ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

HERITAGE STUDIES SYLLABUS

FORMS 1 - 4

2015 - 2022

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PREAMBLE

1.1 Introduction

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

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

1.2 Rationale

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

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

1.3 Summary of Content

The thrust of the Heritage Studies syllabus is preserving and sustaining main:

- national history and the gains of the liberation struggle
- the natural environment
- Unhu/Ubuntu/Vumunhu (cultural norms, values and beliefs)
- historical sites
- indigenous crafts
- indigenous food heritage
- national symbols such as the Zimbabwe flag
- the National Schools Pledge and national anthem
- It also instils innovative, problem solving, critical thinking, leadership, communication, enterprise and technological skills.

1.4 Methodology

I In teaching Heritage Studies learner- centred participatory methodologies should be used. These include:

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

1.4.1 Time Allocation

The subject should be allocated at least four periods of 35- 40 minutes duration per week.

1.5 Assumptions

It is assumed that leaners:

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

1.6 Cross - cutting themes

- heritage studies
- Unhu/Ubuntu/Vumunhu (societal norms and values)
- gender roles
- children's rights and responsibilities
- human rights
- child protection
- environmental issues
- disaster and risk management

- rites of passage for boys and girls (sexuality)
- enterprise skills
- financial literacy
- chronic and infectious diseases such as diabetes, Ebola, hypertension and HIV/AIDS

2.0 PRESENTATION OF THE SYLLABUS

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

3.0 AIMS

The syllabus aims to:

3.1 inculcate and sustain Unhu/Ubuntu/Vumunhu (societal norms and values) through interaction with the family, community and society at large

3.2 understand and appreciate Zimbabwe's pre-colonial, colonial and post- colonial history

3.3 develop an appreciation of the importance of Chimurenga/Umvukela/liberation war heroes and heroines, national heritage, symbols, identity and events

3.4 foster in learners a spirit of patriotism through involvement in national celebrations and events

3.5 uphold Zimbabwe's constitutional rights such as respect for self, others, the vulnerable and disadvantaged and property

3.6 prepare learners to face rapid changes in their socio-economic environment without losing their identity and integrity

3.7 develop attitudes and skills consistent with sustainable environmental management and global challenges

3.8 prepare learners for life and work with respect to life skills such as team work and enterprise skills

4.0 OBJECTIVES

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

4.1 explain key events and the significance of the Anglo-Ndebele war, first and second Chimurenga/Umvukela/liberation struggle

4.2 describe the significance of national symbols, events and heritage sites

4.3 identify norms and values appropriate for responsible behaviour

4.4 describe the operations of various government structures and systems

4.5 demonstrate skills and knowledge gained to improve the quality of life of individuals, families and communities

4.6 explain concepts and issues relating to heritage studies, gender, human rights and responsibilities

4.7 examine various ways of managing the national environment for sustainable development

4.8 explain the production and marketing of goods and services

4.9 state the fundamental rights and freedoms enshrined in the Zimbabwean Constitution

5.0 SYLLABUS TOPICS

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

6.0 SCOPE AND SEQUENCE

TOPIC 1: SOCIALISATION

FORM 1	FORM 2	FORM 3	FORM 4
• Socialisation in the home	• Role of the school in socialisation • Role of peers in socialisation • Role of the media in socialisation • Responsible use of the media	• Role of the community in socialisation • Role of religious beliefs in socialisation • Role of the media in socialization	• Information and Communication Technologies in socialisation

TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

FORM 1	FORM 2	FORM 3	FORM 4
• Types of families • Language and national identity • Indigenous hunting and production tools • National identification documents: - Birth certificate - National identity - Passport	• Forms of personal identity: • Totems, totem praises and genealogy • Purpose of totem systems • Indigenous herbs • Indigenous languages and cultures of the people of Zimbabwe	• Family and the community • Indigenous community gatherings, ceremonies and events	• Indigenous marriages: • Contemporary marriages • Indigenous wise sayings - proverbs - idioms • Indigenous religious practices

TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

FORM 1	FORM 2	FORM 3	FORM 4
• The concept of Unhu/Ubuntu/Vumunhu • Attributes of Unhu/Ubuntu/Vumunhu • Norms and values • Concept of inheritance	• Norms and values in the community • Main features of the indigenous Zimbabwean culture • Inheritance and heirship practices of indigenous families and societies • Contemporary courtship practices	• Norms and values at the workplace • Birth and Death rites and ceremonies • Inheritance and heirship practices in contemporary families and societies	• Zimbabwean and foreign norms and values • Threats to indigenous culture in Zimbabwe

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

FORM 1	FORM 2	FORM 3	FORM 4
• Rites of passage • Indigenous courtship practices of different ethnic groups • Indigenous entertainment	• Indigenous marriage counsellors • Forms of indigenous entertainment	• Indigenous and contemporary courtship practices • Indigenous marriage practices • Dance and drama	• Men and women in marriage • Sport, arts and culture

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

FORM 1	FORM 2	FORM 3	FORM 4
• Pre-colonial societies: - Hunter-gatherer communities - Social and economic activities • Indigenous Political Structures	• Early Iron Age societies • Late Iron Age States • Contribution of Iron Age communities to contemporary societies • Missionaries explorers, traders, concession seekers, adventurers and hunters	• Colonisation • Anglo-Ndebele war(1893-94) • First Chimurenga/ Umvukela (1896-97) • Heroes and heroines of the 1st Chimurenga/Umvukela • Expropriation of resources in colonial Zimbabwe • Liberation Struggle/Second Chimurenga/Umvukela (1966-79)	• Independent Zimbabwe • Local government structures • Systems of Governance • Structures and functions of the central government • Government as a social service provider • Zimbabwe as a member of regional and international organisations

TOPIC 5: NATIONAL HERITAGE

FORM 1	FORM 2	FORM 3	FORM 4
• National symbols, monuments and shrines • National Schools Pledge • Natural resources	• National events and celebrations • Participation in and commemoration of national events • National Schools Pledge • Natural resources	• National shrines, monuments and world heritage sites • National Schools Pledge • Natural resources	• Heritage sites • National Schools Pledge • Natural resources

TOPIC 6: CONSTITUTION OF ZIMBABWE

FORM 1	FORM 2	FORM 3	FORM 4
• Constitution of Zimbabwe	• Declaration of Rights in Zimbabwe • Zimbabwean citizenship • Rules and laws of Zimbabwe	• Constitution of Zimbabwe	• Constitution of Zimbabwe

TOPIC 7: RIGHTS AND RESPONSIBILITIES

FORM 1	FORM 2	FORM 3	FORM 4
• Indigenous entitlements • Rights and responsibilities	• Children`s rights and responsibilities at school • Participation in voluntary community activities • Roles and responsibilities of Zimbabwean citizens	• Rights and responsibilities • Civic responsibilities at community and national level	• Entitlements of men and women in the indigenous societies • Gender equity and equality in contemporary Zimbabwe • Voluntary community activities

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

FORM 1	FORM 2	FORM 3	FORM 4
• Factors of production: • Concept of industry • The informal sector • Storage of indigenous and contemporary foods	• Types of industries • The informal sector • Indigenous conservation and management of resources • Contemporary methods of manufacturing goods	• Land ownership in Zimbabwe • Constraints to the informal sector • National strategic reserves	• Factors of production • Factors inhibiting production • Enterprise skills and employment creation: • Conservation and preservation of resources

TOPIC 9: GLOBAL ISSUES

FORM 1	FORM 2	FORM 3	FORM 4
• Environmental issues • Pollution • Hazards, risks and disasters • Human trafficking	• Climate change • Disasters	• Land degradation • Pollution • Pandemics and chronic illnesses • Human trafficking	• Waste management • Child labour

FORM 1

7.0 COMPETENCY MATRIX

TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
SOCIALISATION IN THE HOME	• define socialisation • list socialising agents in the home • examine the role of each family member in socialisation	• Socialisation - definition - agents - role of family members	• Explaining socialisation • Identifying socialising agents in the home • Discussing the role of each family member in socialization • Role playing	• ICT tools • Jaws software • Pictures • Resource person

TOPIC 2: IDENTITY: LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF FAMILIES	• identify different family types • distinguish different relationships within different types of families • assess the roles of family members in the home, community and nation	• Types of families -one parent -child headed -monogamous -polygamous • Roles in the: - home - community - nation	• Listing different family types • Examining relationships within different types of families • Assessing relationships within different family types • Explaining the different roles of family members in the home, community and nation • Dramatising different roles of family members in the home, community and nation	• ICT tools • Jaws software • Pictures • Related literature • Literature in Braille

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LANGUAGE AND NATIONAL IDENTITY	• identify language aspects that have national identity • explain the link between language and identity	• Language and identity - proverbs - idioms - riddles - folklore	• Stating language aspects that promote national identity • Discussing the origins and significance of wise sayings • Discussing the link between language and identity	• ICT tools • Jaws software • Resource person • Related literature • Braille literature
INDIGENOUS HUNTING AND PRODUCTION TOOLS	• identify indigenous hunting and productive tools • explain the use of indigenous hunting and productive tools	• Indigenous hunting tools: - traps - spears - bows and arrows • Indigenous productive tools: - grinding stones	• Listing indigenous hunting and production tools • Demonstrating the use of the indigenous hunting and production tools	• ICT tools • Jaws software • Pictures • Cultural museum • Indigenous hunting and production tools
	• describe how the indigenous hunting and production tools were made	- duri nemutswi/ ingiga/umgigo - winnowing basket/tsero/ukhomane	• Collecting and exhibiting indigenous hunting and production tools • Making some of the indigenous hunting and production tools	
NATIONAL IDENTIFICATION DOCUMENTS	• list the national identification documents • describe the contents of each national identification documents • explain the importance of possessing national identification documents	• Identification documents -Birth certificate -National identity -Passport	• Stating national identification documents • Explaining information on national identification documents • Debating the need for national identification documents	• ICT tools • Samples of identity documents • Resource person

TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
THE CONCEPT OF UNHU/UBUNTU/VUMUNHU	• define the concept of Unhu/Ubuntu/Vumunhu • state the attributes of Unhu/Ubuntu/Vumunhu • explain the importance of Unhu/Ubuntu/Vumunhu	• Concept and attributes: - tolerance - integrity - oneness - respect - humility	• Researching on the concept of Unhu/Ubuntu/Vumunhu • Listing attributes of Unhu/Ubuntu/Vumunhu • Discussing the importance of Unhu/Ubuntu/Vumunhu	• ICT tools • Jaws software • Pictures • Relevant literature/ literature in Braille • Resource person
NORMS AND VALUES	• identify norms and values peculiar to the home, school, community and workplace • describe the norms and values at home, school, community and workplace	• Norms and values: - respect - courtesy - discipline - honesty	• Describing norms and values at the home, school, community and workplace • Comparing and contrasting norms and values at home, school, community and workplace	• ICT tools • Jaws software • Pictures • Charts • Resource person • Related literature
THE CONCEPT OF INHERITANCE	• explain heirship • describe indigenous and contemporary heirship practices • justify the importance of indigenous and contemporary heirship	• Heirship - indigenous - contemporary	• Discussing the meaning of heirship • Listing of indigenous and contemporary heirship practices • Comparing indigenous and contemporary heirship practices • Researching on importance of indigenous and contemporary heirship	• ICT tools • Jaws software • Resource person • Related literature • literature in Braille • Pictures • Samples of wills • Newspaper stories • Talking/large print books • Videos
RITES OF PASSAGE	• explain rites of passage in different ethnic groups in Zimbabwe • examine the importance of rites of passage in different societies	• Rites associated with adolescence: - significance - implications of the age of consent to sex	• Identifying rites of passage in different ethnic groups in Zimbabwe • Discussing the importance of rites of passage in different societies	• ICT tools • Jaws software • Research person • Related literature/literature in Braille
	• describe the implications of the age of consent to sex		• Researching on the implications of the age of consent to sex	
INDIGENOUS COURTSHIP PRACTICES OF DIFFERENT ETHNIC GROUPS	• identify different indigenous courtship practices • outline advantages and disadvantages of different	• Courtship practices: -advantages and disadvantages • Age of consent to marriage	• Researching on different indigenous courtship practices • Listing advantages and disadvantages of	• ICT tools • Jaws software • Resource person • Related literature • Literature in Braille

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	indigenous courtship practices • discuss age of consent to marriage as per constitution of Zimbabwe		indigenous courtship practices • Debating on the age of consent to marriage	• Constitution of Zimbabwe
INDIGENOUS ENTERTAINMENT	• identify different forms of indigenous entertainment • outline other uses of these forms of indigenous entertainment	• Indigenous entertainment: - folklore - games - dance and song	• Listing forms of indigenous entertainment • Discussing other uses of these forms of entertainment • Role playing	• ICT tools • Jaws software • Resource person • Game boards • Related literature • Literature in Braille

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
PRE-COLONIAL SOCIETIES	• identify the hunter-gatherer and herder communities • describe the economic, social and political systems of the Khoi Khoi and the San • explain the heritage passed on by the San and the Khoi Khoi	• Hunter-gatherer (San and Khoi Khoi) -social, political and economic organisation of the San and the Khoi Khoi • Contributions of the San and the Khoi Khoi to modern soceity: - hunting skills - hunting tools - rock paintings - tool making - indigenous medicines - tanning	• Naming the hunter-gatherer and herders • Outlining the economic, political and social systems • Discussing the heritage shared by the San and the Khoi Khoi	• ICT tools • Jaws software • Pictures • Rock paintings • Artefacts • Excursions
INDIGENOUS POLITICAL STRUCTURES	• outline the hierarchy of indigenous leaders • explain the significance of chieftainship	• Hierarchy of indigenous leadership • Roles of chiefs, headmen and village	• Illustrating the hierarchy of indigenous leaders • Discussing the importance of the	• ICT tools • Resource person • Samples of regalia • Pictures

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• describe how indigenous leaders are enthroned	heads	indigenous leaders • Explaining how chiefs are enthroned	

TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL SYMBOLS, MONUMENTS AND SHRINES	• identify national symbols, shrines and monuments • explain the significance of national symbols, shrines and monuments	• National symbols: - National flag - Coat-of-arms - National anthem - Zimbabwe bird • National monuments: - Great Zimbabwe - Victoria Falls - Chinhoyi Caves • National shrines: Heroes acres Njelele	• Stating symbols, shrines and monuments • Visiting shrines and monuments • Singing the national anthem	• ICT tools • Jaws software • Pictures • Related literature • National flag
NATIONAL SCHOOLS PLEDGE	• recite the National Schools Pledge • explain the significance of the National Schools Pledge	• National Schools Pledge	• Reciting the National Schools Pledge • Discussing the importance of the National Schools Pledge	• ICT tools • Jaws software • National Schools Pledge • Charts • Pictures
NATURAL RESOURCES	• define natural resources • identify natural resources • explain the importance of natural resources	• Natural resource - land - minerals - animals - birds - plants and forests - rivers	• Discussing the importance of natural resources • Listing natural resources • Debating on the ownership of natural resources	• ICT tools • Jaws software • Resource person • Related literature • Literature in Braille • Resource map

TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CONSTITUTION OF ZIMBABWE	• explain the process of constitution formulation • describe the role of citizens in formulation of the Zimbabwean Constitution • summarise the contents of the Zimbabwean Constitution • explain the importance of the Zimbabwean constitution	• Constitution: -making process -rationale of a new constitution -role of citizens in formulating the constitution -contents of the constitution	• Outlining the constitution making process • Discussing the role citizens in the constitution making process • Examining the contents of the Zimbabwean Constitution	• ICT tools • Jaws software • Constitution of Zimbabwean • Resource person • Related literature

TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDIGENOUS ENTITLEMENTS	• list some indigenous forms of entitlement • examine the importance of entitlement of motherhood and fatherhood in indigenous families	• Indigenous forms of entitlements: - women entitlements/ motherhood - mombe yeumai/ mother's cow/ inkomo yohlango - tseu yamai/mother's piece of land - Men entitlements/fatherhood: symbol of authority - protection of family - family identity	• Stating indigenous forms of entitlements • Discussing the importance of motherhood and fatherhood entitlements in indigenous families	• ICT tools • Jaws software • Resource person • Related literature
RIGHTS AND RESPONSIBILITIES	state the rights and responsibilities of children • distinguish between rights and responsibilities of children in contemporary societies	• Children's rights and responsibilities at home: - shelter - education - security • Duties at home: - sweeping - cooking	• Listing rights and responsibilities of children in the contemporary society • Discussing rights and responsibilities of children in contemporary societies	• ICT tools • Jaws software • Related literature • Resource person • Constitution of Zimbabwe

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FACTORS OF PRODUCTION	• identify the factors that influence production of wealth	• Factors of production - land - capital - labour	• Listing the factors of production	• ICT tools • Jaws software • Related literature • Literature in Braille
	• describe the significance of the factors of production		• Discussing the significance of each of the factors of production	• Resource person
CONCEPT OF INDUSTRY	• identify types of industries in early Zimbabwean societies • describe types of contemporary industries in Zimbabwe	• Historical development - indigenous industry - contemporary industry	• Listing the types of early and contemporary industries in Zimbabwe • Discussing the types of early and contemporary industries in Zimbabwe	• ICT tools • Jaws software • Pictures • Indigenous food • Resource person • Charts • Related literature • Literature in Braille
THE INFORMAL SECTOR	• describe the characteristics of the informal sector • explain the importance of the informal sector	• Characteristics of the informal sector • Importance of the informal sector	• Discussing characteristics of the informal sector • Visiting informal sector sites • Assessing the importance of the informal sector	• ICT tools • Related literature • Charts
STORAGE OF INDIGENOUS AND CONTEMPORARY FOOD	• list different types of indigenous and contemporary food • describe storage and preservation strategies of indigenous and contemporary food • explain the importance of indigenous and contemporary food	• Indigenous foods: - madora/ amacimbi - mufushwa/ umfushwa - dovi/idobi • Contemporary foods: - tinned beans - pizza	• Stating different types of indigenous and contemporary food • Discussing the storage and preservation processes of indigenous and contemporary food • Examining the importance of indigenous and contemporary food • Demonstrating the preservation of some indigenous and contemporary food	• ICT tools • Jaws software • Pictures • Indigenous food • Resource person • Charts • Related literature/ literature of Braille

TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ENVIRONMENTAL ISSUES	• identify the different forms of natural resources • explain strategies of preserving natural resources	• Preservation of natural resources: - land - minerals - forests - rivers - dams	• Describing different forms of natural resources • Discussing strategies of preserving natural resources	• ICT tools • Jaws software • Resource person • Pictures • Related literature • Literature in Braille
POLLUTION	• list types of pollution • define different levels of pollution • suggest ways of reducing pollution	• Types of pollution: - air - land - water	• Stating types of pollution • Discussing types of pollution and their effects • Examining ways of reducing pollution • Engaging in campaigns on environmental issues	• ICT tools • Jaws software • Pictures • Resource person • Related literature • Literature in Braille
PANDEMICS AND CHRONIC ILLNESSES	• identify different world infectious and chronic diseases • explain the effects of the diseases in international communities	• Types of infectious and chronic diseases: - diabetes - hypertension - HIV/AIDS - Ebola	• Listing different infectious and chronic diseases • Discussing the effects or impact of the different infectious and chronic diseases	• ICT tools • Jaws software • Pictures • Slides • Resource person
HAZARDS, RISKS AND DISASTERS	• Identify types of hazards, risks and disasters • describe the causes of droughts and floods	• Hazards, risks and disasters - environmental - biological	• Discussing types of hazards, risks and disasters • Explaining the causes of	• ICT tools • Jaws software • Pictures • Resource person

TOPIC 9: GLOBAL ISSUES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
HAZARDS, RISKS AND DISASTERS	• Identify types of hazards, risks and disasters • describe the causes of droughts and floods • analyse the effects of droughts and floods	• Hazards, risks and disasters - environmental - biological - mechanical • Droughts and floods	• Discussing types of hazards, risks and disasters • Explaining the causes of droughts and floods • Examining the effects of droughts and floods	• ICT tools • Jaws software • Pictures • Resource person • Related literature • Literature in Braille
HUMAN TRAFFICKING	• describe forms of human trafficking • explain the impact of trafficking on society	• Forms of human trafficking	• Listing forms of human trafficking • Discussing the causes and effects of human trafficking	• ICT tools • Jaws software • Pictures • Slides • Resource person

FORM 2

TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ROLE OF THE SCHOOL IN SOCIALISATION	• explain the role of the school in socialization • assess the impact of the school in socialisation	• Role of the school: - school rules - punctuality - discipline - respect for authority - hygiene	• Discussing the role of the school in socialising the learners • Demonstrating the effectiveness of the school in socialising the learner • Applying school rules	• ICT tools • Resource person • Related literature
ROLE OF PEERS IN SOCIALISATION	• state the role of peers in socialization • analyse the impact of peers in socialisation	• Role of peers: - friendship - peer pressure - interaction - cliches - role models	• Dramatising the role of peers in socialising the learners • Assessing the effects of peers in socialisation • Debating the effects of cliches in socialisation	• ICT tools • Resource person • Related literature • Pictures
ROLE OF THE MEDIA IN SOCIALISATION	• identify the various types of media • describe the role of the media in socialisation	• Types of media • Role of the media: - newspapers - magazine - electronic media - social media	• Watching videos on role models • Discussing the effects of media in socialisation	• ICT tools • Pictures • Print media and electronic media • Related literature
RESPONSIBLE USE OF THE MEDIA	• illustrate responsible use of the media as a socialisation agent • utilise appropriate media content	• Appropriate media content	• Discussing responsible use of the media • Demonstrating appropriate use of the media	• ICT tools • Jaws software • Resource person • Print media and electronic media • Pictures

TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FORMS OF PERSONAL IDENTITY	• identify forms of personal identity • explain the importance of personal identity	• Forms of personal identity: - name - urname - totems - religion - nationality - language - dress	• Sampling identity documents • Discussing the importance of identity documents	• ICT tools • Jaws software • National identity documents • Resource person • Related literature
TOTEMS, TOTEM PRAISES AND GENEALOGY	• list totems • recite totem praises • trace their genealogy	• Family identity • Family tree • Totem praises	• Naming totems • Researching on their totems • Drawing family trees • Presenting on totem praises	• ICT tools • Jaws software • Poems • Related literature • Pictures • Resource person • Songs
PURPOSE OF TOTEM SYSTEMS	• explain the significance of totem systems	• Totem systems	• Dramatising the importance of totem systems • Singing songs based on their totems	• ICT tools • Jaws software • Resource person • Drama • Pictures • Related literature
INDIGENOUS HERBS	• identify indigenous herbs • explain the use of various indigenous herbs	• Indigenous herbs: - aloe vera - ndorani, ginger - black jack - isihaqa	• Collecting samples of some indigenous herbs • Visiting local herbal gardens • Researching on different types and uses of indigenous herbs	• ICT tools • Jaws software • Indigenous herbs samples • Resource person • Educational tours • Related literature • Pictures
INDIGENOUS LANGUAGES AND CULTURES OF THE PEOPLE OF ZIMBABWE	• list indigenous languages • explain the importance of upholding indigenous languages and cultures	• Indigenous languages - Shona - Ndebele - Venda - Kalanga - Sign language • Importance of languages and cultures	• Naming the different languages spoken in Zimbabwe • Comparing cultural practices of people in Zimbabwe • Modelling of various cultural attire	• ICT tools • Jaws software • Different cultural dresses • Related literature • Pictures • Cultural artefacts • Resource person

TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NORMS AND VALUES IN THE COMMUNITY	• identify the different norms and values in the community • demonstrate different norms and values in the community • analyse the importance of norms and values	• Norms and values -greeting -thanking	• Role playing different norms and values • Debating norms and values of different cultures in Zimbabwe • Discussing the importance of norms and values	• ICT tools • Jaws software • Resource person • Videos
MAIN FEATURES OF INDIGENOUS ZIMBABWEAN CULTURE	• identify the main features of indigenous Zimbabwean culture • describe Zimbabwean birth and death rites	• Features of indigenous Zimbabwean culture - initiation ceremonies • Birth rites and Death rites	• Discussing the main features of indigenous Zimbabwean culture • Researching on initiation ceremonies • Discussing birth and death rites	• ICT tools • Jaws software • Resource person • Related literature • Pictures • Drama • Films
INHERITANCE AND HEIRSHIP PRACTICES OF INDIGENOUS FAMILIES AND SOCIETIES	• identify the types of inheritance • describe the various inheritance and heirship practices of indigenous families and societies • distinguish between tangible and intangible inheritance	• Inheritance and heirship practices • Types of heirship: - tangible inheritance (assets) - intangible inheritance (language, norms and values)	• Discussing inheritance and heirship practices • Showing films on indigenous ways of inheritance and heirship • Dramatizing inheritance and heirship procedures	• ICT tools • Jaws software • Resource person • Videos • Related literature
CONTEMPORARY COURTSHIP PRACTICES	• list contemporary courtship practices • compare the contemporary and indigenous courtship practices • evaluate the contemporary courtship practices	• Contemporary courtship - religious - social - western	• Role playing contemporary courtship practices • Debating contemporary courtship and indigenous courtship practices • Watching films on contemporary courtship practices	• ICT tools • Jaws software • Resource person • Videos/ with captions • Related literature

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDIGENOUS MARRIAGE COUNSELLORS	• identify indigenous marriage counsellors • explain the role of indigenous marriage counsellors • describe the indigenous marriage counselling process	• Indigenous marriage counsellors: - tete - sekuru - mbuya - community counsellors - family counsellors • Indigenous marriage counselling process	• Naming indigenous marriage counsellors • Researching on the role of indigenous marriage counsellors • Role playing indigenous marriage counselling process	• ICT tools • Jaws software • Resource person • Videos • Related literature
FORMS OF INDIGENOUS ENTERTAINMENT	• identify forms of indigenous entertainment • explain the significance of indigenous forms of entertainment	- Indigenous forms of entertainment: - folklore - games - dance and songs • Significance indigenous entertainment	• Listing indigenous forms of entertainment • Dramatizing forms of indigenous entertainment • Discussing the significance of indigenous entertainment	• ICT tools • Jaws software • Resource person • Related literature

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
EARLY IRON AGE SOCIETIES	• identify Early Iron Age societies • outline the social, economic and political activities of these societies	• Early Iron Age societies: -Mapungubwe -Gokomore • Socio-economic and political activities -tools -iron smelting	• Naming Early Iron Age societies • Discussing the socio-economic and political activities • Visiting early Iron Age sites	• ICT tools • Jaws software • Artefacts • Pictures • Related literature • Maps
LATE IRON AGE STATES	• Identify Late Iron Age states • Outline the social, economic and political activities of Late Iron Age states	• Late Iron Age states • Social, political and economic practices	• Listing Late Iron Age states • Discussing the socio-economic and political activities of the Late Iron Age states • Modelling Late Iron Age tools	• ICT tools • Jaws software • Artefacts • Pictures • Resource person • Related literature • Films/ with captions

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CONTRIBUTION OF IRON AGE COMMUNITIES TO CONTEMPORARY SOCIETIES	• List contributions made by Iron Age communities to contemporary development • Assess the significance of these contributions to contemporary societies	• Contribution of Iron Age societies to contemporary development - craftwork - trade - traditional medicine - political structures - religious beliefs	• Discussing contributions made by Iron Age societies to contemporary development • Explaining the significance of their contributions	• ICT tools • Jaws software • Maps • Related literature
MISSIONARIES EXPLORERS, TRADERS, CONCESSION SEEKERS, ADVENTURERS AND HUNTERS	• identify various foreign groups involved in the colonization of Zimbabwe • examine the role played by these groups in colonization of Zimbabwe	• Agents of colonization • Role played by agents of colonisation	• Naming agents of colonisation • Discussing the role played by agents of colonisation	• ICT tools • Jaws software • Related literature • Pictures • Maps

TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL EVENTS AND CELEBRATIONS	• identify national events and celebrations • explain the significance of these national events and celebrations	• National events and celebrations • Significance of national events and celebrations	• Organising activities to commemorate national events • Singing songs related to national events • Discussing significance of national events and celebrations • Watching documentaries of the events	• ICT tools • Jaws software • Resource person • Videos • Related literature
PARTICIPATION IN AND COMMEMORATION OF NATIONAL EVENTS	• describe the commemoration process • identify roles that they can play during the commemoration • explain the significance of participating in national events	• Participation and commemoration of national events: - Independence Day - Heroes Day - Unity Day - Tree planting	• Participating in national events • Watching/playing videos of national events • Singing songs related to the national events being celebrated • Poems of national events	• ICT tools • Jaws software • Resource person • Related literature • Films/ with captions • Calendars • Pictures • Paintings

TOPIC 5: NATIONAL HERITAGE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL SCHOOLS PLEDGE	• recite the National Schools Pledge • explain the importance of the National Schools Pledge	• National Schools Pledge: - reciting - importance	• Reciting the National Schools Pledge • Discussing the National Schools Pledge	• ICT tools • Jaws software • Related literature
NATURAL RESOURCES	• identify natural resources in Zimbabwe • explain the importance of natural resources as heritage	• Natural resources • Natural resources as heritage	• Listing natural resources • Discussing land as a key resource • Analysing the importance of natural resources	• ICT tools • Jaws software • Resource person • Related literature • Natural resources map

TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
DECLARATION OF RIGHTS IN ZIMBABWE	• define the concept of human rights • outline the provisions of the declaration of rights	• Human rights • Rights in Zimbabwe	• Discussing the concept of human rights • Debating the declaration of human rights • Discussing constitutional rights	• ICT tools • Jaws software • Copies of Constitution • Resource person
ZIMBABWEAN CITIZENSHIP	• define the concept of citizenship • explain different forms of citizenship	• Citizenship in Zimbabwe: - by birth - by descent - by registration	• Discussing concept of citizenship • Discussing the different forms of citizenship	• ICT tools • Jaws software • Copies of Constitution • Resource person • National identity documents
RULES AND LAWS OF ZIMBABWE	• define rules and laws • identify types of courts in Zimbabwe • describe the functions of Zimbabwe courts	• Rules and laws in Zimbabwe • Jurisdiction of Courts	• Discussing rules and laws of Zimbabwe • Classifying courts according to hierarchy • Conducting educational tours to observe court sessions	• ICT tools • Jaws software • Resource person • Constitution of Zimbabwe

TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHILDREN'S RIGHTS AND RESPONSIBILITIES AT SCHOOL	• define rights and responsibilities • identify rights and responsibilities at school • describe rights and responsibilities at school	• Rights and responsibilities at school: - right to education - access to information - duties at school	• Listing rights and responsibilities at school • Discussing rights and responsibilities at school • Role playing rights and responsibilities at school	• ICT tools • Jaws software • Constitution of Zimbabwe • Related literature • Resource person
PARTICIPATION IN VOLUNTARY COMMUNITY ACTIVITIES	• explain the importance of participation in voluntary community activities	• Participation in voluntary community activities: - gully reclamation - clean up - tree planting campaigns	• Participating in voluntary community activities	• ICT tools • Jaws software • Pictures • Related literature • Resource person
RESPONSIBILITIES OF ZIMBABWEAN CITIZENS	• identify responsibilities of citizens • describe responsibilities of citizens	• Citizens' responsibilities - safe guarding heritage - defend sovereignty - upholding values	• Listing citizen`s responsibilities • Discussing the responsibilities of citizens • Role playing	• ICT tools • Jaws software • Pictures • Resource person • Related literature

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF INDUSTRIES	• identify the types of industries • describe the types of industries	• Types of industries: -primary -secondary -tertiary	• Touring industries • Discussing various types of industries • Participating in informal sector	• ICT tools • Jaws software • Pictures • Industries • Company Register
THE INFORMAL SECTOR	• identify economic activities in the informal sector • distinguish between formal and informal sector	• Informal sector economic activities • Formal and informal sector	• Listing informal sector economic activities • Differentiating between formal and informal sectors • Conducting educational tours	• ICT tools • Jaws software • Pictures • Resource person

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDIGENOUS CONSERVATION AND MANAGEMENT OF RESOURCES	• explain sustainable indigenous methods of conserving and managing natural resources • assess the effectiveness of indigenous ways of conserving natural resources	• Indigenous conservation and management - taboos - totems - indigenous knowledge systems (IKS) - indigenous laws	• Discussing indigenous methods of conserving and managing natural resources • Debating the effectiveness of indigenous ways of managing resources • Role playing conservation methods	• ICT tools • Jaws software • Resource person • The immediate environment • Related literature
CONTEMPORARY METHODS OF MANUFACTURING GOODS	• define the concept of manufacturing • outline the processes of manufacturing goods	• The manufacturing of goods: - processing - assembling - weaving	• Discussing the process of manufacturing of goods • Touring manufacturing industries • Demonstrating processes of manufacturing goods	• ICT tools • Jaws software • The immediate environment • Pictures • Resource person

TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CLIMATE CHANGE	• define the concept of climate change • outline the causes of climate change • explain the effects of climate change • explain adaptation and mitigation measures against climate change	• Causes of climate change • Effects of climate change - floods and droughts • Adaptation and mitigation measures against climate change	• Debating causes and effects of climate change • Discussing adaptation and mitigation measures • Touring places affected by climate change	• ICT tools • Jaws software • Resource person • Pictures • Films/ with captions • Related literature • Weather maps and charts
DISASTERS	• define natural and man made disasters • describe the effects of disasters on the environment • describe disaster mitigation and management measures	• Classification of disasters: -natural -man made • Impact of disasters • Disaster Management	• Discussing classification of disasters • Assessing the impact of disasters • Evaluating disaster management strategies	• ICT tools • Jaws software • Related literature • Resource person

FORM 3

TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ROLE OF THE COMMUNITY IN SOCIALISATION	• state the role of the community in socialization • explain the socialization process in the community	• Role of the community • Agents of socialization - ceremonies - rituals	• Discussing the role of the community in socialisation • Conducting educational tours in the community to observe some ceremonies and rituals	• ICT tools • Jaws software • Resource person • Related literature • videos
ROLE OF RELIGIOUS BELIEFS IN SOCIALISATION	• list various religious groups • describe the role of religious beliefs in socialisation	• Role of religious beliefs: - Christianity - Indigenous religion - Islamic religion - Rastafarianism	• Outlining various religious beliefs • Discussing the role of religious beliefs • Watching videos of religious groups	• ICT tools • Jaws software • Resource person • Related literature • videos
ROLE OF THE MEDIA IN SOCIALISATION	• identify various forms of media • describe the effects of the media in socialization • explain the advantages of the use media as a socialising agent	• Forms of media • Effects of the media in socialization: - newspaper - internet • Responsible use of the media • Advantages and disadvantages of the media	• Dramatising the effects of the media in socialisation • Debating the effects of media in socialization • Discussing the advantages and disadvantages of the media • Role playing advantages of the media	• ICT tools • Jaws software • Pictures • Related literature

TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FAMILY AND THE COMMUNITY	• describe the role of the family and the community in shaping one's identity	• Family as a form of identity • The community as a form of identity	• Discussing the roles of the family and community in shaping one's identity • Carrying out voluntary projects in the community	• ICT tools • Jaws software • Resource person • Related literature • Pictures
INDIGENOUS COMMUNITY GATHERINGS CEREMONIES AND EVENTS	• list the indigenous community gatherings and events	• Community gatherings and events: - nhimbe/ilima	• Identifying indigenous gatherings and events • Researching on different	• ICT tools • Jaws software • Resource person

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES.
	• describe the importance of indigenous gatherings and events • Identify indigenous ceremonial tools	- zunde ramambo/ isiphala senkosi - bira/umbuyiso - mukwerera, ukucela izulu - funerals - kurova guva • Indigenous ceremonial tools	indigenous gatherings, ceremonies, rituals and events • Role playing indigenous events • Sampling indigenous ceremonial tools	• Related literature • Pictures • Radios

TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NORMS AND VALUES AT THE WORKPLACE	• identify norms and values at the workplace • explain the norms and values at the workplace • identify threats to norms and values in the workplace	• Norms and values at the workplace: - responsibility - accountability - respect - integrity - transparency - commitment	• Listing norms and values • Discussing the norms and values at the workplace • Analysing threats to norms and values at the workplace • Role playing	• ICT tools • Jaws software • Related literature • Braille literature • Videos with captions • Talking books
		• Threats to norms and values - corruption - stigma		
BIRTH AND DEATH RITES AND CEREMONIES	• define the concept of birth and death rites • explain the significance of birth and death rites and ceremonies	• Significance of: - birth rites and ceremonies - death rites and ceremonies	• Discussing the birth and death rites and ceremonies	• ICT tools • Jaws software • Resource person • Related literature
INHERITANCE AND HEIRSHIP PRACTICES IN CONTEMPORARY FAMILIES AND SOCIETIES	• identify forms of inheritance in contemporary societies • describe the inheritance and heirship practices in contemporary societies	• Forms of inheritance • Inheritance in contemporary families and societies - Concept of will	• Naming forms of inheritance practices • Discussing the inheritance and heirship practices • Debating the inheritance and heirship practices	• ICT tools • Jaws software • Constitution of Zimbabwe • Resource person • Related literature • Videos

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
		• Threats to norms and values - corruption - stigma		
BIRTH AND DEATH RITES AND CEREMONIES	• define the concept of birth and death rites • explain the significance of birth and death rites and ceremonies	• Significance of: - birth rites and ceremonies - death rites and ceremonies	• Discussing the birth and death rites and ceremonies	• ICT tools • Jaws software • Resource person • Related literature
INHERITANCE AND HEIRSHIP PRACTICES IN CONTEMPORARY FAMILIES AND SOCIETIES	• identify forms of inheritance in contemporary societies • describe the inheritance and heirship practices in contemporary societies	• Forms of inheritance • Inheritance in contemporary families and societies - Concept of will	• Naming forms of inheritance practices • Discussing the inheritance and heirship practices • Debating the inheritance and heirship practices • Role playing on contemporary inheritance and heirship practices	• ICT tools • Jaws software • Constitution of Zimbabwe • Resource person • Related literature • Videos
INDIGENOUS AND CONTEMPORARY COURTSHIP PRACTICES	• define the concept of courtship • distinguish between indigenous and contemporary courtship	• Courtship: - indigenous - contemporary	• Discussing indigenous and contemporary courtship • Role playing courtship practices • Researching on indigenous courtship	• ICT tools • Jaws software • Resource person • Related literature • Braille/ talking books/ larg print • Pictures
INDIGENOUS MARRIAGE PRACTICES	• describe the indigenous marriage practices • demonstrate some indigenous marriage practices • explain the value of marriage	• Marriage practices: - nduma/love token - role of aunt (tete/ubabakazi) - kupereka/ umthimba • Value of marriage - dignity - respect - cooperation	• Debating on the value indigenous marriages • Researching on the value of indigenous marriages	• ICT tools • Jaws software • Resource person • Videos with captions • Talking books • Pictures

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
DANCE AND DRAMA	• define the concepts of dance and drama • describe the importance of dance and drama as forms of entertainment, leisure and employment	• Importance of dance and drama: - entertainment - leisure - employment	• Dancing • Dramatising • Discussing the importance of drama and dance	• ICT tools • Jaws software • Resource person • Dance instrument • Pictures • Embossed pictures • Video/with captions • Talking books

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
COLONISATION	• define colonization • explain the causes of colonisation • outline the terms of the Berlin Conference • identify treaties leading to colonization • identify forms of response to colonisation	• Colonisation - causes - process - Berlin Conference (1884-85) Treaties • Response to colonisation	• Outlining the process of colonization • Discussing the causes of colonisation • Role playing the Berlin Conference • Discussing the responses to colonisation	• ICT tools • Jaws software • Braille • Map of Africa • Related literature • Related pictures
ANGLO- NDEBELE WAR	• describe the events that led to Anglo- Ndebele war • explain the course of Anglo- Ndebele war • outline the effects of Anglo Ndebele war	• Anglo- Ndebele war (1893-94): - causes - course - effects	• Discussing the causes of the Anglo- Ndebele war • Evaluating the effects of Anglo-Ndebele war • Conducting educational tours	• ICT tools • Jaws software • Maps • Films/ with captions • Related literature
FIRST CHIMURENGA/UMVUKELA	• outline the causes of the First Chimurenga/Umvukela • explain the role played by spirit mediums in the First Chimurenga/Umvukela	• First Chimurenga/Umvukela (1896-97) - causes - events - results • Role of spirit mediums	• Discussing the causes of the 1st Chimurenga/Umvukela • Describing the course and results of the 1st Chimurenga/Umvukela • Examine the role played	• ICT tools • Jaws software • Maps • Films/ with captions • Related literature • Resource person

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• describe events of 1st Chimurenga/Umvukela • assess the results		by spirit mediums • Singing and dancing	
HEROES AND HEROINES OF THE FIRST CHIMURENGA/ UMVUKELA	• identify heroes and heroines in the First Chimurenga/ Umvukela • explain the role played by heroes and heroines of the First Chimurenga/ Umvukela	• Heroes and heroines of the First Chimurenga/ Umvukela: -Mukwati, Nehanda, Kaguvi,Somabulana, Sibolo, Nyamande • Role played by heroes and heroines	• Listing the heroes and heroines • Discussing the roles of the heroes and heroines • Touring places of historical interests • Singing and dancing • Watching documentaries • Reciting poems	• ICT tools • Jaws software • Related literature • Pictures • Resource person
LIBERATION STRUGGLE/SECOND CHIMURENGA/UMVUKELA	• outlining the causes of the Second Chimurenga/Umvukela • describe the role played by the mass, freedom fighters and spirit mediums • describe the role played by national heroes and heroines • analyse the results of the Second Chimurenga/Umvukela	• Second Chimurenga/Umvukela (1966-79) - causes - course - results • Role played by: -masses, freedom fighters, mujibhas, zvimbwindos, spirit mediums • National heroes and heroines	• Explaining the causes of the Second Chimurenga/Umvukela • Discussing the role played by the mass, freedom fighters and spirit mediums • Researching role played by national heroes and heroines • Conducting educational tours • Discussing results of the liberation struggle	• ICT tools • Jaws software • Maps • Films/ with captions • Related literature • Resource person

TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL SHRINES, MONUMENTS AND WORLD HERITAGE SITES	• identify national shrines, monuments and world heritage sites in Zimbabwe • explain the significance of	• National shrines and monuments - Chinhoyi caves - Njelele	• Listing the national shrines, monuments and world heritage sites • Visiting the shrines,	• ICT tools • Jaws software • Maps • Pictures

TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL SHRINES, MONUMENTS AND WORLD HERITAGE SITES	• identify national shrines, monuments and world heritage sites in Zimbabwe • explain the significance of the national monuments, shrines and world heritage sites	• National shrines and monuments - Chinhoyi caves - Njelele • World heritage Sites Great Zimbabwe - Victoria Falls • Importance of shrines, monuments and world heritage sites	• Listing the national shrines, monuments and world heritage sites • Visiting the shrines, monuments and world heritage sites • Discussing the significance of the shrines, monuments and world heritage sites • Organising and commemorating Heritage day	• ICT tools • Jaws software • Maps • Pictures • Related literature • Videos • Resource person
NATIONAL SCHOOLS PLEDGE	• recite the National Schools Pledge • explain the importance of the National Schools Pledge	• National Schools Pledge: - significance of the National Schools Pledge	• Memorising the National Schools Pledge • Discussing the importance of the National Schools Pledge	• ICT tools • Jaws software • Resource person • Constitution of Zimbabwe • Related literature
NATURAL RESOURCES	• identify the key natural resources in Zimbabwe • explain the importance of the key resources in national development • describe the ownership of natural resources during the colonial era • explain how colonialism disadvantaged Zimbabweans to access their natural resources • examine how the government has improved the indigenous people`s access to natural resources	• Key natural resources • Significance of natural resources • Resource ownership during the colonial era • Government efforts to redistribute resources	• Identifying key natural resources • Discussing the significance of key natural resources in national development • Debating the ownership of natural resources in the colonial era • Outlining government efforts to improve indigenous access to natural resources	• ICT tools • Jaws software • Resource person • Related literature • Constitution of Zimbabwe

TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CONSTITUTION OF ZIMBABWE	• identify the key features of the constitution • explain the significance of the key features of the constitution • describe the Zimbabwe electoral system	• Key features of the constitution - Tiers of Government - Declaration of rights - Health and education - Languages of Zimbabwe • Significance of key features of the Constitution • Electoral system	• Stating the key features of the constitution • Discussing the significance of the key features of the constitution • Explaining the electoral system of Zimbabwe	• ICT tools • Jaws software • Constitution of Zimbabwe • Related literature

TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
RIGHTS AND RESPONSIBILITIES	• identify rights and responsibilities of the elderly, persons with disabilities, women, war veterans and other vulnerable groups • describe the rights and responsibilities of the elderly, persons with disabilities, women, war veterans and other vulnerable groups	• Rights and responsibilities	• Discussing rights and responsibilities of the elderly, persons with disabilities, women, war veterans and vulnerable groups • Debating the importance of rights and responsibilities of the elderly, persons with disabilities, women, war veterans and other vulnerable groups	• ICT tools • Jaws software • Constitution of Zimbabwe • Resource person • Related literature
CIVIC RESPONSIBILITIES AT COMMUNITY AND NATIONAL LEVEL	• identify civic responsibilities at community and national level • explain the civic responsibilities	• Civic responsibilities: - health - security - education - shelter	• Participating in civic responsibilities • Role playing civic responsibilities • Discussing civic responsibilities	• ICT tools • Jaws software • Resource person • Educational tours • Constitution of Zimbabwe

TOPIC 7: RIGHTS AND RESPONSIBILITIES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
			responsibilities	Zimbabwe • Related literature

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LAND OWNERSHIP IN ZIMBABWE	• identify laws governing land ownership in Zimbabwe during the colonial era • examine how colonial laws on land affected indigenous people • outline measures taken by government to redistribute land since 1980	• Colonial laws governing land ownership • Effect of colonial laws on indigenous people • Land reform programmes	• Discussing colonial laws governing land ownership • Assessing the impact of colonial land laws on indigenous people • Evaluating government`s land reform programmes	• ICT tools • Jaws software • Educational tours • Resource person • Related literature • Map of Zimbabwe
CONSTRAINTS TO THE INFORMAL SECTOR	• identify the constraints to the informal sector • suggest solutions to the challenges in the informal sector	• Constraints to the informal sector: - sanctions - credit lines - insurance - capital constraints - skills	• Discussing the constraints to informal sector • Debating on possible solutions to the constraints	• ICT tools • Jaws software • Resource person • Related literature
NATIONAL STRATEGIC RESERVES	• identify national strategic reserves • describe the functions of national strategic reserves • explain the significance of national strategic reserves	• National strategic reserves: - function - significance	• Listing national strategic reserve companies • Discussing the functions of national strategic reserves • Assessing the significance of national reserves	• ICT tools • Jaws software • Pictures • Related literature

TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LAND DEGRADATION	• identify the causes of land degradation • describe the effects of land degradation • assess the mitigatory measures to reduce the effects of land degradation	• Land degradation: - causes - effects - mitigation	• Listing the causes of land degradation • Debating the causes of land degradation • Evaluating mitigatory measures to reduce effects of land degradation • Touring the local environment	• ICT tools • Jaws software • Pictures • Resource person • Videos
POLLUTION	• identify types of pollution • describe the effects of pollution on the environment • assess the mitigatory measures employed to reduce pollution	• Pollution: - types - effects - mitigation	• Listing types of pollution • Discussing the effects of pollution • Evaluating the mitigatory measures • Carrying out waste management projects	• ICT tools • Jaws software • Pictures • Resource person • Environmental Management Laws and regulations
PANDEMICS AND CHRONIC ILLNESSES	• identify pandemics and chronic illnesses • explain the causes of pandemics and chronic illnesses • assess the social, economic and political impact of pandemics and chronic illnesses • evaluate mitigation measures of pandemics and chronic illnesses	• Pandemics and chronic illnesses - cholera - dysentry - ebola - HIV/AIDS • Causes • Impact • Mitigation	• Listing pandemics and chronic illnesses • Discussing causes of pandemics and chronic illnesses • Assess the impact of pandemics and chronic illnesses • Evaluate mitigation measures of pandemic and chronic illnesses • Watching documentaries on related concepts	• ICT tools • Jaws software • Resource person • Related literature • pictures
HUMAN TRAFFICKING	• define the concept of human trafficking • state the causes of human trafficking • explain the effects of human trafficking • examine preventive and mitigatory measures against human trafficking	• Human trafficking • Causes • Effects of human trafficking: - slavery - normlessness - gangsterism • Prevention and mitigation	• Discussing the concept of human trafficking • Explain the concept of human trafficking • Assessing the effects human trafficking • Evaluating preventive mitigatory measures • Watching videos on human trafficking	• ICT tools • Jaws software • Resource person • Pictures • Videos

FORM 4

TOPIC 1: SOCIALISATION

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTs) IN SOCIALISATION	• identify forms of ICT • describe the role of ICT in socialisation • explain the effects of ICT in socialisation	• Information and Communication Technologies - tools - role - effects	• Listing forms of ICT • Explaining the role of ICT in socialisation • Discussing the effects of ICT in socialisation	• ICT tools • Resource person • Related literature • Computer with Jaws software

TOPIC 2: IDENTITY: FAMILY, LOCAL AND NATIONAL IDENTITY

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDIGENOUS MARRIAGES	• define the concepts of monogamy and polygamy • explain the advantages and disadvantages of monogamy and polygamy • describe indigenous ways of marriage	• Indigenous marriages types: - monogamous - polygamous • Advantages and disadvantages of monogamous and polygamous marriages • Ways of indigenous marriage	• Discussing the concept of indigenous marriage • Discussing the advantages and disadvantages of monogamy and polygamy • Debating ways of indigenous marriages	• ICT tools • Jaws software • Resource person • Related literature • Large prints • Talking books • Braille books • Videos
CONTEMPORARY MARRIAGES	• Identify types of contemporary marriages • define civil and customary marriages • state the advantages and disadvantages of these marriages	• Contemporary marriages - types - advantages and disadvantages	• Listing types of contemporary marriages • Discussing the advantages and disadvantages of civil and customary marriages	• ICT tools • Jaws software • Related literature • Resource person • Videos
INDIGENOUS WISE SAYINGS	• Identify the types of indigenous wise sayings • explain the significance of	• Wise sayings - types - significance	• Listing types of indigenous wise sayings • Discussing the significance	• ICT tools • Jaws software • Resource person

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDIGENOUS RELIGIOUS PRACTICES	• state the different religious practices • identify different forms of spirits • describe religious practices	• Indigenous religious practices: - midzimu/ amadlozi - masvikiro - kuridza mbira/ ingungu	• Listing religious practices • Listing forms of spirits • Discussing the different indigenous religious practices • Debating types of indigenous religious practices	• ICT tools • Jaws software • Related literature • Resource person • Braille and talking books • Videos

TOPIC 3: CULTURAL HERITAGE: NORMS AND VALUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ZIMBABWEAN AND FOREIGN NORMS AND VALUES	• identify Zimbabwean and foreign norms and values • compare Zimbabwean and foreign norms and values • explain the significance of Zimbabwean norms and values	• Norms and values: - Zimbabwean - foreign - significance	• Listing Zimbabwean and foreign norms and values • Discussing the Zimbabwean and foreign norms and values • Assessing the significance of Zimbabwean norms and values	• ICT tools • Jaws software • Videos with captions • Related literature, braille books • Resource person
THREATS TO INDIGENOUS CULTURE	• identify the threats to indigenous culture in Zimbabwe	• Threats to indigenous culture: - foreign influence - media - urbanisation	• Listing the threats to indigenous culture in Zimbabwe • Debating the various threats to indigenous culture in Zimbabwe	• ICT tools • Jaws software • Pictures/ embossed pictures • Resource person • Related literature • Talking books • Videos with captions

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

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MEN AND WOMEN IN MARRIAGE	• explain the roles of man and woman in marriage	• Roles of men and women in marriage	• Discussing the roles of men and women in marriage • Role playing on roles of men and women in marriage • Watching videos	• ICT tools • Jaws software • Resource person • Video clips/with captions • Related literature in braille/ large print/ talking books • Videos
SPORT, ARTS AND CULTURE	• explain the importance of sport, arts and culture	• Importance of sport, arts and culture: - entertainment - socialisation - employment creation	• Discussing the importance of sport, arts and culture • Singing and dancing	• ICT tools • Jaws software • Related literature • Resource person

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDEPENDENT ZIMBABWE	• outline the political, social and economic gains of independence • analyse the challenges faced by the government after 1980	• Independent Zimbabwe: - political, economic and social gains - land reform - access to health facilities - Unity Accord (1987) • Challenges faced by government after Independence: - sanctions - natural disasters	• Explaining the political, social and economic gains of independence • Researching on challenges faced by government after independence	• ICT tools • Jaws software • Resource person • Related literature

TOPIC 4: NATIONAL HISTORY: SOVEREIGNTY AND GOVERNANCECONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
LOCAL GOVERNMENT STRUCTURES	• identify local government structures • describe the functions of rural, urban and metropolitan authorities • assess the role of local authorities in governance	• Local government - structure - functions	• Outlining local government structure • Discussing functions of local government structures • Visiting local councils	• ICT tools • Jaws software • Charts • Maps • Related literature
SYSTEMS OF GOVERNANCE	• identify the different systems of governance • compare democracy and autocracy	• System of governance: - autocracy - democracy	• Discussing democracy and autocracy • Identifying major characteristics of democracy and autocracy	• ICT tools • Jaws software • Related literature • Resource person • Constitution of Zimbabwe
STRUCTURES AND FUNCTIONS OF CENTRAL GOVERNMENT	• identify the pillars of central government • illustrate the structure of central government • discuss the functions of the arms of government	• Arms of government: - executive - legislature • judiciary	• Demonstrating the pillars of central government • Explaining the functions of the arms of government	• ICT tools • Jaws software • Related literature • Resource person • Constitution of Zimbabwe
GOVERNMENT AS A SOCIAL SERVICE PROVIDER	• identify social services provided by the government • explain the importance of social services provided by the government	• The role of the government in providing social services: - health - education - shelter	• Discussing social services provided by the government • Examining the role played by the government in providing social services • Conducting educational tours	• ICT tools • Jaws software • Related literature/Braille literature • Resource person • Constitution of Zimbabwe
ZIMBABWE AS A MEMBER OF REGIONAL AND INTERNATIONAL ORGANISATIONS	• identify regional and international organisations to which Zimbabwe is a member • describe the importance of Zimbabwe`s membership in regional and international organisations	• Regional and International organisations: - SADC - COMESA - AU - NAM - UN	• Listing regional and international organisations to which Zimbabwe is aligned to • Discussing Zimbabwe's benefits as a member of regional and international organisations	• ICT tools • Jaws software • Maps • Related literature • Charts

TOPIC 5: NATIONAL HERITAGE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
HERITAGE SITES	• identify liberation war heritage sites in neighbouring countries • examine the importance of liberation war heritage sites in neighbouring countries • assess the importance of world heritage sites	• Liberation war heritage sites: - Chimoio - Nyadzonya - Freedom camp • World heritage sites: - Matopo Hills - Victoria Falls - Great Zimbabwe • Significance of the heritage sites	• Listing the liberation war heritage sites in neighbouring countries • Naming the world heritage sites • Discussing the significance of the heritage sites • Visiting the heritage sites	• ICT tools • Jaws software • Maps • Pictures • World heritage sites
NATIONAL SCHOOLS PLEDGE	• recite the National Schools Pledge • discuss the importance of the National Schools Pledge • relate the National Schools Pledge to the National flag and anthem	• National Schools Pledge: - significance	• Memorising the National Schools Pledge • Explaining the importance of the National Schools Pledge • Stating the relationship between the National Schools Pledge, the flag and national anthem	• ICT tools • Jaws software • Resource person • Constitution of Zimbabwe • Pictures • Related literature
NATURAL RESOURCES	• Describe government efforts to improve access to natural resources by the indigenous people since 1980 • Assess the effectiveness of these efforts	• Strategies for increasing access to natural resources: - land reform - indigenisation programme - ZIM-ASSET - Zimbabwean Constitution	• Discussing the efforts made by the government to improve access to natural resources to indigenous people • Debating the effectiveness of government efforts to improve access to natural resources	• ICT tools • Jaws software • Resource person • Related literature • Maps • Pictures

TOPIC 6: CONSTITUTION OF ZIMBABWE

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CONSTITUTION OF ZIMBABWE	• outline the major provisions of the Lancaster House Constitution • explain the reasons for the enactment of a new constitution • assess the importance of a home grown constitution	• Lancaster House Constitution • New Constitution of Zimbabwe	• Discussing the major provisions of the Lancaster house Constitution • Describing the reasons for the enactment of the new constitution • Evaluating the importance of a home grown constitution	• ICT tools • Jaws software • Constitution of Zimbabwe • Resource person • Related literature

TOPIC 7: RIGHTS AND RESPONSIBILITIES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ENTITLEMENTS OF MEN AND WOMEN IN THE INDIGENOUS SOCIETY	• outline the entitlements of men and women in the indigenous society • explain the significance of the entitlements	• Entitlements of men and women • Women: - bride price (mombe yeumai,inkomo yohlango) - piece of land - kitchen • Men: - piece of land - bride price - tools	• Discussing entitlements of men and women • Debating the significance of entitlements	• ICT tools • Jaws software • Resource person • Pictures
GENDER EQUITY AND EQUALITY IN CONTEMPORARY ZIMBABWE	• define gender equity and equality • analyse gender roles and gender discrimination • identify international conventions on gender equity and equality • identify types of gender based violence	• Gender equity and equality: - gender roles - gender discrimination - international conventions on gender equality - gender based	• Debating gender roles in the contemporary society • Discussing the effects of gender inequality • Discussing international conventions on gender equity and equality • Role playing gender	• ICT tools • Jaws software • Resource person • Pictures

TOPIC 7: RIGHTS AND RESPONSIBILITIES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• examine the strengths and weaknesses of advocates	violence - pressure groups Msasa, Padare - constitution and gender	inequality • Researching on gender equity and equality	
VOLUNTARY COMMUNITY ACTIVITIES	• identify areas that require voluntary community intervention • describe the needs of the community that require intervention • distinguish between rural and urban needs	• Voluntary community intervention: - refuse collection - community education on diseases, constitution - capacity building	• Participating in voluntary community activities • Carrying out community projects • Conscientising communities on self-sustenance	• ICT tools • Jaws software • Resource person • Related literature

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FACTORS OF PRODUCTION	• identify factors of production • describe the importance of factors of production • examine factors hindering access to factors of production	• Factors of production: - land - labour - capital	• Listing factors of production • Assessing the importance of factors of production • Analysing government efforts to help people access factors of production	• ICT tools • Jaws software • Map of Zimbabwe • Related literature
FACTORS INHIBITING PRODUCTION	• state the factors inhibiting production • analyse the factors inhibiting production • identify solutions to enhance production	• Factors inhibiting production: - sanctions - market - technology - skills - brain drain - lack of capital • Solutions	• Naming factors inhibiting production • Discussing factors inhibiting production • Evaluating solutions to factors that inhibit production	• ICT tools • Jaws software • Resource person • Related literature

TOPIC 8: PRODUCTION, DISTRIBUTION OF GOODS AND SERVICES CONTD..

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ENTERPRISE SKILLS AND EMPLOYMENT CREATION	• identify enterprise skills that promote employment creation • examine how enterprise skills contribute to the growth of the economy	• Enterprise skills and employment creation: - music - art - sport - dance - pottery - poetry - theatre - filming - basketry - weaving	• Listing enterprise skills that promote employment • Discussing enterprise skills • Debating how self-reliant skills can create employment • Analysing how enterprise skills contribute to the growth of the economy	• ICT tools • Jaws software • Resource person • Related literature
CONSERVATION AND PRESERVATION OF RESOURCES	• identify the legislation and institutions responsible for conservation and preservations of resources	• Conservation and preservation of resources: - legislation	• Naming legislation and institutions meant to conserve and preserve resources	• ICT tools • Jaws software • Constitution of Zimbabwe
	• describe indigenous and contemporary methods of preserving and conserving resources	- institutions - methods	• Debating on activities of the institutions involved in conserving and preserving resources • Touring the institutions involved in preservation and conservation of resources	• Environment Management Act • Resource person

TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
WASTE MANAGEMENT	• describe the waste management strategies • analyse effectiveness of waste management approaches	• Waste management: - strategies - effectiveness	• Discussing waste management strategies • Debating on effectiveness of waste management approaches • Touring waste management projects	• ICT tools • Jaws software • Related literature • Resource person • Environment Management Act

TOPIC 9: GLOBAL ISSUES

KEY CONCEPT	LEARNING OBJECTIVES Learners will be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHILD LABOUR	• identify forms of child labour • examine laws and conventions on child labour • assess the difference between child labour and child responsibilities	• Child labour - forms - laws - conventions	• Listing forms of child labour • Discussing laws and conventions on child labour • Evaluating the difference between child labour and child responsibilities	• ICT tools • Jaws software • Related literature • Resource person • Pictures

8.0 ASSESSMENT

Heritage Studies will be assessed using continuous and summative assessment.

8.1 ASSESSMENT OBJECTIVES

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

- explain key events and the significance of wars of resistance such as the First and Second Chimurenga/Umvukela/liberation struggle
- describe the significance of national symbols, events and heritage sites
- discuss norms and values appropriate for responsible behaviour
- describe the operations of various government structures and systems
- apply skills and knowledge gained to improve the quality of life of individuals, families and communities
- explain concepts and issues that relate to heritage studies, gender, human rights
- examine various ways of managing the national environment for sustainable development
- explain the production and marketing of goods and services
- state the fundamental rights and freedoms contained in the Zimbabwean Constitution

8.2 SCHEME OF ASSESSMENT

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

8.3 SPECIFICATION GRID

Form of assessment	**Weighting**
Continuous	30%
Summative	70%
Total	**100%**

Continuous assessment

Level	**Assessment task**	**Frequency**	**Weighting**
Form 1	Theory test Research Assignment/Project	1 per term 1 per year	5
Form 2	Theory test Research Assignment/Project	1 per term 1 per year	5
Form 3	Theory test Research Assignment/Project	1 per term 1 per year	10
Form 4	Research Assignment/Project Theory Test	Continued from Form 3 1 per term	10
Total			**30**

NOTE: All assessment tasks are marked out of 100. Assessment of soft skills will be done as learners respond to continuous assessment tasks.

Summative Assessment

Paper	Paper Type	Duration	Marks	Weighting
1	Multiple choice	1hour 15 mins	40	20%
2	Structured	2hours	100	80%
Total				**100%**

Paper description
Paper 1 consists of **40** questions and candidates answer all questions. It has a total of **40 marks**.
Paper 2 consists of 2 sections, **section A and B**. **Section A** consists of 6 short answer questions. Candidates answer essay questions and candidates answer any **2** questions.

Content distribution

Paper 1	Paper 2
Socialisation Identity Cultural Heritage: Norms and Values National History: Sovereignty and Governance National Heritage Constitution of Zimbabwe Rights and Responsibilities Production, Distribution of Goods and Services Global Issues	Socialisation Identity Cultural Heritage: Norms and Values National History: Sovereignty and Governance National Heritage Constitution of Zimbabwe Rights and Responsibilities Production, Distribution of Goods and Services Global Issues

Skills distribution

Skill	Paper 1	Paper 2
Knowledge and understanding	60%	40%
Application	20%	30%
Problem solving	20%	30%
Total	**100%**	**100%**

ABBREVIATIONS AND ACRONYMS

Abbreviations and Acronyms	Meaning
AU	African Union
COMESA	Common Market for Eastern and Southern Africa
GMB	Grain Marketing Board
ICT	Information and Communication Technology
NAM	Non Aligned Movement
NOCZIM	National Oil Company of Zimbabwe
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations International Children's Educational Fund
UN	United Nations
SADC	Southern African Development Community
SME	Small to Medium Enterprise
HIV	Human Immuno-deficiency Virus
AIDS	Acquired Immune Deficiency Syndrome
ZETDC	Zimbabwe Electricity Transmission Distribution Company
ZIM-ASSET	Zimbabwe Agenda For Sustainable Socio-Economic Transformation