	4.1.1.1 Explain the meaning of the symbols on the Coat of Arms	<ul style="list-style-type: none"> • Symbols: man and woman = Zambian family, zebra=wildlife, eagle = victory, mining shaft = minerals, pick and hoe and cob of maize = farming, wavy lines = Victoria Falls 	<ul style="list-style-type: none"> • Interpretation of symbols on the Coat of Arms • Identification of the duties and obligations of a citizen 	<ul style="list-style-type: none"> • Appreciation of symbols on the Coat of Arms
	4.1.2 Obligations and Duties of a Citizen	4.1.2.1 State the obligations and duties of a citizen	<ul style="list-style-type: none"> • Obligations: defend the country, pay taxes, voting, keeping environment clean 		
4.2 Religion	4.2.1 Religious Scriptures	4.2.1.1 Mention the parts of the Bible	<ul style="list-style-type: none"> • Old and New Testaments • Books of the Bible: Genesis, Exodus, Leviticus, Numbers, Matthew, Mark, Luke, John • Reasons: easy understanding, increased readership • Holy writings: Koran, Vedas, Bhagavadi-Gita 	<ul style="list-style-type: none"> • Identification • Classification 	<ul style="list-style-type: none"> • Awareness • Appreciation • Respect • Endurance • Responsibility • Compassion
		4.2.1.2 Identify books of the Bible			
4.3 Christian Living	4.3.1 Suffering and Death	4.3.1.1 Identify different types of suffering	<ul style="list-style-type: none"> • Types of suffering: physical, mental, social, spiritual, economic, emotional • Complaining, crying, blaming God and other people, giving up, enduring, work hard, empathizing, • Acceptance, forgiveness, showed love, agonising • Life continues after death (ancestral spirits) • Translated to heaven or hell • Waiting for judgement 		
		4.3.1.2 Explain peoples' reaction to suffering			
4.4 Transport and	4.4.1 Transport and	4.4.1.1 List common transport and communication challenges	<ul style="list-style-type: none"> • Transport: non-availability, congestion, pollution from fumes, 		<ul style="list-style-type: none"> • Awareness of transport and

Communication	Communication Challenges		accidents, vandalism, overloading,, over-speeding • Communication: non-availability, congestion, noise pollution, poor phone network, cyber crime, vandalism, abuse		communication challenges
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GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE FIVE

GENERAL OUTCOMES

- Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues
- Develop an Understanding of Spiritual and Moral Values

KEY COMPETENCES

- Demonstrate ability to relate conventional signs to physical features
- Demonstrate ability to resist human rights violations

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GRADE FIVE

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
5.1 Living Together in the Community	5.1.1 District	5.1.1.1 Locate on the map of Zambia the position of the district 5.1.1.2 Identify the main physical features on a map of the district 5.1.1.3 Describe social, economic, cultural, political structures of the district in the past 5.1.1.4 Mention the cultural composition of the people in the district 5.1.1.5 Describe the economic activities in the district 5.1.1.6 List names of historical and cultural sites in the district 5.1.1.7 State the significance of each historical/cultural site	<ul style="list-style-type: none"> • Location of the district • Physical features: hills/mountains, rivers, plains, valleys • Structures: social, economic, cultural, political structures • Races, ethnic groups, chiefdoms • Farming, construction, trading, manufacturing, mining • Historical and cultural sites • Identity, tourist attraction 	<ul style="list-style-type: none"> • Map reading 	<ul style="list-style-type: none"> • Appreciation of other people's culture
5.2 Governance	5.2.1 Sex and Gender Roles	5.2.1.1 Explain sex and gender roles 5.2.1.2 Explain gender discrimination 5.2.1.3 Discuss effects of gender discrimination 5.2.1.4 Identify institutions that promote gender equality	<ul style="list-style-type: none"> • Sex roles: women getting pregnant, breast-feeding • Gender roles: cooking, watering, teaching, raking, washing, sweeping • Disadvantaging someone on the basis of sex • conflict, Gender based violence etc • Ministry of Gender, Human Rights Commission, Civil Societies Organisation etc 	<ul style="list-style-type: none"> • Identification of gender and sex roles 	<ul style="list-style-type: none"> • Appreciation of sex and gender roles • Respect for

	5.2.2 Threats to Human Rights	5.2.2.1 State factors that hinder citizens from enjoying their rights 5.2.2.2 Mention examples of human rights violations 5.2.2.3 Identify organisations protecting human rights	<ul style="list-style-type: none"> Corruption, poverty, poor governance, conflicts, ignorance Gender based violence, child abuse Police service, Human Rights Commission, civil society organisations 	<ul style="list-style-type: none"> Identification of human rights 	human rights
5.3 Christian Living	5.3.1 Discipline and Punishment	5.3.1.1 Describe the importance of child discipline 5.3.1.2 Identify ways of discipline 5.3.1.3 Describe punishment 5.3.1.4 Identify different types of punishment	<ul style="list-style-type: none"> Moulding character Counselling, confronting, scolding Denying privileges Physical, emotional, economic, social 	<ul style="list-style-type: none"> Application Identification Classification 	<ul style="list-style-type: none"> Awareness Appreciation Discipline Responsibility Remorsefulness
5.4 Environment	5.4.1 Rural-urban Migration	5.4.1.1 Describe 'migration' 5.4.1.2 Explain rural-urban migration and its effects 5.5.8 Suggest possible solutions to rural-urban migration	<ul style="list-style-type: none"> Movement from one place to another Movement of people from rural to urban areas Reasons: search for employment, social amenities, disputes Effects on rural areas: depopulation, underdevelopment Effects on urban areas: overpopulation, crime, prostitution, poor sanitation, shortage of social amenities Solutions: improving social and economic amenities in rural areas 	<ul style="list-style-type: none"> Identification Classification Management Organisation Leadership 	<ul style="list-style-type: none"> Awareness Appreciation Responsibility Conservation
5.5 Entrepreneurship	5.5.1 Wealth Generation	5.5.1.1 Explain entrepreneurship 5.5.1.2 Explain how wealth can be generated	<ul style="list-style-type: none"> Small scale business ventures (legal), government ventures, national and multi-national corporation 	<ul style="list-style-type: none"> Entrepreneurship 	<ul style="list-style-type: none"> Hard-work to generate wealth
5.6 Transport and	5.6.1 Transport and	5.6.1.1 Describe the development of transport and communication	<ul style="list-style-type: none"> Transport: from walking to scotch-carts to cycling to riding motor 		

Communication	Communication in the District	services	vehicles • Communication: from messenger to drum to letter to telex to land phone to cell-phone		
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GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE SIX

GENERAL OUTCOMES

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| <ul style="list-style-type: none">• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues• Develop an Understanding of Spiritual and Moral Values |
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KEY COMPETENCES

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| <ul style="list-style-type: none">• Demonstrate ability to engage in small business ventures |
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GRADE SIX

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
6.1 Living Together in the Community	6.1.1 Province	6.1.1.1 Locate on the map of Zambia the position of the province 6.1.1.2 Identify the main physical features on a map of the province 6.1.1.3 Describe social, economic, cultural, political structures of the province in the past 6.1.1.4 Mention the cultural composition of the people in the province 6.1.1.5 Describe the economic activities in the province	<ul style="list-style-type: none"> • Location of the province • Hills/mountains, rivers, plains, valleys • Social, economic, cultural, political structures • Races, ethnic groups, villages, chiefdoms • Farming, construction, trading, manufacturing, mining 		
6.2 Religion	6.2.1 Religious Faith (Martyrdom)	6.2.1.1 Identify Africans killed for their religious faith 6.2.1.2 Describe the encounter between David and Goliath 6.2.1.3 State the role of faith in helping people to be brave	<ul style="list-style-type: none"> • Charles Lwanga and Kizito • 1 Samuel 17 • Promotes courage to face situations 	<ul style="list-style-type: none"> • Identification • Creative thinking • Communication • Classification 	<ul style="list-style-type: none"> • Faithfulness • Appreciation • Awareness
6.3 Weather and Climate	6.3.1 Elements of Weather and Climate	6.3.1.1 Outline elements of weather and climate	<ul style="list-style-type: none"> • Temperature, rainfall, pressure, sunshine, humidity 		
6.4 Environment	6.4.1 Protection of the Environment	6.4.1.1 Identify ways of disposing waste 6.4.1.2 Identify communal places that need protection from waste 6.4.1.3 Describe the role of the community in environmental protection and waste management	<ul style="list-style-type: none"> • Recycling, burying • Markets, schools, clinics, churches, bus stations, drainages • Community participation, sensitisation and advocacy 		<ul style="list-style-type: none"> • Protection of the environment

6.5 Transport and Communication	6.5.1 Road Safety	6.5.1.1 Explain factors that influence road safety	• Factors: visibility of road signs, state of the road, availability road signs, vandalism, corruption		
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GENERAL OUTCOMES AND KEY COMPETENCES FOR GRADE SEVEN

GENERAL OUTCOME

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| <ul style="list-style-type: none">• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues• Develop an Understanding of Spiritual and Moral Values |
|--|

Key Competences for Grade 7

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|---|
| <ul style="list-style-type: none">• Demonstrate ability to grow food crops and rear animals |
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GRADE SEVEN

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.1 Governance	7.1.1 Democratic Governance	7.1.1.1 Describe democracy 7.1.1.2 Mention characteristics of democracy 7.1.1.3 Explain how democracy protects and promotes human rights 7.1.1.4 Describe ways in which women and girls are discriminated against 7.1.1.5 Explain forms of child abuse 7.1.1.6 Describe types of child labour	<ul style="list-style-type: none"> • Democracy • Rule of law, freedom, fair elections • Rule of law and respecting human rights • Decision making, job opportunities, access to resources, access to education • Defilement, rape, child labour, child neglect, human trafficking • Domestic servants, farm work, street vending 		
	7.1.2 Organs of Government	7.1.2.1 Identify the organs of government 7.1.2.2 Explain the functions of the Executive, Legislature, and Judiciary	<ul style="list-style-type: none"> • Legislature, Executive and Judiciary • Legislature: making laws • Executive: carrying out laws • Judiciary: enforcing law 	•	
	7.1.3 Government Ministries	7.1.3.1 identify government ministries	<ul style="list-style-type: none"> • Education, Health, Defence, Home Affairs 		
	7.1.4 Constitution	7.1.4.1 State the importance of the Constitution	<ul style="list-style-type: none"> • Constitution: supreme law of the land • Safeguarding citizens' rights 		

7.2 The World	7.2.1 Continents	7.2.1.1 Identify the continents of the world	<ul style="list-style-type: none"> • Africa, Europe, Asia, Australia, North America, South America, Antarctica 	•	•
	7.2.2 Physical Features	7.2.1.1 Locate on a world map major physical features	<ul style="list-style-type: none"> • Rivers, lakes, mountains, seas, island oceans, deserts, valleys 		
7.3 World Challenges	7.3.1 Population Growth	7.3.1.1 Identify the causes of rapid world population growth 7.1.1.2 Mention the effects of rapid world population growth 7.1.1.3 State possible solutions to rapid world population growth	<ul style="list-style-type: none"> • Poor family planning, early marriages, poverty, polygamy • High mortality rate, illiteracy, unemployment, crime, diseases • Family planning, education 	•	•
	7.3.2 Corruption	7.3.1.1 State different forms of corruption	<ul style="list-style-type: none"> • Petty corruption, grand corruption and political corruption 		
	7.3.3 Food Shortages	7.3.1.1 State causes of food shortages in some parts of the world 7.3.1.2 Explain the importance of food security	<ul style="list-style-type: none"> • Droughts, floods, Wars, Pests and Diseases, laziness, ignorance • Autonomy, good health, high productivity 		
	7.3.4 HIV and AIDS	7.3.4.1 Explain the consequences of HIV and AIDS on food security	<ul style="list-style-type: none"> • Low productivity 		
	7.3.5 Pollution	7.3.5.1 Explain causes of pollution 7.3.5.2 Outline effects of pollution on the environment 7.3.5.3 State possible solutions to pollution	<ul style="list-style-type: none"> • Mining, solid waste disposal, chemical processing, forest fires, combustion • Acid rain, land degradation, contamination of water sources, diseases • Waste management, protection of water sources, environmental education 		
	7.3.6 Other World Challenges	7.3.6.1 State other world challenges 7.3.6.2 Suggest possible solutions to these challenges	<ul style="list-style-type: none"> • War, global warming, poverty • Conflict resolution, education, increased productivity 		

7.4 Religion	7.4.1 The Family	7.4.1.1 State the importance of belonging to a family 7.4.1.2 Describe the relationship between parents and children in a Zambian family	<ul style="list-style-type: none"> • Security, protection, love, care • Acceptance, respect, love, tolerance, obedience 		
7.5 Farming	7.5.1 World Farming Regions	7.5.1.1 Locate on the world map major farming regions	<ul style="list-style-type: none"> • Prairies, Pampas, Downs, Steppes, Veldt 		
7.6 Transport and Communication	7.6.1 Transport and Communication services among SADC and COMESA Countries	7.6.1.1 Mention the benefits of improved regional communication services and transport network to Zambia	<ul style="list-style-type: none"> • Easy flow of information • Increase in trade • Easy movement of goods and services • Employment opportunities 		<ul style="list-style-type: none"> • Awareness of safe cycling • Appreciation of the benefits of improved regional transport and communication services
	7.6.2 Road Safety	7.5.1 Identify parts of the bicycle 7.5.2 Demonstrate safe cycling	<ul style="list-style-type: none"> • Parts of the bicycle and their use • Correct side of the road to cycle on 		

APPENDIX ONE: SCOPE AND SEQUENCE CHART

Grade	1	2	3	4	5	6	7
Theme							
Living Together in the Community	Home and School	Neighbourhood			District	Province	
Direction and location	Basic cardinal points	Direction	Location on a Map				
Governance	<ul style="list-style-type: none"> • National Anthem in Familiar language 	<ul style="list-style-type: none"> • Defence and Security • The National Flag • Children's Rights 	<ul style="list-style-type: none"> • National Anthem in English 	<ul style="list-style-type: none"> • The Coat of Arms • Obligations and Duties of a Citizen 	<ul style="list-style-type: none"> • Sex and Gender Roles • Threats to Human Rights 		<ul style="list-style-type: none"> • Democratic Governance • Organs of government • Government Ministries • Constitution
Religion	<ul style="list-style-type: none"> • Names of God • Importance of God • Prayer 	<ul style="list-style-type: none"> • Praise and Worship 	<ul style="list-style-type: none"> • Different Religions and Places of Worship 	<ul style="list-style-type: none"> • Religious Scriptures 		Religious Faith (Martyrdom)	<ul style="list-style-type: none"> • The Family
Christian Living	<ul style="list-style-type: none"> • Friendship and Love 	<ul style="list-style-type: none"> • Happiness 	<ul style="list-style-type: none"> • Division and Forgiveness 	<ul style="list-style-type: none"> • Suffering and Death 	<ul style="list-style-type: none"> • Discipline and Punishment 		
Festivals	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Cultural celebrations and Festivals 				
Ceremonies	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Traditional Ceremonies • Initiation Ceremonies 				

Transport and Communication	<ul style="list-style-type: none"> • Types of transport and communication • Importance of Transport and Communication • Safety 	<ul style="list-style-type: none"> • Different Road Users • Basic Road Signs and Signals 	<ul style="list-style-type: none"> • Safety Precautions 	Transport and Communication Challenges	Transport and communication in the District	<ul style="list-style-type: none"> • Road Safety 	<ul style="list-style-type: none"> • Road Safety
Weather and Climate						<ul style="list-style-type: none"> • Elements of Weather and Climate 	
Environment					<ul style="list-style-type: none"> • Rural-urban Migration 	<ul style="list-style-type: none"> • Protection of the Environment 	
The World							<ul style="list-style-type: none"> • Continents • Physical Features • World Farming Regions
World Challenges							<ul style="list-style-type: none"> • Population growth • Corruption • Food Shortages • Pollution • HIV and AIDS • Other Challenges