ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

FAMILY AND HERITAGE STUDIES PRIMARY SCHOOL

INFANT (EARLY CHILDHOOD DEVELOPMENT - GRADE 2) SYLLABUS

2015-2022

Curriculum Development and Technical Services
P.O.BOX MP133
Mount Pleasant
Harare

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- Representatives from National Museum and Monuments of Zimbabwe
- The Zimbabwe School Examinations Council for their contribution on the scheme of assessment
- United Nations Children's Fund (UNICEF)
- United Nations Educational Scientific and Cultural Organization (UNESCO)

1.0 PREAMBLE

1.1 Introduction

The Family and Heritage Studies syllabus is in two parts which cover the Infant and Junior school levels in primary education. The syllabus covers the social history of the people of Zimbabwe local cultures, cultural interdependence, heritage values and religious practices.

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

1.2 Rationale

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

1.3 Summary of Content

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

- ➢ *Unhu/Ubuntu/Vumunhu* (societal norms and values)
- ➢ Family, relationships and preservation of our national heritage
- ➢ Collaboration with others to improve the learners' society
- ➢ Patriotism

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

1.4 Assumptions

It is assumed that the learners:

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

1.5 Cross - Cutting Themes

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

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

2.0 PRESENTATION OF THE SYLLABUS

2.1 The Family and Heritage Studies Syllabus is presented in two documents as follows:
  - ➢ Infant (ECD to Grade 2)
  - ➢ Junior (Grade 3 –7)

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

2.3 All Grades have the same topics that are developmental in nature.

3.0 AIMS

The aims of the syllabus are to enable the learner to:

3.1 appreciate and love Zimbabwe and its Chimurenga/Umvukela Liberation war heroes and heroines

3.2 develop an appreciation of national heritage and identity

3.3 appreciate the significance of national events, symbols and heritage

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

3.5 develop an understanding of Zimbabwean spiritual values and beliefs, cultural practices and usage of artefacts

3.6 develop a spirit of national consciousness and patriotism through involvement in national functions

3.7 inculcate and sustain Unhu/Ubuntu/Vumunhu in learners as they interact with family, community and society at large

3.8 appreciate the value and dignity of work, recreation and the need to participate in national development

3.9 inculcate in learners an appreciation of sovereignty, governance and moral value systems

3.10 appreciate the need for equal opportunities for all and sensitivity to the needs of the disadvantaged and vulnerable groups

3.11 develop an understanding of Zimbabwean marriage, inheritance systems and the laws and regulations governing them

4.0 SYLLABUS OBJECTIVES

By the end of The Family and Heritage Studies Infant (Early Childhood Development - Grade2) Syllabus, learners should be able to:

4.1. identify with national symbols such as National Flag, National School Pledge, Anthem, Monuments and Heritage sites

4.2 explain the significance of public holidays and other national events

4.3 demonstrate ways of showing respect for self and others

4.4 exhibit norms, values and appropriate responsible behaviour

4.5 differentiate between new and old means of transport, Information and Communication Technology (ICT)

4.6 explain how modes of transport and ICT facilitate communication among people and countries

4.7 justify the importance of work and leisure

4.8 explain key events and importance of the First and Second Chimurenga/Umvukela liberation struggle

4.9 compare the practices of their own community culture and that of others

4.10 identify appropriate shelter for humans and animals

4.11 explain the need of equal opportunities for all citizens of Zimbabwe

4.12 identify the global environmental issues that affect livelihoods

4.13 describe the production and marketing of goods and services

5.0 METHODOLOGY AND TIME ALLOCATION

A spiral approach is adopted, beginning with the learner's immediate environment, broadening to an exploration of his/her wider community and finally extending to the wider world. Learners need to develop appropriate value systems through participating in planned activities. Effective teaching and learning in The Family and Heritage Studies depends upon the use of participatory methods. These include the following:

5.1 Methodology

(a) discussion
(b) drama, role-play and simulation
(c) song and dance
(d) educational tours
(e) case studies
(f) puppetry
(g) gallery walk
(h) research

(i) futures wheel

(j) miming

(k) interactive e-learning methods

(l) group work

(m) question and answer

5.2 Time Allocation

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

ECD	: 2 periods of 20 minutes per week
Grade 1 and 2	: 2 periods of 20 minutes per week
Grade 3 to 7	: 4 periods of 30 minutes per week

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

- Educational tours – at least one per term
- School Annual Science and Arts Festival (SASSAF) – 1 day for Infant and 3 days for Junior

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

6.0 SYLLABUS TOPICS

6.1. Identity: Family History and Local Heritage

6.2 Cultural Heritage

6.3 National History, Sovereignty and Governance

6.4 Entitlements/Rights and Responsibilities

6.5 Shelter

6.6 Social Services and Volunteerism

6.7 Production, Distribution and Consumption of Goods and Services

6.8 Transport and Communication

6.9 Work and Leisure

6.10 Global Issues

7.0 SCOPE AND SEQUENCE CHART

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

ECD A	ECD B	GRADE 1	GRADE 2
• Myself and my family • Myself and my friends • Myself and my school • Family norms and values	• Myself and my family • Myself and my friends • Myself and my school • Family norms and values	• Myself and my family • Myself and my friends • Myself and my school • Relationships in the family • Roles of family members • Family norms and values • Indigenous foods and kitchen utensils	• Advantages of living in a family • Relatives • Family heroes and heroines • Relationships between the family and the community • Family norms and values • Indigenous farming tools

TOPIC 2: CULTURAL HERITAGE

ECD A	ECD B	GRADE 1	GRADE 2
• Culture in relation to: -language -dress -food -etiquette • Norms and values such as: -respect -hospitality -discipline	• Culture in relation to: -language -dress -food -spiritual values -etiquette • Norms and values such as: -respect -hospitality -discipline -value of life	• *Unhu/Ubuntu/Vumunhu* • Customs and common courtesies • Family socialisation • Security at home, community and school • Family rules • Indigenous and modern children's games	• *Unhu/Ubuntu/Vumunhu* • Important aspects of village and community culture • School rules • Indigenous and modern children's games

TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

ECD A	ECD B	GRADE 1	GRADE 2
• My country • National Anthem • National Flag • National School Pledge	• My country • National Anthem • National colours • National Flag • National School Pledge	• My country and different ethnic groups • National Anthem • National colours • National Flag • National School Pledge	• National Anthem • National symbols • National events and celebrations • National School pledge • Ethnic groups and languages

TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

ECD A	ECD B	GRADE 1	GRADE 2
• Child protection at home, community and at school	• Child protection at home, community and at school	• Child protection at home, community and at school • Basic human needs • Responsibilities of parents and children	• Entitlements/ Rights and responsibilities of children • Roles at home and school

TOPIC 5: SHELTER

ECD A	ECD B	GRADE 1	GRADE 2
• Types of shelter • Need for shelter	• Types of shelter • Need for shelter	• Different types of shelter • Basic reasons for shelter	• Need for shelter • Effects of family size on shelter • Shelter at school and in the neighbourhood • Shelter and heritage sites

TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

ECD A	ECD B	GRADE 1	GRADE 2
• Responsibility tasks within the family • Sharing and helping in the family	• Responsibility tasks within the family • Sharing and helping in the family • The vulnerable in the family	• The role of the family in helping the vulnerable	• The role of the community in helping the vulnerable

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

ECD A	ECD B	GRADE 1	GRADE 2
• Food at home • Types of food	• Food at home • Types of food • Family wealth	• Sources of food • Production of food at home and in the community • Forms of family wealth • Using and saving money	• Indigenous and modern methods of growing, harvesting and storing food • Indigenous methods of preserving food • Uses of money

TOPIC 8: TRANSPORT AND COMMUNICATION

ECD A	ECD B	GRADE 1	GRADE 2
• Moving objects • Means of transport • Road safety	• Moving objects • Means of transport • Road safety rules	• Need for transport • Types of transport • Road safety rules • Means of communication	• Modes of transport • Workers and occupations in the transport industry • Traffic rules • Means of communication: -indigenous -modern

TOPIC 9: WORK AND LEISURE

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

ECD A	ECD B	GRADE 1	GRADE 2
• Work at home and school • Indigenous and modern games	• Work at home and school • Indigenous and modern games	• Work at home and school • Use of leisure time at home and school • Indigenous and modern games	• Kinds of work in the community • Leisure activities at home, school and the community • Indigenous and modern games

TOPIC 10: GLOBAL ISSUES

ECD A	ECD B	GRADE 1	GRADE 2
• Water and fire related disasters • Safety at home and school	• Water and fire related disasters • Safety at home and school	• Veld fires: -causes, effects and prevention • Water related disasters	• Floods: -effects of floods in the community and surrounding environment • Deforestation: -effects on the environment

8.0 COMPETENCY MATRIX

EARLY CHILDHOOD DEVELOPMENT A

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MYSELF AND MY FAMILY	• name themselves • identify family members • identify neighbours	• Family members: - self - mother - father - siblings - relatives	• Saying out their names • Naming family members • Colouring pictures of family members • Singing naming songs	• ICT tools • Pictures of different family members • Crayons
MYSELF AND MY FRIENDS	• name their friends • state games they play with their friends • talk to their friends	• My friends: -names • Games such as - hide and seek - skip skip	• Identifying their friends • Listening and answering questions • Playing identity games • Colouring pictures of themselves and their friends	• ICT tools • Pictures of different people • Balls • Different types dolls of • Skipping ropes • Toys
MYSELF AND MY SCHOOL	• name their teacher and school • describe their school	• My school: - name of teacher - name of school	• Stating the name of their school and teacher • Constructing model buildings	• ICT tools • Blocks • School buildings
FAMILY NORMS AND VALUES	• state family norms and values • identify common courtesies and etiquette	• Family norms and values such as: -common courtesies and etiquette -respect -greetings	• Discussing family norms and values • Demonstrating common courtesies and etiquette • Role playing common courtesies and etiquette	• ICT tools • Resource person • Pictures

TOPIC 2: CULTURAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CULTURE IN RELATION TO LANGUAGE	• state different languages in the community • identify the different indigenous languages in the community	• Different indigenous languages spoken in the local community	• Speaking in different languages • Singing in different languages and dancing	• ICT tools • Resource person
CULTURE IN RELATION TO DRESS	• identify the attire worn in different cultures	• Cultural attire	• Comparing attire for different occasions • Colouring pictures of different attire • Modelling in different attire	• ICT tools • Pictures • Samples of different attire • Crayons • Paint
CULTURE IN RELATION TO FOOD	• identify food from different cultures • show different eating habits and etiquette	• Food from different cultures • Different eating habits and etiquette	• Sampling food from different cultures • Comparing food from different cultures • Role playing different eating habits and etiquette	• ICT tools • Resource person • Food samples • Charts • Culture centre

TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MY COUNTRY: NATIONAL ANTHEM	• state the name of their country • sing the National Anthem	• Country name • National Anthem	• Naming their country • Singing the National Anthem • Demonstrating proper postures	• ICT tools • Resource person
NATIONAL FLAG	• recognise the National Flag	• National Flag	• Observing the hoisting of the national flag • Singing the national anthem • Demonstrating proper postures	• ICT tools • National Flag
NATIONAL SCHOOL PLEDGE	• recite the National School Pledge	• National School Pledge	• Reciting the National School Pledge • Demonstrating proper postures	• ICT tools

TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHILD PROTECTION AT HOME, COMMUNITY AND SCHOOL	• identify different forms of abuse at home, community and school • outline reporting procedures	• Forms of abuse: -physical -emotional • Reporting procedures	• Explaining the meaning of abuse • Discussing abuse • Narrating situations of abuse • Role-playing reporting procedures	• ICT tools • Resource person • Pictures • Charts

TOPIC 5: SSHELTER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF SHELTER	• name human and animal shelter	• Human shelter • Animal shelter	• Constructing models of human and animal shelter • Collecting pictures of human and animal shelter	• ICT tools • Pictures • Building/structures
NEED FOR SHELTER	• state why people and animals need shelter	• Reasons for human and animal shelter	• Discussing the need for shelter • Dramatising situations when shelter is needed	• ICT tools • Pictures

TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
RESPONSIBILITY TASKS WITHIN THE FAMILY	• state responsibility tasks for different family members	• Responsibility tasks for: -children -parents -others	• Role playing different responsibility tasks (mahumbwe/amandlwane) • Singing work songs	• ICT tools • Pictures • Culture centres • Charts
SHARING AND HELPING IN THE FAMILY	• explain how resources and duties are shared in the family • state ways of helping each other in the family	• Sharing: -resources -duties • Helping in the family	• Role playing different household chores • Discussing ways of helping family members	• ICT tools • Pictures • Culture centres

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

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FOOD AT HOME	• identify food they commonly eat at home	• Food eaten at home	• Stating food commonly eaten at home • Sampling food they commonly eat at home • Discussing hygienic practices of handling food	• ICT tools • Food samples • Pictures • Charts
TYPES OF FOOD	• identify grown and processed food • identify healthy food	• Food grown • Processed food: - flavoured snacks -tinned food • Healthy food	• Grouping food into grown and processed • Discussing healthy and unhealthy food	• ICT tools • Food samples • Pictures charts

TOPIC 8: TRANSPORT AND COMMUNICATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MOVING OBJECTS	• list moving objects	• Appliances for play: - toys	• Describing moving objects • Manipulating toys and appliances for play • Constructing moving toys	• ICT tools • Blocks • Toys • Pictures
MEANS OF TRANSPORT	• state the means of transport	• Different means of transport	• Naming types of transport • Colouring different types of transport • Conducting educational tours to observe different types of transport	• ICT tools • Crayons • Pictures
ROAD SAFETY RULES	• identify road safety rules	• Road safety rules:- - walking along the road - crossing the road - road signs	• Observing relevant road signs • Practising crossing roads • Singing road safety songs • Reciting road safety poems	• ICT tools • Road signs • Pictures • Resource person

TOPIC 9 WORK AND LEISURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
WORK AT HOME AND SCHOOL	• state work done at home and school	• Work: - at home - at school **Take note of safety at work and during leisure time**	• Performing simple tasks • Miming different types of work • Singing work songs	• ICT tools • Pictures • School environment
INDIGENOUS AND MODERN GAMES	• play indigenous and modern games	• Indigenous games such as nhodo/ igwini, pada • Modern games such as jig-saw puzzles	• Playing different types of games	• ICT tools • School environment • Games equipment

TOPIC 10: GLOBAL ISSUES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
WATER AND FIRE RELATED DISASTERS	• name water and fire related disasters	• Water related disasters • Fire related disasters	• Discussing water and fire related disasters	• ICT tools • Pictures
SAFETY AT HOME AND SCHOOL	• discuss safety procedures at home and school	• Safety procedures at home and school	• Conducting fire drills • Demonstrating water rescue drills • Conducting educational tours to observe safe precautions related to water and fire disasters	• ICT tools • Resource person

EARLY CHILDHOOD DEVELOPMENT B

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MYSELF AND MY FAMILY	• name themselves • identify family members • identify neighbours	• Family members: - self - mother - father - siblings - relatives	• Saying out their names • Naming family members • Colouring pictures of family members • Singing naming songs	• ICT tools • Pictures of different family members • Crayons
MYSELF AND MY FRIENDS	• name their friends • state games they play with their friends • talk to their friends	• My friends: -names • Games such as - hide and seek - skip skip	• Identifying their friends • Listening and answering questions • Playing identity games • Colouring pictures of themselves and their friends	• ICT tools • Pictures of different people • Balls • Different types dolls of • Skipping ropes • Toys
MYSELF AND MY SCHOOL	• name their teacher and school • describe their school	• My school: - name of teacher - name of school	• Stating the name of their school and teacher • Constructing model buildings	• ICT tools • Blocks • School buildings
FAMILY NORMS AND VALUES	• state family norms and values • identify common courtesies and etiquette	• Family norms and values such as: -common courtesies and etiquette -respect -greetings	• Discussing family norms and values • Demonstrating common courtesies and etiquette • Role playing common courtesies and etiquette	• ICT tools • Resource person • Pictures

TOPIC 2: CULTURAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CULTURE IN RELATION TO LANGUAGE	• state different languages in the community • identify the different indigenous languages in the community	• Different indigenous languages spoken in the local community	• Speaking in different languages • Singing in different languages and dancing	• ICT tools • Resource person
CULTURE IN RELATION TO DRESS	• identify the attire worn in different cultures	• Cultural attire	• Comparing attire for different occasions • Colouring pictures of different attire • Modelling in different attire	• ICT tools • Pictures • Samples of different attire • Crayons • Paint
CULTURE IN RELATION TO FOOD	• identify food from different cultures • demonstrate different eating habits and etiquette	• Food from different cultures • Different eating habits and etiquette	• Sampling food from different cultures • Comparing food from different cultures • Dramatising different eating habits and etiquette	• ICT tools • Resource person • Food samples • Charts • Culture centre
CULTURE IN RELATION TO SPIRITUAL VALUES	• state their spiritual values	• Spiritual values such as: -honesty -value for life -hospitality -discipline	• Discussing the importance of their spiritual values • Role playing their spiritual values • Singing songs about their spiritual values	• ICT tools • Resource person • Pictures

TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MY COUNTRY: NATIONAL ANTHEM	• state the name of their country • sing the National Anthem	• Country name • National Anthem	• Naming their country • Singing the National Anthem • Demonstrating proper postures	• ICT tools • Resource person
NATIONAL COLOURS	• identify the five national colours • explain the importance of the national colours	• National colours: – red – white – green – black – yellow • Importance of the national colours	• Naming national colours and their significance • Painting/colouring using the five national colours • Singing about colours	• ICT tools • Crayons • Paint • Colour chart
NATIONAL FLAG	• recognise the National Flag • match national colours to the National Flag	• National Flag • National colours	• Observing the hoisting of the national flag • Singing the national anthem • Demonstrating proper postures • Cutting and pasting the national colours	• ICT tools • National flag • Colour chart
NATIONAL SCHOOL PLEDGE	• recite the National School Pledge	• National School Pledge	• Reciting the National School Pledge • Demonstrating proper postures	• ICT tools • Constitution of Zimbabwe

TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHILD PROTECTION AT HOME, COMMUNITY AND SCHOOL	• identify different forms of abuse at home, community and school • outline reporting procedures	• Forms of abuse: -physical -emotional • Reporting procedures	• Explaining the meaning of abuse • Discussing abuse • Narrating situations of abuse • Role-playing reporting procedures	• ICT tools • Resource person • Pictures • Charts

TOPIC 5: SHELTER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
TYPES OF SHELTER	• name human and animal shelter	• Human shelter • Animal shelter	• Constructing models of human and animal shelter • Collecting pictures of human and animal shelter	• ICT tools • Pictures • Building/structures
NEED FOR SHELTER	• give reasons why people and animals need shelter	• Reasons for human and animal shelter	• Discussing the need for shelter • Dramatising situations when shelter is needed	• ICT tools • Pictures

TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
RESPONSIBILITY TASKS WITHIN THE FAMILY	• state responsibility tasks for different family members	• Responsibility tasks for: -children -parents -others	• Role playing different responsibility tasks (mahumbwe/amandlwane) • Singing work songs	• ICT tools • Pictures • Culture centres • Charts
SHARING AND HELPING IN THE FAMILY	• explain how resources and duties are shared in the family • state ways of helping each other in the family	• Sharing: -resources -duties • Helping in the family	• Role playing different household chores • Discussing ways of helping family members	• ICT tools • Pictures • Culture centres
THE VULNERABLE IN THE FAMILY	• describe how to assist the vulnerable family members	• The vulnerable:- - people with special needs - elderly - sick - orphans - the needy	• Discussing ways of assisting the vulnerable family members • Role playing different ways of assisting family members with special needs	• ICT tools • Pictures

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

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FOOD AT HOME	• identify food they commonly eat at home	• Food eaten at home	• Stating food commonly eaten at home • Sampling food they commonly eat at home • Discussing hygienic practices of handling food	• ICT tools • Food samples • Pictures • Charts
TYPES OF FOOD	• identify grown and processed food • differentiate between grown and processed food • identify healthy food	• Food grown • Processed food: - flavoured snacks -tinned food • Healthy food	• Grouping food into grown and processed • Discussing healthy and unhealthy food	• ICT tools • Food samples • Pictures charts
FAMILY WEALTH	• state different forms of family wealth • identify notes and coins in use	• Forms of wealth: - land - cattle - money - notes and coins	• Identifying different forms of family wealth • Observing notes and coins	• ICT tools • Pictures • Notes and coins

TOPIC 8: TRANSPORT AND COMMUNICATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MOVING OBJECTS	• list moving objects	• Appliances for play: - toys	• Describing moving objects • Manipulating toys and appliances for play • Constructing moving toys	• ICT tools • Blocks • Toys • Pictures
MEANS OF TRANSPORT	• state the means of transport	• Different means of transport	• Naming types of transport • Colouring different types of transport • Conducting educational tours to observe different types of transport	• ICT tools • Crayons • Pictures
ROAD SAFETY RULES	• identify road safety rules	• Road safety rules:- - walking along the road - crossing the road - road signs	• Observing relevant road signs • Practising crossing roads • Singing road safety songs • Reciting road safety poems	• ICT tools • Road signs • Pictures • Resource person

TOPIC 9 WORK AND LEISURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
WORK AT HOME AND SCHOOL	• state work done at home and school	• Work: - at home - at school **Take note of safety at work and during leisure time**	• Performing simple tasks • Miming different types of work • Singing work songs	• ICT tools • Pictures • School environment
INDIGENOUS AND MODERN GAMES	• play indigenous and modern games	• Indigenous games such as nhodo/ • igwini, pada • Modern games such as jig-saw puzzles	• Playing different types of games	• ICT tools • School environment • Games equipment

TOPIC 10: GLOBAL ISSUES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
WATER AND FIRE RELATED DISASTERS	• identify water and fire related disasters	• Water related disasters • Fire related disasters	• Discussing water and fire related disasters	• ICT tools • Pictures
SAFETY AT HOME AND SCHOOL	• discuss safety procedures at home and school	• Safety procedures at home and school	• Conducting fire drills • Demonstrating water rescue drills • Conducting educational tours to observe safe precautions related to water and fire disasters	• ICT tools • Resource person

GRADE 1

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MYSELF AND MY FAMILY	• state who they are • explain the meaning of family • discuss the family structure	• Personal identity: - name - surname - ethnic origin - gender - age • Place of residence • Structure of family	• Saying out who they are in terms of their ethnic identity, race • Talking about their families • Defining meaning of family • Drawing and labelling members of their families • Singing songs about members of a family	• ICT tools • Pictures • Charts • Crayons
MYSELF AND MY FRIENDS	• name their friends • describe games they play with their friends	• My friends: - Names • Games	• Identifying their friends • Describing their friends • Drawing their friends • Playing games with their friends • Singing songs about their friends	• ICT tools • Natural African looking models • Dolls depicting different races • Pictures
MYSELF AND MY SCHOOL	• describe their teacher, head and school	• My school: - teacher - head - school	• Naming their teacher, head and school • Touring the school • Drawing their teacher	• ICT tools • Buildings • Pictures
RELATIONSHIPS IN THE FAMILY	• describe relationships in the family • explain the importance of the equal distribution of roles between boys and girls	• Relationships such as parents, siblings and grandparents • Equal distribution of roles	• Explaining relationships in the family • Discussing their family trees • Drawing their grandparents • Role playing the importance of the equal distribution of roles between boys and girls	• ICT tools • Pictures • Photographs • Charts

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ROLES OF FAMILY MEMBERS	• list the roles of each family member in the home	• Duties of different members of a family	• Stating the different roles of each family member • Role playing the duties of each member of their family	• ICT tools • Pictures • Charts
FAMILY NORMS AND VALUES	• explain family norms and values	• Family norms and values such as: -common courtesies and etiquette -respect -discipline -hardwork	• Discussing family norms and values such as discipline and hardwork • Discussing common courtesies and etiquette • Demonstrating respect for elders • Role playing common courtesies and etiquette	• ICT tools • Picture • Charts • Resource person
INDIGENOUS FOOD AND KITCHEN UTENSILS	• identify indigenous food • name kitchen utensils	• Indigenous food • Kitchen utensils	• Stating indigenous food • Sampling indigenous food • Identify some kitchen utensils • Drawing some kitchen utensils	• ICT tools • Food samples • Kitchen utensils • Culture centres

TOPIC 2: CULTURAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
UNHU/UBUNTU/ VUMUNHU	• state family norms and values	• Norms and values such as respect, honesty, good neighbourliness	• Discussing the attributes of *Unhu/Ubuntu/ Vumunhu* • Demonstrating appropriate norms and values • Role playing some elements of *Unhu/Ubuntu/vumunhu* • Telling folk tales and other wise sayings/zvirahwe/amalibho	• ICT tools • Pictures • Charts • Resource person
CUSTOMS AND COMMON COURTESIES	• identify indigenous customs and common courtesies at home, community and at school	• Customs such as greetings, respect for elders • Common courtesies such as clapping hands, crouching, kneeling	• Discussing customs for different occasions • Demonstrating common courtesies • Dramatising common courtesies	• ICT tools • Charts • Resource person
FAMILY SOCIALISATION	• explain the role of some agents/modes/channels of socialisation	• Family socialisation • Role of: - Language, parents, relatives, peers, games, songs and dances folk stories	• Discussing the role of the family in socialising its members • Telling folk stories and discussing lessons drawn from them • Singing and dancing • Playing games	• ICT tools • Resource person • Games equipment
SECURITY AT HOME,	• state ways in which family, community and school	• Family security: - physical - emotional	• Discussing how family, community and school make members feel safe	• ICT tools • Charts • Pictures

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
COMMUNITY AND SCHOOL	provide security to children		• Playing security games • Listing things that frighten children at home	
FAMILY RULES	• list family rules • explain the importance of family rules	• Family rules • Importance of family rules	• Discussing family rules • Role playing family rules (mahumbwe/amandlwane) • Discussing the consequences of breaking family rules	• ICT tools • Culture centres
INDIGENOUS AND MODERN CHILDREN'S GAMES	• enumerate indigenous and modern children's games	• indigenous games such as nhodo/ igwini, pada, tsoro/intsworo, dunhu/ umatshayana, chitsveru/ingqobe chihwande hwande/ umacatshelana • Modern games such as fish-fish, country games, computer games	• Naming indigenous and modern games • Playing indigenous and modern games • Explaining the purpose of playing games	• ICT tools • Toys • Games equipment

TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MY COUNTRY AND DIFFERENT ETHNIC GROUPS	• identify their country • identify ethnic groups in their community	• My country's name • Ethnic groups such as Zezuru, Ndau, Karanga, Ndebele	• Naming their country and their president • Listing ethnic groups in their community • Singing songs about their country	• ICT tools • Natural African looking models • Dolls depicting them • Pictures
NATIONAL ANTHEM	• sing the national anthem • explain the importance of the national anthem	• Importance of the national anthem • Respect for the national anthem	• Discussing the importance of the national anthem • Discussing occasions when the national anthem is sung • Demonstrating the correct posture when the national anthem is sung • Singing the national anthem	• ICT tools • National flag
NATIONAL COLOURS AND NATIONAL FLAG	• identify the five national colours on the national flag	• The five national colours	• Naming the five colours of the national flag • Observing the hoisting of the national flag • Painting/ colouring using the five national colours	• ICT tools • Crayons • Paint • National flag • Colour chart
NATIONAL SCHOOL PLEDGE	• recite the National School Pledge	• National School Pledge	• Observing the correct posture of the National School Pledge • Reciting the National School Pledge • Explaining the significance of the National School Pledge	• ICT tools • Constitution of Zimbabwe

TOPIC 4: ENTITLEMENTS, RIGHTS AND RESPONSIBILITIES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
CHILD PROTECTION AT HOME, COMMUNITY AND SCHOOL	• explain different types of abuse	• Forms of abuse: - physical - psychological - sexual	• Describing different forms of abuse • Discussing different types of abuse • Dramatising different types of abuse • Explaining channels of reporting procedures	• ICT tools • Resource person • Charts
BASIC HUMAN NEEDS	• list basic human needs	• Basic needs such as shelter, food, clothing	• Discussing children's basic needs • Reciting rhymes/poems on basic needs	• ICT tools • Charts • Pictures
RESPONSIBILITIES OF PARENTS AND CHILDREN	• state children's responsibilities • explain parents' responsibilities	• Responsibilities of children such as helping with household chores • Responsibilities of parents such as provision of basic needs	• Discussing the responsibilities of children and parents • Role playing responsibilities (mahumbwe/amandlwane) • Singing songs	• ICT tools • Resource person • Pictures • Culture centre

TOPIC 5: SHELTER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
DIFFERENT TYPES OF SHELTER	• identify different types of human and animal shelter	• Different types of shelter: -human (indigenous and modern) -animal	• Naming types of human and animal shelter in their community • Drawing and labelling different types of shelter • Making models of different types of shelter • Visiting local heritage sites	• ICT tools • Buildings/ structures • Charts • Pictures • Models • Play dough
BASIC REASONS FOR SHELTER	• give reasons why people and animals need shelter	• Reasons for shelter: - human - animal	• Discussing why people and animals need shelter • Dramatising the use of shelter • Taking nature walks to observe different types of human and animal shelter	• ICT tools • Environment • Pictures

TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
THE ROLE OF THE FAMILY IN HELPING THE VULNERABLE	• identify the vulnerable among relatives and the family • explain how the family can help its vulnerable members	• Vulnerable family members such as orphans, elderly, sick, those living with disabilities and those financially deprived	• Listing the vulnerable in their family and relatives • Discussing how the family can help its vulnerable members	• ICT tools • Pictures charts

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

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
SOURCES OF FOOD AT HOME	• identify plant and animal sources of food at home	• Food from: - plants - animals	• Sampling food from plants and animals • Grouping samples into plant and animal • Drawing pictures showing sources of food • Cutting and pasting pictures of sources of food	• ICT tools • Food samples • Pictures • Charts
PRODUCTION OF FOOD AT HOME AND IN THE COMMUNITY	• explain the importance of land and labour in the production of food	• Land and labour as factors of food production	• Discussing the importance of land and labour in the production of food • Singing work songs • Dramatising people tilling and harvesting	• ICT tools • Charts • Pictures • Environment
FORMS OF FAMILY WEALTH	• list forms of family wealth • describe how family wealth is generated	• Forms of wealth such as land, cattle, money • Sources of wealth	• Identifying different forms of family wealth • Discussing how family generates wealth	• ICT tools • Pictures • Notes and coins
USING AND SAVING MONEY	• state the uses of money • describe the importance of saving money • Identify ways of saving money	• Uses of money • Ways of saving money	• Listing uses of money • Discussing wise use of money • Playing store • Creating' personal' banks	• ICT tools • Pictures • Notes and coins • Piggy bank

TOPIC 8: TRANSPORT AND COMMUNICATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NEED FOR AND TYPES OF TRANSPORT	• explain why people need transport • identify different forms of transport	• Need for transport • Forms of transport	• Discussing why people need transport • Identifying different types of transport • Drawing different types of transport • Modelling different types of transport • Conducting educational tours to observe different types of transport	• ICT tools • Pictures • Environment
ROAD SAFETY RULES	• explain why people need road safety rules • discuss basic rules of road safety • identify basic road signs	• Need for road safety rules • Basic road rules • Road signs	• Explaining the importance of road safety rules • Listing road safety rules • Demonstrating basic rules of the road • Interpreting basic road signs	• ICT tools • Road signs • Environment • Resource person
MEANS OF COMMUNICATION	• identify different ways of communication	• Ways of communication: - past and present	• Listing different ways of communication • Dramatising ways of communicating • Drawing pictures of various means of communication	• ICT tools • Pictures • Horns • Drums

TOPIC 9 WORK AND LEISURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
WORK AT HOME AND SCHOOL	• discuss the importance of work	• Importance of work at home and school **Take note of safety at work and during leisure time**	• Discussing the importance of work in the life of an individual • Identifying different types of work • Dramatising people doing different types of work	• ICT tools • Pictures
USE OF LEISURE TIME AT HOME AND SCHOOL	• explain the importance of leisure time at home • list activities done during free time at school	• Importance of leisure time • Free time activities at school such as: -playing games -sporting activities	• Discussing the importance of free time • Playing different types of games • Singing songs	• ICT tools • Environment • Sport equipment • Pictures • Resource person
INDIGENOUS AND MODERN GAMES	• play indigenous and modern games	• Indigenous games such as nhodo/igwini, pada • Modern games such as computer games, jig-saw puzzles	• Describing how different indigenous and modern games • Playing indigenous and modern games • Discussing the importance of the games	• ICT tools • Resource person • Environment • Sport equipment

TOPIC 10: GLOBAL ISSUES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
VELD FIRES	• identify causes and effects of veld fires on the environment • describe how veld fires are prevented	• Veld fires: - causes - effects - prevention	• Listing causes of veld fires • Discussing effects of veld fires • Role playing ways of preventing veld fires • Preparing fire guards • Conducting fire drills	• ICT tools • Pictures • Drill equipment
WATER RELATED DISASTERS	• explain water related disasters • identify safety precautions against lighting and drowning	• Water disasters: - drowning - lightning • Safety precautions	• Listing water related disasters • Suggesting safety precautions • Identifying potential drowning places	• ICT tools • Pictures • Swimming pool

GRADE 2

TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ADVANTAGES OF LIVING IN A FAMILY	• explain why people live in a family	• Importance of family as a social unit	• Discussing how family members help each other • Collecting and pasting pictures of people working as families	• ICT tools • Pictures
RELATIVES	• name family relatives • explain the relationships among family members	• Relatives such as: -grandparents -aunt -uncle • Importance of relatives	• Listing relatives • Illustrating family trees • Discussing the importance of relatives	• ICT tools • Pictures • Chart • Resource person
RELATIONSHIPS BETWEEN THE FAMILY AND THE COMMUNITY	• explain how their families relate to their communities	• Family and community relationships such as unity, cooperation	• Giving characteristics of a community • Discussing ways members of the community assist each other	• ICT tools • Pictures • Charts
FAMILY NORMS AND VALUES	• explain family norms and values • identify common courtesies and etiquette at home and school • explain common courtesies and etiquette at home and school	• Family norms and values such as: -common courtesies and etiquette -respect -greetings -discipline -hardwork	• Discussing family norms and values such as hardwork, discipline and honest • Role playing common courtesies and etiquette • Demonstrating common courtesies and etiquette • Singing songs	• ICT tools • Pictures • Charts • Resource person
INDIGENOUS FARMING TOOLS	• identify indigenous farming tools • explain the importance of farming tools	• Indigenous farming tools • Uses of indigenous farming tools	• Naming indigenous farming • Demonstrating the uses of farming tools • Drawing farming tools	• ICT tools • Farming tools • Environment

TOPIC 2: CULTURAL HERITAGE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
UNHU/UBUNTU/ VUMUNHU	• explain the attributes of *Unhu/Ubuntu/Vumunhu*	• *Unhu/Ubuntu/ Vumunhu* • Norms and values such as humility, honesty, respect, hard work	• Discussing the attributes of *Unhu/Ubuntu/Vumunhu* • Demonstrating appropriate norms and values • Role playing some elements of *Unhu/Ubuntu/Vumunhu*	• ICT tools • Pictures • Charts • Resource person
IMPORTANT ASPECTS OF VILLAGE AND COMMUNITY CULTURE	• state some cultural practices in their communities • explain the importance of some cultural practices in their communities	• Cultural practices such as attending funerals, commemorating communal events, character moulding (kuraira/ukulaya) • Importance of some cultural practices	• Discussing some cultural practices in their communities • Telling folk tales • Dramatising cultural practices	• ICT tools • Resource person • Pictures
SCHOOL RULES	• list school rules • explain the importance of school rules	• School rules • Importance of school rules	• Formulating class and school rules • Discussing the importance of school rules • Observing school rules • Discussing the consequences of breaking school rules	• ICT tools • Culture centre • Chart
INDIGENOUS AND MODERN GAMES	• outline indigenous and modern children's games	• Indigenous games • Modern games	• Naming indigenous and modern games • Playing indigenous and modern games • Explaining the purpose of playing games	• ICT tools • Environment

TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL ANTHEM	• sing the national anthem	• Importance of the national anthem • Respect for the national anthem	• Discussing occasions when the national anthem is sung • Demonstrating the correct posture when the national anthem is sung • Singing the national anthem	• ICT tools • National flag
NATIONAL SYMBOLS	• identify the national symbols	• National symbols: - National anthem - Zimbabwe bird	• Naming the national symbols • Collecting pictures of the national symbols • Discussing the significance of the national symbols • Drawing and colouring some of the national symbols	• ICT tools • National flag
NATIONAL EVENTS AND CELEBRATIONS	• explain the importance of national events and celebrations • name some national heroes and heroines	• National events and celebrations such as Independence day, Heroes' day • National heroes and heroines at the National Heroes Acre	• Listing national events and celebrations • Giving dates of national events and celebrations • Discussing their importance • Participating in national events and celebrations • Conducting educational tours to places such as Heroes Acre, National Archives, National Museums	• ICT tools • Calendars • Pictures • Resource person • National Heroes Acre

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NATIONAL SCHOOL PLEDGE	• recite the National School Pledge	• National School Pledge	• Observing the correct posture of the National School Pledge • Reciting the National School Pledge • Explaining the significance of the National School Pledge	• ICT tools • Chart
ETHNIC GROUPS AND LANGUAGES	• identify ethnic groups and language in their community	• Ethnic groups and languages such as Zezuru, Ndebele, Ndau, Tonga	• Naming ethnic groups in their community • Greeting each other using different indigenous languages	• ICT tools • Resource person

TOPIC 4: ENTITLEMENTS, RIGHTS AND RESPONSIBILITIES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
ENTITLEMENTS, RIGHTS AND RESPONSIBILITIES	• list children's entitlements and responsibilities • describe children's responsibilities	• Children's entitlements and responsibilities such as name, shelter, food and education • Children's responsibilities such as obedience, honesty	• Discussing children's entitlements and responsibilities • Dramatising children's responsibilities • Singing songs	• ICT tools • Constitution of Zimbabwe • Resource person
ROLES AT HOME AND AT SCHOOL	• list children's roles at home and at school	• Distribution of roles between boys and girls	• Comparing and contrasting past and present gender roles • Discussing equitable past and present gender roles • Discussing equitable distribution of duties	• ICT tools • Pictures

TOPIC 5: SHELTER

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
NEED FOR SHELTER	• identify different types of shelter for people • identify different types of shelter for animals	• Shelter for people • Shelter for animals	• Naming different types of shelter for people and animals • Drawing and pasting different types of shelter for people and animals • Modelling different types of shelter for people and animals	• ICT tools • Buildings/ structures • Charts • Models • Play dough
EFFECTS OF FAMILY SIZE ON SHELTER	• compare number of family members in relation to sizes of shelter	• Family size and how it affects shelter	• Discussing the impact of family size on shelter	• ICT tools • Pictures • Charts
SHELTER AT HOME AND IN THE NEIGHBOURHOOD	• identify shelter at home and in the neighbouring	• Shelter at school and in the neighbourhood	• Naming types of shelter seen around the school • Comparing sizes and structures of different shelters • Colouring different types of shelter	• ICT tools • Pictures • Charts • Crayons • Templates
SHELTER AND HERITAGE SITES	• naming some heritage sites • describe some heritage sites	• Heritage sites such as Heroes Acre, Great Zimbabwe	• Naming heritage sites • Drawing the heritage sites • Visiting the heritage sites • Collecting pictures	• ICT tools • Pictures • Charts

TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
THE ROLE OF THE COMMUNITY IN HELPING THE VULNERABLE	• explain the role of the community in helping the vulnerable	• Helping the vulnerable	• Discussing how the community helps the needy and the vulnerable • Suggesting the ways of helping the needy • Participating in helping the needy	• ICT tools • Pictures • Charts • Print media • Related literature

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

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
INDIGENOUS AND MODERN METHODS OF GROWING, HARVESTING AND STORING FOOD	• identify indigenous and modern methods of growing food methods • list indigenous and modern methods of harvesting and food • state methods of storing food	• Methods of growing, harvesting, and storing food	• Discussing indigenous and modern methods of growing food • Explaining indigenous and modern methods of harvesting and food • Naming indigenous and modern methods of storing food	• ICT tools • Pictures • Related literature
INDIGENOUS METHODS OF PRESERVING FOOD	• explain some indigenous methods of preserving food	• Indigenous methods of preserving food such as: -drying -smoking	• Listing indigenous methods of preserving food • Sampling preserved indigenous food • Discussing the importance of preserving food	• ICT tools • Resource person • Related literature
USES OF MONEY	• list the uses of money • identify coins and notes used in Zimbabwe	• Uses of money: -buying and paying for services • Coins and notes	• Identifying the use of money • Discussing the uses of money • Dramatising buying and selling	• ICT tools • Related literature • Notes and coins • Pictures of money

TOPIC 8: TRANSPORT AND COMMUNICATION

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
MODES OF TRANSPORT	• name the modes of transport • describe the means of transport	• Modes of transport: -land -water -air -rail • Means of transport: -vehicles -carts	• Identifying the modes of transport • Discussing the modes of transport • Classifying types of transport into various modes of transport • Making models of the means of transport	• ICT tools • Pictures • Toys • Diagrams
WORKERS AND OCCUPATION IN THE TRANSPORT INDUSTRY	• identify workers in the transport industry • describe occupation in the transport industry	• Workers and occupation in the transport industry	• Discussing different workers in the transport industry • Explaining occupation in the transport industry • Role playing	• ICT tools • Resource person • Pictures • Toys
TRAFFIC RULES	• identify basic traffic rules	• Traffic rules	• Listing traffic rules • Discussing traffic rules	• ICT tools • Highway code • Pictures • Environment
MEANS OF COMMUNICATION • **INDIGENOUS** • **MODERN**	• identify indigenous means of communication • identify modern means of communication	• Indigenous means of communication such as fire, smoke, • Modern means of communication such as cellphones, television	• Discussing indigenous and modern means of communication • Drawing some indigenous and modern means of communication	• ICT tools • Pictures • Crayons and paint • Toys • Communication objects

TOPIC 9 WORK AND LEISURE

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
KINDS OF WORK IN THE COMMUNITY	• name types of work done by community members • state the importance of work in the community	• Kinds of work in the community: - building - teaching - welding - pottery - weaving **Take note of safety at work and during leisure time**	• Listing types of work done by community members • Dramatising types of work done by community members • Discussing the importance of work in the community	• ICT tools • Pictures • Resource person
TYPES OF LEISURE IN THE HOME, AT SCHOOL AND IN THE COMMUNITY	• describe some leisure activities at home, school and in the community • list some leisure activities at home, school and in the community	• Leisure at home, school and in the community	• Discussing leisure activities in the home, school and in the community • Visiting local recreational centres to observe different activities	• ICT tools • Local environment • Pictures • Resource person
INDIGENOUS AND MODERN GAMES	• identify indigenous and modern games • play indigenous and modern games	• Indigenous games: - pada - nhodo/inguni • Modern games: - video games - snooker - slug	• Describing how some different indigenous and modern games are played • Discussing modern and indigenous games • Playing indigenous and modern games	• ICT tools • Sports equipment • School environment • Resource person

TOPIC 10: GLOBAL ISSUES

KEY CONCEPTS	LEARNING OBJECTIVES: Learners should be able to:-	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
FLOODS	• discuss the effects of floods in the community and surrounding environment • suggest safety precaution measures against floods	• Floods • Safety precaution measures	• Listing the effects of floods in the community and surrounding environment • Identifying safety precautions measures against floods	• ICT tools • Pictures • Local environment
DEFORESTATION	• describe how deforestation impacts negatively on the environment	• Deforestation: - erosion	• Discuss how deforestation impacts negatively on the environment	• ICT tools • Pictures • Environment

9.0 ASSESSMENT

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

9.1 Assessment Objectives

By the end of the Family and Heritage Studies Primary School Level, learners should be able to:

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

9.2 Scheme of Assessment

Family and Heritage Studies will be assessed through continuous assessment at Infant Level (ECD - Grade 2)

9.2.1 Continuous Assessment

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

NOTE: A profile system has to be developed for every child to capture those attributes that cannot be measured such as the soft skills. A folio comprises projects, written tests, assignments and practicals collated termly at ECD to Grade 2. Observation schedules, checklists, tests and projects tasks are to be set at school, cluster, district and national levels.

9.2.2 *Assessment Model*

LEVEL	FORM OF ASSESSMENT	ASSESSMENT TASKS	NATURE	FREQUENCY
ECD (0-3yrs) **ECD (A)** **ECD (B)**	Continuous	• Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children's games • Reciting poems • Constructing models • Dramatising • Role playing • Picture reading • Researching	➢ Practical ➢ Can be done individually or in Groups	✓ Daily basis
GRADE 1	Continuous	• Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children's games Reciting poems	➢ Practical ➢ Can be done individually or in Groups	✓ Daily basis

		• Constructing models • Dramatising • Role playing • Reading • Researching • Written Exercises • Theory tests		✓ Every Fortnight ✓ Once per Month
GRADE 2	Continuous	• Singing • Drawing • Dancing • Colouring • Story telling • Speaking • Listening • Counting • Playing children’s games • Reciting poems • Constructing models • Dramatising • Role playing • Reading • Researching • Debating • Written Exercises • Theory tests	➢ Practical ➢ Can be done individually or in Groups	✓ Daily basis ✓ Weekly ✓ Once per Month

9.2.3 *Assessment Criteria*

Assessment Instruments:

- Checklists
- Rating Scale
- Observation Guide
- Exercises
- Theory Tests

9.2.4 *Abbreviations and Acronyms*

Abbreviations and Acronyms	**Meaning**
AIDS	Acquired Immune Deficiency Syndrome
ECD	Early Childhood Development
GMB	Grain Marketing Board
HIV	Human Immuno-deficiency Virus
NAC	National Arts Council
NGOs	Non – Governmental Organisations
NPWMA	National Parks and Wildlife Management Authority
NSSA	National Social Security Authority
RBZ	Reserve Bank of Zimbabwe
SADC	Southern African Development Community
SEDCO	Small Enterprise Development Company
UN	United Nations
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations International Children’s Educational Fund
WHO	World Health Organisation
ZETDC	Zimbabwe Electricity Transmission Distribution Company
ZIFA	Zimbabwe Football Association
ZINA	Zimbabwe Netball Association
ZINWA	Zimbabwe National Water Association