ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

HISTORY SYLLABUS

FORMS 1 - 4

2015 - 2022

Curriculum Development and Technical Services
P. O. Box MP 133
Mount Pleasant
Harare

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ACKNOWLEDGEMENTS

CONTENTS

1.0 PREAMBLE

1.1 Introduction

The History syllabus covers four years of Secondary education. It provides learners with the means by which they will develop a historicalview of Zimbabwe, Africa and the wider world. The syllabus helps them to acquire an informed and critical understanding of social, economic and political historical developments. It also assesses historical developments and their impact on Zimbabwean society. In addition, it fosters an understanding and appreciation of issues concerning population, human rights, democracy, empowerment, gender sensitivity,Unhu/Ubuntu/Vumunhu (societal norms and values) and instills patriotism, leading to a change in learners' attitudes and behavior. Furthermore, it raises an awareness of the need to preserve and conserve our heritage.

1.2 Rationale

This syllabus focuses on historical developments in Zimbabwe, Africa and the rest of the world.It is concerned with the historical transformation of societies through space and time. It responds to the need for skills development, empowerment, responsible citizenship (unhu/ubuntu/vumunhu) and patriotism. The syllabus also deals with the evolvingrelations between Zimbabwe and the international community.

1.3 Summary of Content (Knowledge, Skills and Attitudes)

This syllabus covers the historical development of Zimbabwe and the World'seconomic, social and political systems.

It ensures sustenance of nationalism and patriotism through an appreciation of Zimbabwe and other countries' struggles for political and economic emancipation. The syllabus enables learners to draw lessons from the changing political, social and economic models and environments through different times, places and societies.

The History syllabus enables learners to develop skills in:

- Problem solving
- Critical thinking
- Decision making
- Conflict resolution
- Leadership
- Self-management
- Management
- Communication
- Technology and innovation
- Enterprise

1.4 Assumptions

It is assumed that learners:

- Have some communication skills
- Are aware of folklores
- Have a general knowledge of archaeological and cultural heritage
- Have a general knowledge of political systems
- Are aware of different human rights
- Are aware of the land tenure systems
- Are aware of resource based conflicts
- Have a general knowledge of colonialism, nationalism and armed struggles
- Have a general knowledge of political and economic developments in Zimbabwe and the wider world

1.5 Cross - cutting themes

- Gender
- Children's rights and Responsibilities
- Crisis Management
- Financial Literacy
- Sexuality, HIV and AIDS
- Child Protection
- Heritage Studies
- Constitution of Zimbabwe
- Human Rights
- Collaboration
- Environmental issues

2.0 PRESENTATION OF SYLLABUS

The History Syllabus is presented as a single document which covers Forms 1 – 4. The topics are developmental and spiral.

3.0 AIMS

The syllabus enables learners to:
- develop an interest in the study of History
- develop appropriate skills and tools of analysing historical transformation of societies
- understand how colonisation and resistance to it have influenced relations among nations
- develop an understanding of national, regional and international historical events
- develop a sense of patriotism through appreciating history.
- acquire an understanding of the similarities, differences and the common experiences of the peoples of Africa and the world
- understand and appreciate population, democracy and human rights issues as well as responsibilities and obligations that accompany them
- nurture Unhu/Ubuntu/Vumunhu through participation in various historical activities
- apply ICT skills in the study of history

4.0   SYLLABUS OBJECTIVES

By the end of Form 4 learners should be able to:

- define the term History
- describe historical events in their context
- analyse historical evidence ,points of view and make value judgements
- assess the significance and relevance of historical information and draw reasoned conclusions
- empathise with the past
- explain concepts and issues that relate to history, population, gender, democracy and human rights in a relevant and coherent manner
- use ICT in the study of History
  relate the concept of Unhu/Ubuntu/Vumunhu to the historical activities in Zimbabwe

4.1 Methodology

The teaching of History will be accomplished through the use of the following learner-centred and multi-sensory approaches:

Methodology

- Games and Quizzes
- Imitation or Simulation
- Video and film shows
- Educational tours
- Drama, song and poetry
- Case study
- Group discussions
- Discovery
- Research
- Debate
- Work-related learning
- Role play
- Project
- Resource person
- Folklore
- E-learning

Time Allocation

For the successful and effective coverage of this syllabus, 5 periods of 35 to 40 minutes should be allocated per week. Learners should go on educational tours at least three times a year.

5.0   TOPICS

1. Conceptualisation of History
2. Origins of Humankind
3. Ancient Civilisation in Africa: Egypt
4. Development of Zimbabwean Societies
5. Slavery and the Slave Trade
6. Early European Contacts with Zimbabwe: Portuguese and Missionaries
7. Colonisation
8. Colonial Administration in Rhodesia
9. Nationalism
10. The Armed Struggle
11. Post-Independence developments in Zimbabwe
12. World Wars
13. Regional and International Co-operation
14. Socialism and Communism
15. The Constitution of Zimbabwe, Democracy and Human Rights

6.0   SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
CONCEPTUALISATION OF HISTORY	• Introduction to History • Sources of History • Types of History		• Sources of History	
ORIGINS OF HUMANKIND	• Theories on Origins of Humankind • Charles Darwin and Human Evolution • Africa The Cradle of Humankind			
ANCIENT CIVILISATIONS IN AFRICA: EGYPT	• Ancient Civilization in Egypt • Egyptian Civilisation and Agriculture			

6.0 SCOPE AND SEQUENCE CONTD..

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
	• Egyptian Science ,Religion,Developments of Writing and Architecture • Egyptian Agriculture • Spread of Egyptian civilization			

DEVELOPMENT OF ZIMBABWEAN SOCIETIES	• Early Societies from the Stone Age to the Early Iron Age
	• State Formation:The Great Zimbabwe, the Mutapa,Rozvi ,Zulu and Ndebele States
			• Great Zimbabwe , Mutapa and Rozvi states
			• Nguni incursions -Mfecane
			   The Zulu state
			   The Ndebele state	

SLAVERY AND THE SLAVE TRADE	• Forms of Slavery • Causes of the Slave Trade • The Triangular Slave Trade		• Slave Trade in Africa • Impact of Slavery and the Slave Trade • The Abolition of Slave trade and Slavery	
EARLY EUROPEAN CONTACTS WITH ZIMBABWE: PORTUGUESE AND THE MISSIONARIES	• The Portuguese Prazo System in the Zambezi Valley • Early missionary activities in Zimbabwe		• Portuguese activities in the Zambezi Valley • Early Missionary Activities • European Agents of Colonization	
COLONISATION		• The Scramble and Partition of Southern Africa • The Berlin Conference (1884-1885) • The Colonisation of Zimbabwe • The Anglo Ndebele War 1893-94 • First Chimurenga/Umvukela 1896-97	• The Scramble and Partition of Southern Africa • The Berlin Conference (1884-1885) • The colonisation of Zimbabwe • Anglo Ndebele War 1893-94 • The First Chimurenga/ Umvukela 1896-97	

6.0 SCOPE AND SEQUENCE CONTD..

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
COLONIAL ADMINISTRATION IN RHODESIA		• Company Rule • Responsible Government • Federation of Rhodesia and Nyasaland • Colonial Administration after Unilateral Declaration of Independence (U.D.I)	• Company Rule • Responsible Government • Federation of Rhodesia and Nyasaland • Unilateral Declaration of Independence	
NATIONALISM		• Pan-Africanist Movements Rise of Mass-Nationalism in Zimbabwe		• South Africa since 1848
THE ARMED STRUGGLE IN ZIMBABWE		• Mass Nationalism 1957-1966 • Early recruitment and training of Freedom Fighters • The early phase of the Armed Struggle • The scond phase of the armed struggle	• Nationalist Movements • The Second Chimurenga/Umvukela Nationalist Movements • The second Chimurenga /Umvukela • Early recruitment of freedom fighters • The early phase of the armed struggle • The second phase of the armed struggle	
POST INDEPENDENCE DEVELOPMENTS IN ZIMBABWE		• Social, Political and Economic Policies		• Social, Political and Economic Policies
WORLDWARS AND THE INTER-WAR PERIOD				• The First World War • League of Nations • The Rise of European Dictators • The Second World War The Cold War

6.0   SCOPE AND SEQUENCE CONTD..

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
REGIONAL AND INTERNATIONAL CO-OPERATION		• Front Line States • SADC • OAU/AU • The Commonwealth • Non-Aligned Movement		• The United Nations • Zimbabwe and the International Community (Foreign Policy) since Independence
SOCIALISM AND COMMUNISM		• The Russian Revolution • The Chinese Revolution • Cuban Revolution		• The Russian Revolution • The Chinese Revolution • Cuban Revolution
THE CONSTITUTION OF ZIMBABWE, DEMOCRACY AND HUMAN RIGHTS		• The Constitution of Zimbabwe • Children's Rights and Responsibilities • Human Rights		• Democracy • Human Rights • Land Reform and indigenisation

7.0 COMPETENCY MATRIX

FORM 1

TOPIC 1: CONCEPTUALIZATION OF HISTORY

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Introduction to History	• define History • explain the importance of study of History	• Definition of the term History • Why study History	• Explaining the term History • Discussing reasons for the study of History	• ICT tools • Brailed material
Sources of History	• list sources of History • describe sources of History • explain the advantages and disadvantages of each of the sources of History	• Sources of History • Advantages and disadvantages of each of the sources of History	• Stating the sources of History • Outlining sources of History • Discussing the advantages and disadvantages of sources of History • Compling their history using various sources of history	• ICT • Artefacts • Documents • Brailed material
Types of History	• identify the different types of History • describe the different types of History	• Types of History for example - Social History - Political History - Economic History - Local History	• Explaining different types of History • Discussing on types of History • Researching on family History	• ICT tools • Brailed materials

TOPIC 2: ORIGINS OF HUMANKIND

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Theories on origins of Humankind	• identify the major theories on the origins of humankind • describe the major theories on the origin of humankind.	• Theories of origins of humankind such as The Theory of Evolution The Biblical Creation Theory	• Stating the major theories on the origins of humankind • Debating major theories on the origins of humankind	• ICT tools • Brailed material • MP 4 recorder • Maps • Talking books • Pictures
Charles Darwin and Human Evolution	• identify the stages of Human Development in Charles Darwin's theory of Evolution • explain Charles Darwin's theory of Evolution.	• Stages of Human Development • The theory of Evolution	• Illustrating Charles Darwin's Theory of Evolution • Simulating stages of Human Development • Debating Charles Darwin's theory of Evolution	• ICT tools • Brailed materials • Talking books • Maps • Pictures
Africa The Cradle of Humankind	• define the term Cradle Humankind • identify sites where remnants of early humankind were discovered in Africa • explain why Africa is believed to be the cradle of mankind.	• Archaeological sites where remnants were discovered • Reasons why Africa is regarded as the cradle of Humankind	• Explaining the term cradle of humankind • Locating archeological sites where remnants of early Humankind were found • Illustrating the importance of Africa as the origins of humankind	• ICT tools • Print media • Presentations • Brailed material • Maps • Photographs

TOPIC 3: ANCIENT CIVILIZATION IN AFRICA:EGYPT

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Ancient Civilisation in Africa: Egypt	• define the term:Ancient Civilisation • locate Ancient Egypt on the map of Africa • describe the Civilisations in Egypt	• Location of Ancient Egypt • Ancient Civilisations	• Explaining Ancient Civilisations • Discussing Civilisation in Egypt • Drawing a map showing important features of Ancient Egypt	• ICT tools • Brailed material • Maps • Media
Egyptian Science, Religion, Writing and Architecture	• describe the development of Egyptian Science, Religion, Writing and Architecture	• Egyptian Science; • Medicine • Astrology • Maths • Mummification • Egyptian Religion, Writing and Architecture	• Discussing the characteristics of the Egyptian Religion, writing and architecture • Designing models of Egyptian civilisations	• ICT tools • Resource person • Brailed material • Talking books • Pictures
Egyptian Agriculture	• identify the characteristics of Egyptian agricultural Systems • describe the Egyptian Agricultural advancements	• Egyptian Irrigation Systems such as • The Shaduf • Calendar/ Seasons	• Discussing the Egyptian Irrigation Systems • Demonstrating how the irrigation systems worked • Explaining the development of the calendar and seasons • Designing a model for the Shaduf	• ICT tools • Print media • Brailed material • Resource person • Talking books • Pictures
Spread of Egyptian Civilization	• state the forms of Egyptian Civilisation adopted by other parts of the World • explain the impact of Egyptian Civilisation on other parts of the World	• Forms of Egyptian civilization • The impact of Egyptian Civilisation	• Discussing forms of Egyptian civilisations adopted in other parts of the World • Assessing the impact of Egyptian civilisations on other parts of the world	• ICT tools • Resource person • Brailed materials • Talking books • MP 4 recorders • Pictures • Calendars

TOPIC 4: DEVELOPMENT OF ZIMBABWEAN SOCIETIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Early Societies from Stone Age to Early Iron Age	• identify the tools used during Stone Age and Early Iron Age • describe the political, social and economic activities of the Stone and the Iron Ages. • explain the changes from Stone Age to Early Iron Age	• The Stone Age and Early Iron Age tools • Social, Economic and Political activities of the Stone and Iron Age societies • Changes from Stone Age to Early Iron Age	• Listing tools used during the Stone Age and the Early Iron Age • Discussing the political, social and economic activities of the Stone and Iron Age societies • Examining the transition from Stone Age to Early Iron Age • Exhibiting stone and iron age tools made and collected	• ICT tools • Brailed material • Rock paintings
State Formation: Great Zimbabwe, Mutapa, Rozvi, Zulu and Ndebele States	• locate the geographical positions of the Great Zimbabwe , Mutapa ,Rozvi ,Zulu and Ndebele States • describe factors leading to the rise of the Great Zimbabwe, Mutapa,Rozvi, Zulu and Ndebele States • describe the Economic, Political and Social Organisation of the Great Zimbabwe, Mutapa ,Rozvi ,Zulu and Ndebele States.	• Rise of Great Zimbabwe, Mutapa ,Rozvi,Zulu ,Ndebele States • Organisation of Great Zimbabwe, Mutapa,Rozvi,Zulu and Ndebele States • The fall of the Great Zimbabwe, Mutapa,Rozvi,zulu and Ndebele states	• Identifying the geographical locations of the Great Zimbabwe State and the Mutapa State • Discussing the factors leading to the rise of the Great Zimbabwe State and the Mutapa State • Researching the Economic, Political and Social organisation of the Great Zimbabwe ,Mutapa,Rozvi ,Zulu and Ndebele States • Visiting the Great Zimbabwe and other monuments	• Resource person • Brailed material • ICT tools • MP 4 recorders • Talking books • Maps

TOPIC 5: SLAVERY AND THE SLAVE TRADE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Forms of Slavery	• identify the different forms of slavery • describe the different forms of slavery.	• Domestic Slavery and Slave Trade	• Watching documentaries of different forms of slavery and slave trade. • Discussing different forms of slave trade.	• ICT tools • Maps • Brailed material • Documentaries • Maps • Talking books
Causes of the Slave trade	• outline the causes of the slave trade	• Economic, social and political causes	• Explaining the causes of the slave trade • Conducting project work on slave trade	• ICT tools • Brailed material • Talking books
The Triangular Slave Trade	• List areas involved in the Triangular slave trade • state the commodities exchanged in the Triangular slave trade • describe the different routes of slave trade	• Areas involved • Commodities exchanged • Routes of Slave Trade	• Drawing a map showing the triangular slave trade routes • Identifying commodities exchanged on each route • Tracing the different routes of slave trade	• ICT tools • Print media • World Map • Brailed material • Talking books

TOPIC 6: EARLY EUROPEAN CONTACTS WITH ZIMBABWE: PORTUGUESE AND THE MISSIONARIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Portuguese Prazo System in the Zambezi Valley	• list Prazeros involved in the Prazo system • describe the Portuguese Prazo system • explain the impact of the Prazo system on Africans	• Prazeros involved • Characteristics of the Prazo system • Impact of Prazo system	• Stating the Prazeros • Discussing the characteristics of the Prazo System • Discussing the impact of the Prazo system on Africans • Carrying on project work on the crops brought by the Portuguese or on exploitation of workers in the prazeros	• Brailed material • ICT tools • Map of Africa • Talking books
Early Missionary Activities	• identify early missionary groups and their areas of operation • describe missionary activities • explain challenges faced by missionaries	• Early missionary groups and areas of operation • Missionary activities • Challenges faced by missionaries	• Listing early missionary groups and their areas of operation • Studying maps showing locations of different mission stations • Discussing challenges faced by missionaries • Visiting mission stations and collecting information on missionary activities	• Brailed material • Maps • ICT tools • Talking books

FORM 2

TOPIC 1: COLONISATION

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Scramble and Partition of Southern Africa	• state the countries which took part in the scramble and partition of Southern Africa. • describe the causes of the scramble and partition of Africa	• Countries involved in the Scramble and Partition of Southern Africa • Causes of the Scramble and Partition of Southern Africa	• Listing countries involved in the Scramble and Partition of Southern Africa • Explaining the causes of the Scramble and Partition of Southern Africa • Dramatising the scramble and partition of Southern Africa	• ICT tools • Brailed material • Maps • Pictures
The Berlin Conference (1884- 1885)	• Name the countries that attended the Berlin Conference • describe the resolutions reached at the Berlin Conference	• Countries that attended the Berlin Conference • Resolutions of the Berlin Conference	• Listing the countries that attended the Berlin Conference • Discussing the resolutions reached at the Berlin Conference	• ICT tools • Brailed material • Maps • Talking books

TOPIC 1: COLONISATION CONTD..

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES

The Colonisation of Zimbabwe	• identify countries which were involved in the scramble for Zimbabwe.
	• describe the reasons for colonisation of Zimbabwe.
	• explain the colonisation process of Zimbabwe
		• Countries involved in the scramble for Zimbabwe
		• Reasons for the colonisation of Zimbabwe
		• Colonisation process:
		  - Treaties and Concession
		  - Royal Charter
		  - BSAC
		  - Invasion/occupation of Zimbabwe.
			• Naming countries involved in the Scramble for Zimbabwe
			• Explaining the reasons for the colonisation of Zimbabwe
			• Discussing process of the colonisation of Zimbabwe
			• Researching on the treaties and concessions signed between Lobengula and the whites
				• Brailed material
				• Textbooks
				• ICT tools
				• Maps
				• Archival Documents
				• Sign language interpreters

The Anglo-Ndebele War (1893-1894)	• state the causes of the Anglo-Ndebele War • describe the course of the Anglo-Ndebele war • assess the results of the Anglo-Ndebele war	• Causes of the Anglo-Ndebele war • Course of the Anglo-Ndebele War • Results of the Anglo-Ndebele War on the Ndebele	• Identifying causes of the Anglo-Ndebele war • Dramatising the Anglo-Ndebele war • Explaining the results of the Anglo Ndebele war on the Ndebele • Visiting historical sites,archives and museums	• Brailed material • ICT tools • Drama • Talking books • Sign language interpreters • Pictures • Maps

TOPIC 1: COLONISATION CONTD..

SUB-TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The First Chimurenga/ Umvukela 1896-1897)	• list the causes of the First Chimurenga/ Umvukela 1896-1897 • describe the course of the First Chimurenga/ Umvukela 1896-1897 • outline the role played by chiefs and spirit mediums in the First Chimurenga/ Umvukela 1896-1897 • explain the results of the First Chimurenga/ Umvukela 1896-1897	• Causes of the First Chimurenga/ Umvukela • Course of the First Chimurenga/ Umvukela • Role played by chiefs and spirit mediums in the First Chimurenga/ Umvukela. • Results of the First Chimurenga/Umvukela.	• Stating the causes of the First Chimurenga/ Umvukela. • Discussing the course of the First Chimurenga/ Umvukela • Illustrating the role of chiefs and spirit mediums in the First Chimurenga. • Discussing the results of the First Chimurenga/umvukela • Compiling pictorial history of the 1st chimurenga/ Umvukela • Composing songs and singing songs on Chimurenga	• Resource person • Brailed material • ICT tools • Talking books • Sign language interpreters • Maps • Pictures

TOPIC 2: COLONIAL ADMINISTRATION IN RHODESIA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Company Rule	• describe Company rule • outline the political,economic and social policies under company rule	• Company Rule • Political, economic and social policies of the BSAC	• Explaining features of the Company Rule. • Discussing the political, economic and social policies of the BSAC.	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters
Responsible Government	• Describe Responsible Government • outline reasons for the establishment of the Responsible Government • describe the impact of the policies of the Responsible Government on indigenous people	• Responsible Government. • Reasons for the establishment of the Responsible Government • Impact of the Responsible Government policies on indigenous people	• Explaining features of the Responsible Government • Discussing the reasons for the establishment of the Responsible Government • Debating the impact of the Responsible Government's policies on the indigenous people • Conducting a project on policies of the Responsible Government	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters
Federation of Rhodesia and Nyasaland	• outline the reasons for the formation of the Federation • trace the steps taken towards the formation of the Federation • describe the policies and developments during the Federation of Rhodesia and Nyasaland	• Reasons for the formation of the Federation • Steps taken towards the formation of the Federation • Policies and developments during the Federation • Collapse of the Federation	• Discussing reasons for the formation of the Federation • Outlining steps taken towards the formation of the Federation • Examining policies and developments during the Federal period • Explaining factors leading to the collapse of the	• ICT tools • Brailed material • Resource person • Talking books • Sign language interpreters • Maps • Pictures

TOPIC 2: COLONIAL ADMINISTRATION IN RHODESIA CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• explain factors leading to the collapse of the Federation of Rhodesia and Nyasaland		Federation of Rhodesia and Nyasaland	
Unilateral Declaration of Independence (U.D.I.)	• outline the reasons for the UDI • describe the policies and developments during the UDI	• Reasons for the declaration of UDI • Policies and development during the UDI	• Discussing reasons for the declaration of the UDI • Researching on the policies and developments during UDI • Compiling pictures on U.D.I developments	• ICT tools • Brailed material • Talking books • Sign language interpreters • Pictures

TOPIC 3: NATIONALISM

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Pan-Africanist Movements	• define Pan-Africanism • describe reasons for the rise of Pan-Africanism • explain the role played by W.E. Du-Bois and Marcus Garvey in the development of Pan-Africanism	• Definition of Pan-Africanism • Reasons for the rise of Pan-Africanism • Role of W.E. Du-Bois and Marcus Garvey in the development of Pan-Africanism	• Explaining the features of the pan-Africanism • Explaining reasons for the rise of Pan-Africanism. • Describing the role played by W.E. Du and Marcus Garvey in the development of Pan-Africanism	• Resource person • Brailed material • ICT tools • Talking books • Sign language interpreters • Pictures
Rise of Mass Nationalism	• define Mass Nationalism • outline factors leading to the rise of Mass Nationalism in Africa	• Causes of the rise of Mass Nationalism • Causes of the rise of Mass Nationalism	• Explaining the features of mass nationalism. • Researching on factors leading to the rise of Mass Nationalism.	• Resource person • Brailed material • Textbooks • ICT tools

TOPIC 4:   THE ARMED STRUGGLE IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Mass Nationalism 1957 – 1967	• identify mass-nationalist movements in this period • describe the aims and activities of mass-nationalist movements in this period • explain the reasons for the transition from peaceful politics to the armed struggle	• Mass Nationalist Movements • Aims and activities of mass nationalist movements. • Reasons for the transition from peaceful politics to the armed struggle	• Stating mass-nationalist movements • Discussing the aims and activities of the mass-nationalist movements • Dramatizing activities of mass-nationalist movements • Researching on the reasons for the transition from peaceful politics to the armed struggle	• ICT tools • Brailed material • Talking books • Sign language interpreters • Pictures • Documentaries • Maps
Early Recruitment and Training of Freedom Fighters	• identify the countries where freedom fighters received military training • describe the recruitment strategies used by political parties in colonial Zimbabwe	• Countries where freedom fighters received military training • Methods of recruitment used by political parties	• Locating countries where freedom fighters received military training • Discussing methods of recruitment used by political parties in colonial Zimbabwe • Dramatising recruitment strategies	• ICT tools • Brailed material • Talking books • Sign language interpreters • Pictures • Maps

TOPIC 4: THE ARMED STRUGGLE IN ZIMBABWE CONTD..

	Objectives	Content	Suggested Activities	Suggested Resources
Early Phase of the Armed Struggle	- identify battles of the early phase of the armed struggle - describe the early battles of the armed struggle - explain the failure of ZANLA and ZIPRA in the early battles of the armed struggle	- early battles; Chinhoyi (Sinoia)(1966) and Wankie-Sipolilo (1967-68) - Failure of the early phases of the armed struggle	- Identifying the early battles of the armed struggle - Undertaking researching on the early battles of the armed struggle - Assessing the failures of the early phases of the battles of the armed struggles - Outlining failures of early phases of the armed struggle	- ICT tools - Brailed material - Talking books - Sign language interpreters - Pictures - Documentaries - Resource persons
Second Phase of the Armed Struggle	- outline the role of the masses in the armed struggle - describe the main events of the liberation struggle - explain the role of external support in the armed struggle - explain the efforts made to end war by peaceful means	- Role of the masses in the armed struggle; such as chiefs, spirit medium, war collaborators - Main events such as battles , massacres - Effort made to end war for example - Peace talks and the Lancaster House Conference	- Explaining the role of the masses in the armed struggle - Discussing the main events of the armed struggle - Outlining the role of external support - Simulating the Lancaster House peace talks	- ICT tools - Brailed material - Talking books - Sign language interpreters - Maps

TOPIC 5: POST-INDEPENDENCE DEVELOPMENTS IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Independence and Reconciliation Policy	• describe the events leading to the independence of Zimbabwe • explain the policy of reconciliation	• Events leading to the 1980 elections • Reconciliation policy	• Discussing the events leading to independence of Zimbabwe • Examining the reconciliation policy • Dramatising reconciliation policy	• Brailed material • ICT tools • MP 4 recorders • Resource person
Social, Political and Economic Policies from 1980- 1990	• describe the economic, political and social developments since Independence. • explain the economic, political and social policies since Independence.	• Economic, political and social developments since Independence for example, • Education • Health • Job Creation Issues • Recreational • Economic social and political policies	• explaining economic political and social developments since independence. • Assessing the economic, political and social policies since Independence	• Brailed material • ICT tools • MP 4 recorders • Resource person

TOPIC 6: REGIONAL AND INTERNATIONAL CO-OPERATION

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Frontline States	• list the Frontline States. • outline the aims of Frontline States • describe the role played by Frontline States in the liberation of Zimbabwe	• Members of the Frontline States. • Aims of Frontline States. • Role played by Frontline States in the liberation of Zimbabwe.	• Naming the Frontline States. • Discussing the aims of Frontline States. • Examining the role of the Frontline States	• ICT tools • Brailed material • Maps • Resource person • Talking books • Sign language interpreters
SADC	• list members of SADC and their responsibilities • outline the aims of SADC • describe the role played by SADC in the socio-economic development of the region • explain the successes and failures of SADC	• SADC Member States and duties • Aims of SADC • Role played by SADC in the socio economic development of the region • Successes and Failures of SADC	• Identifying SADC member states and their duties • Discussing the aims of SADC • Conducting project work on the of each member state • Researching on the sucesses and failures of SADC States	• ICT tools • Brailed material • Resource person • Maps • Talking books • Sign language interpreters • Maps
OAU/AU	• describe the Origins of OAU/AU • state the aims of OAU/AU • describe functions of organs of the OAU/AU • assess the successes and failures of OAU/AU	• Origins • Aims • Functions of Organs of OAU • Work of the OAU/AU: Social, Economic, Political • Successes and failures of the OAU/AU	• Explaining the origins of the AU • Outlining the aims of AU • Studying the diagram on the Structure of OAU/AU • Explaining the functions of the main organs of the AU • Describing the successes and failures	• Resource person • Brailed material • ICT tools • Maps • Talking books • Sign language interpreters

TOPIC 6: REGIONAL AND INTERNATIONAL CO-OPERATION CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Commonwealth	• describe the origins and aims of the Commonwealth • assess the activities of the Commonwealth • explain the functions of the Commonwealth	• Origins • Aims • Activities • of the Commonwealth. • Functions of the Commonwealth	• Explaining the origins and aims of the Commonwealth. • Discussing the activities of the Commonwealth. • Describing the functions of the organs of the Commonwealth	• Resource person • Brailed material • ICT tools • Maps • Talking books • Sign language interpreters
Non-Aligned Movement (NAM)	• outline the origins and aims of the Non-Aligned Movement • describe the activities of the Non-Aligned Movement.	• Origins • Aims • Activities of the Non-Aligned Movement	• Explaining the origins and aims of the Non-Aligned Movement. • Discussing the activities of the Non-Aligned Movement • Researching on the activities of the Non-Aligned Movement	• Resource person • Brailed material • ICT tools • Maps • Talking books • Sign language interpreters

TOPIC 7: SOCIALISM AND COMMUNISM

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Russian Revolution	• outline the causes of the Russian Revolution • trace the stages of the Russian Revolution since 1905 • describe the policies of Lenin and Stalin	• Causes • The stages of Russian Revolution • Policies of Lenin and Stalin	• Researching on the origins of the Russian Revolution • Outlining the stages of the Russian Revolution • Explaining the policies of Lenin and Stalin	• ICT tools • Brailed material • Maps • Maps • Talking books • Sign language interpreters
The Chinese Revolution	• outline the causes of the Chinese Revolution • describe the struggle between the Communist and the Nationalist party • explain the developments in China under Mao Zedong from 1940-78	• Causes of Chinese Revolution • Struggle between the Communist and the Nationalists from 1925 to 1949 • Developments in China under Mao Zedong 1949-76	• Describing the causes of the Chinese Revolution • explaining the struggle between the Communist and the Nationalists • Describing the developments in China under Mao Zedong	• Resource person • Brailed material • ICT tools • MP 4 recorders • Maps • Talking books • Sign language interpreters
The Cuban Revolution	• describe the nature of the Fulgencio Batista Regime • outline the stages of the Cuban Revolution • describe the results of the Cuban Revolution on the world	• the nature of the Batista Regime • stages of the Cuban Revolution • Fidel Castro and the 26th July Movement • Results of the Cuban Revolution on the world	• Discussing the nature of the Bastista Regime • Describing the stages of the Cuban Revolution • Explainingg the role of Fidel Castrol and the 26thJuly Movement in the Cuban Revolution	• Brailed material • ICT tools • MP 4 recorders • Maps • Talking books • Sign language interpreters

TOPIC 8:THE CONSTITUTION OF ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Constitution of Zimbabwe	• define a constitution • explain the functions of a constitution • outline the provisions of the constitution of Zimbabwe on Citizenship and Human Rights	• Definition of constitution • Functions of the constitution of Zimbabwe • Provisions of the Constitution such as citizenship and Bill of Rights	• Explaining the term constitution • Discussing the functions of a constitution • Researching on the qualifications for Zimbabwe Citizenship and the Bill of Rights	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters
Children's Rights and Responsibilities	• describe the Rights of children as enshrined in the Constitution of Zimbabwe • outline the limitations on some of the rights	• Children's Rights as enshrined in the constitution of Zimbabwe • Limitatons on some of the rights	• Researching on the rights of Children • Dramatizing on Children's rights and Responsibilities • Debating on the limitations on some of the children's rights	• Resource person • Brailed material • ICT tools • MP 4 recorders • Talking books • Sign language interpreters

FORM 3

TOPIC 1: CONCEPTUALISATION OF HISTORY

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Sources of History	• analyse sources of History	• Archeology • Written evidence • Oral Tradition	• Examining artefacts • Studying documents • Simulating oral tradition	• Artefacts • Documents • ICT tools • Resource person • Brailed materials • Talking books

TOPIC 2: DEVELOPMENT OF ZIMBABWEAN SOCIETIES

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES

State Formation	• describe factors leading to the formation of the states
	• describe the political, economic and social organization of the states
	• explain factors leading to the decline of the states
		• Formation of the states
		  - Mapungubwe
		  - Great Zimbabwe State
		  - Mutapa State
		  - Rozvi State
		• Political, economic, social and religious organizations of states
		• Reasons for the decline of the states
			• Discussing factors leading to the formation of the states.
			• Explaining the political, Economic and Social Organization of the States.
			• Debating the factors leading to the decline of the states.
			• Making paintings on Great Zimbabwe for exhibition
				• ICT tools
				• Resource person
				• Brailed material
				• MP 4 recorders
				• Talking books
				• Sign language interpreters
				• Pictures
				• Maps

Nguni Migrations	• define Mfecane • outline the causes of Mfecane • describe the factors leading to the formation of the Zulu and Ndebele states • explain the military reforms introduced by Tshaka in Zululand • describe the political, social and economic organisation of the Zulu and Ndebele states • analyse the decline of the Zulu and Ndebele states	• Definition of Mfecane. • Causes of Mfecane • Formation of the Zulu and Ndebele states • Tshaka's military reforms • Political, economic and social organisation • Decline of the Zulu and Ndebele states •	• Explaining Mfecane. • Describing the factors leading to the formation of the States. • Evaluating the Military Reforms introduced by Tshaka in Zululand. • Explaining the political, economic and social organisation of the Zulu and Ndebele States • Outlining factors that led to the decline of Zulu and Ndebele states	• ICT tools • Resource person • MP 4 recorder • Brailed material • Talking books • Sign language interpreters • Maps • Pictures

TOPIC 3: SLAVERY AND THE SLAVE TRADE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Slave Trade in Africa	• describe slavery and the slave trade in Africa • explain causes of the slave trade in Africa • explain the methods used in obtaining slaves in Africa	• Slavery and the slave trade • Causes of slave trade and slavry • Methods used to obtain slaves	• Explaining slavery and the slave trade in Africa. • Outlining the causes of slave trade • Dramatising methods used in obtaining slaves	• ICT tools • Brailed material • Costume/regalia • Maps • Talking books • Sign language interpreters • Maps • Pictures
Impact of Slavery and the Slave Trade	• describe the negative and positive effects of slavery and the slave trade on the Afican continent	• Effects of slavery and slave trade on the African Continent	• Explaining the effects of slavery and the slave trade • Analysing the effects of slave trade in Africa	• ICT tools • Brailed material • Resource person • MP 4 recorders • Talking books • Sign language interpreters • Maps • Pictures
The Abolition of Slavery and the Slave Trade	• identify groups that advocated for the abolition of Slavery and the Slave Trade • describe the reasons for the abolition Slave Trade and slavery • examine the challenges faced in trying to abolish the slave trade and slavery	• Groups that advocated for the abolition of slavery and the slave trade • Reasons that led to abolition • Challenges faced in trying to abolish the slave trade	• Naming groups involved in the abolition • Explaining the reasons that led to abolition of slave trade and slavery • Discussing the challenges faced in trying to abolish slave trade and slavery	• ICT tools • Brailed material • Documentaries • Maps • Talking books • Sign language interpreters

TOPIC 4: EARLY EUROPEAN CONTACTS WITH ZIMBABWE: MISSIONARIES AND THE PORTUGUESE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Portuguese Activities in the Zambezi Valley	• give reasons for Portuguese .penetration in the Zambezi Valley • describe Portuguese activities in the Zambezi Valley. • explain the relationship between the Portuguese and the Africans.	• Reasons for Portuguese encroachment in the Zambezi Valley • Portuguese activities in the Zambezi Valley. • Portuguese interactions with Africans.	• Explaining reasons for Portuguese penetration in the Zambezi Valley. • Discussing Portuguese activities in the Zambezi Valley. • Analysing the nature of interactions between Portuguese and Africans.	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters • Maps • Pictures
Early Missionary Activities	• identify early missionary groups and their areas of operations • describe early missionary activities • explain challenges faced by missionaries • analyse the impact of missionary activities	• Early missionary groups and areas of operation • Missionary activities • Challenges faced by missionaries. • Impact of missionary activities	• Listing early missionary groups and their areas of operation • Discussing missionary activities • Studying maps showing locations of different mission stations • Discussing challenges faced by missionaries • Debating the Impact of Missionary activities	• Brailed material • Maps • ICT tools • Talking books • Sign language interpreters • Pictures
European Agents of Colonisation	• identify European agents of Colonisation. • assess the role played by agents in the colonisation	• European Agents. • Role played by the Agents	• Naming agents of colonisation • Discussing the role played by agents in the colonization	• ICT tools • Brailed material • Talking books • Sign language interpreters • Pictures

TOPIC 5: COLONISATIONOF ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Scramble and Partition of Southern Africa	• list countries involved in the Scramble and Partition of Southern Africa. • describe the causes of the Scramble and Partition of Southern Africa	• Countries involved in the Scramble and Partition of Africa. • Causes of the Scramble and Southern Partition of Africa	• Identifying the countries involved in the Scramble and Partition of Southern Africa • Debating the causes of the Scramble and Partition of Southern Africa	• ICT tools • Brailed material • Resource person • Maps • Talking books • Sign language interpreters
The Berlin Conference 1884-1885	• state reasons for convening the Berlin Conference • describe the resolutions reached at the Berlin Conference • explain the effects of the Scramble and partition of Southern Africa	• Reasons for convening the Berlin Conference • Resolutions reached at the Berlin Conference • The effects of the scramble and partition	• Identifying the reasons for convening the Berlin Conference • Discussing the resolutions reached at the Berlin Conference. • Debating the effects of the scramble and partition	• ICT tools • Brailed material • Resource person • Maps • Talking books • Sign language interpreters • Map of Southern Africa
The Colonisation of Zimbabwe	• identify countries which were involved in the scramble for Zimbabwe • describe reasons for the colonisation of Zimbabwe • explain the Colonisation process of Zimbabwe	• Countries involved in the scramble for Zimbabwe. • Reasons for the Colonisation of Zimbabwe • Colonisation process: - Treaties and Concessions - Royal Charter - BSAC - Invasion/occupation of Zimbabwe	• Naming countries involved in the Scramble for Zimbabwe. • Explaining the reasons for the colonisation of Zimbabwe. • Discussing the colonisation process	• Brailed material • ICT tools • Maps • Photographs • Talking books • Sign language interpreters • Pictures

TOPIC 5: COLONISATION CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Anglo-Ndebele War 1893-1894	• outline the causes of the Anglo-Ndebele War. • describe the course of the Anglo-Ndebele War. • analyse the results of the Anglo-Ndebele War	• Causes of the Anglo-Ndebele War • Course of the Anglo-Ndebele War • Results of the Anglo-Ndebele War	• Discussing the causes of the Anglo-Ndebele War • Explaining the course of the Anglo-Ndebele war • Assessing the results of the Anglo-Ndebele War	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters • Pictures
First Chimurenga/ Umvukela 1896-1897	• outline the causes of the First Chimurenga/ Umvukela 1896-1897 • describe the course of the first Chimurenga/Umvukela • Examine the role played by chiefs and spirit mediums in the 1st Chimurenga/Umvukela • analyse the results of the First Chimurenga /Umvukela 1896-1897	• Causes of the First Chimurenga • Course of the war • Role of the chiefs and spirit mediums in the first Chimurenga/Umvukela • Results of the First Chimurenga 1896-1897	• Explaining the causes of the First Chimurenga/ Umvukela • outlining the course of the First Chimurenga/ Umvukela 1896-1897 • Assessing the role of Chiefs and Spirit Mediums in the First Chimurenga/ Umvukela 1896-1897 • Evaluating the results of the First Chimurenga/ Umvukela 1896-1897	• ICT tools • Brailed material • ICT tools • Maps • Talking books • Sign language interpreters • Brailed material • Photographs

TOPIC 6: COLONIAL ADMINISTRATION IN RHODESIA

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Company Rule	• explain the political, economic and social polices under Company Rule • analyse the factors that led to the collapse of the Company Rule	• Political, economic and social policies of the BSAC • The reasons for the collapse of Company Rule	• Examining the political, economic and social policies of the BSAC • Discussing the collapse of Company Rule	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters
Responsible Government	• outline reasons for the establishment of the Responsible Government • explain the policies of the Responsible Government • assess the impact of the Responsible Government on indigenous people	• Reasons for the establishment of the Responsible Government • Policies of the Responsible Government • Impact of the Responsible Government policies on Indigenous people	• Explaining the reasons for the formation of the Responsible Government • Discussing the policies of the Responsible Government • Debating on the impact of the Responsible Government's policies on the indigenous people	• ICT tools • Brailed material • Maps • Talking books • Sign language interpreters
Federation of Rhodesia and Nyasaland	• identify reasons for the formation of the Federation • trace the steps taken towards the formation of the Federation • explain the successes and failures of the Federation • assess the reasons for the collapse of the Federation	• Reasons for the Federation • Steps taken towards the formation of Federation • Successes and failures of the Federation • Reasons for the collapse of the Federation	• Outlining reasons for the formation of the Federation • Describing the steps taken towards the formation of a Federation • Assessing successes and failures of the federation • discussing reasons for the collapse of the Federation	• ICT tools • Brailed material • Resource person • Maps • Talking books • Sign language interpreters
Unilateral Declaration of Independence (U.D.I.)	• explain the reasons for the UDI	• Reasons for the declaration of UDI • Policies and developments during the UDI	• Discussing reasons for the declaration of the UDI	• ICT tools • Brailed material • Maps • Talking books

TOPIC 6: COLONIAL ADMINISTRATION IN RHODESIA CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• analyse the policies and developments during the UDI • assess the impact of UDI policies on the indigenous people	• Impact of UDI policies on the indigenous people	• Researching on the policies and developments during UDI • Examining the impact of UDI policies on the indigenous people	• Sign language interpreters • Pictures

TOPIC 7: THE ARMED STRUGGLE IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Nationalist Movements	• describe the political activities of various Nationalist Movements in Zimbabwe • explain challenges faced by nationalist movements	• Political activities of various Nationalist Movements in Zimbabwe • Challenges faced by nationalist movements	• Discussing political activities of Nationalist Movements • Describing challenges faced by nationalist movements • Debating challenges faced by nationalist movements	• Resource person • Brailed material • ICT tools • MP 4 recorders • Talking books • Sign language interpreters

The Armed Struggle	• identify causes of the armed struggle
	• Outline the role of the war collaborators in the armed struggle
	• outline the main events in the armed struggle .
	• explain the role played by other countries in the armed struggle
	• analyse attempts to bring peaceful settlements during the second chimurenga
		• Causes of the armed struggle
		• Role of the war collaborators,chiefs,spirit mediums ,churches,peasants and international organizations
		• Role played by other countries in the armed struggle
		• events in the armed struggle
		• Attempt to bring peaceful settlement
		• for example
		  - internal settlement
		  - Lancaster House Settlement
		  - Geneva talks
			• outlining the causes of the armed struggle
			• Discussing the role of the war collaborators,chiefs,spirit mediums ,churches and international organizations
			• Explaining events of the second Chimurenga
			• Discussing the role played by other countries in the armed struggle
				• ICT tools
				• Brailed material
				• Resource person
				• Talking books
				• Sign language interpreters

FORM 4

TOPIC 1: THE ARMED STRUGGLE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
First World War (1914 -1918)	• explain the causes of the First World War • describe the events of the First World War. • examine the consequences of the First World War • explain the provisions of the Paris Peace Conference	• Causes of the First World War • Course of the First World War • Results of the First World War • Provisions of Paris Peace Conference	• Discussing the causes of the First World War • Watching documentaries on the course of the First World War • Analysing the consequences of the First World War • Simulating the Paris Peace Conference	• ICT tools • Brailed material • Talking books • Sign language interpreters • Maps
The League of Nations	• describe the aims of the League of Nations • outline the functions of the organs of the League of Nations • evaluate the work of the League up to 1939 • explain the reasons for the collapse of the League of Nations	• Aims and Structure of the League of Nations • Functions of the Organs of the League of Nations • The work of the League up to 1939 • Reasons for the Collapse of the League of Nations	• Discussing the aims of the League of Nations • Drawing a diagram showing the structure of the League of Nations • Debating on the achievements and failures of the League of Nations • Examining the reasons for the collapse of the League of Nations	• ICT tools • Brailed material • Resource person • Maps • Talking books • Sign language interpreters • Maps

Rise of European Dictators	• explain the concept of Fascism and Nazism
	• outline the inter war problems that led to the rise of dictatorship in Italy and Germany
	• describe the domestic and foreign policies of dictators
		• Concept of Fascism and Nazism
		• Rise of Dictators
		  - Mussolini (Italy)
		  - Hitler (Germany)
		• Mussolini and Hitler's foreign policies
			• Discussing features of Fascism and Nazism
			• Researching on the factors that led to the rise of the Hitler and Mussolini
			• Studying pictures and cartoons depicting political, social and economic problems in Italy and German
			• Explaining the foreign and domestic policies of the dictators
				• Pictures
				• Cartoons
				• ICT tools
				• Brailed material
				• Talking books
				• Sign language interpreters
				• Maps
				• Films

TOPIC 2:WORLD WARS

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Second World War (1939- 1945)	• explain the causes of the Second World War • describe the events of the Second World War • evaluate the results of the Second World War	• Causes of the Second World War • Course of the Second World War • Results of the Second World War	• Researching on the causes of the Second World War • outlining the course of the Second World War • Studying maps showing the main battle fronts of the war • Discussing the results of the war • Making films based on events of the Second World war II	• ICT tools • Resource person • MP 4 recording • Brailed material • Maps • Talking books • Documentaries • Film • Pictures
The Cold War	• explain the concept of the Cold War • trace the origins of the cold war • describe the manifestations of the Cold War • evaluate the impact of the Cold War on the World	• Concept of the Cold War • Origins of the Cold war • manifestations of the Cold War • Impact of the Cold War on the World	• Discussing the Concept of the Cold War • Debating the origins of the cold war • Explaining the manifestations of the Cold War • Assessing the impact of the Cold War on the World	• ICT tools • Resource person • MP 4 recording • Brailed material • Talking books • Maps

TOPIC 3: SOCIALISM AND COMMUNISM

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
The Russian Revolution	• explain the causes of the February and the October 1917 revolutions • assess the course and results of the Russian Revolutions of 1917 • outline the role of Lenin in the Russian revolution • Describe Stalins domestic policy	• The causes of the February and October Revolutions in Russia • Course and results of the Russian Revolutions for example • Lenin role in the Russian revolution Bolshevik rule: - Civil war - New Economic Policy • Stalin's domestic policy	• Outlining the causes of the October revolution • Evaluating the course and results of the Russian Revolution • .Explaining the role of Lenin in the revolution • Assessing Stalin's five year plans	• Pictures • Cartoons • Maps • Talking books • Sign language interpreters • Maps • ICT Tools
Chinese Revolution	• identify causes of the Chinese Revolution • explain how the Communists won support from the peasants • describe the role of peasants during the revolution • evaluate how the communists dealt with political, social and economic problems of China between 1949 and 1976	• Causes of the Chinese Revolution • Methods used by communists to win support • Role of peasants in the Chinese Revolution • Developments in China under Mao Zedong	• Explaining the causes of Chinese Revolution • Describing how the Communists won the support of the peasants • Outlining the role of peasants in the revolution • Examining Communist polices up to 1976 • Discussing economic, social and political problems in China from 1949 to 1976	• Maps • Brailed material • Talking books • Sign language interpreters • Maps • ICT Tools • Pictures • Documentaries
The Cuban Revolution	• describe the nature of the Fulgencio Batista Regime • outline the stages of the Cuban Revolution	• the nature of the Batista Regime • stages of the Cuban Revolution	• Discussing the nature of the Bastista Regime • Describing the stages of the Cuban Revolution	• Brailed material • ICT tools • MP 4 recorders • Maps • Talking books

TOPIC 3: SOCIALISM AND COMMUNISM CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• describe the results of the Cuban Revolution on the world	• Fidel Castro and the 26th July Movement • Results of the Cuban Revolution on the world	• Explainingg the role of Fidel Castrol and the 26th July Movement in the Cuban Revolution	• Sign language interpreters

TOPIC 4: INTERNATIONAL CO-OPERATION

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
United Nations	• describe the formation and aims of the United Nations • outline the structure of the United Nations • assess the effectiveness of the United Nations • examine the role of the United Nations in the promotion and protection of human rights.	• Formation and aims of the UN • Structure of United Nations • Work of the United Nations • Role of United Nations in promoting Human Rights	• Researching on the formation and aims of the United Nations. • Drawing a diagram showing the structure of the United Nations. • Debating on the effectiveness of organs of the United Nations. • Discussing the role of the United Nations in promoting human rights.	• ICT tools • Brailed material • Resource person • Organogram of the UN • Talking books • Sign language interpreters • Maps
Zimbabwe and the International Community (Foreign Policy) since Independence	• describe Zimbabwe's relationship with China and the European Union. • explain reasons for the adoption of the Look East Policy • describe the peace keeping and peace making policy after Independence	• Zimbabwe's relations with China and the European Union: - Zimbabwe under sanctions. • Reasons for adopting the Look East Policy • Peace keeping • Peace Making	• Discussing Zimbabwe's relations with China and the European Union. • Explaining the reasons for adoption of the Look East Policy • Researching on peace keeping and peace making	• ICT tools • Resource person • Brailed material • Talking books • Sign language interpreters • Maps

TOPIC 5: POST-INDEPENDENCE DEVELOPMENTS IN ZIMBABWE

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Social, Political and Economic Policies	• outline the economic, political and social developments in Zimbabwe • assess the economic, political and social developments	• Economic, Political and social developments in Zimbabwe	• Evaluating the social, economic and political developments in Zimbabwe	• ICT tools • Brailed material • Resource person • Maps • Talking books • Sign language interpreters • Maps
Land Reform and Indigenisation	• describe the reasons for Land Reform programme • assess the role of the Constitution of Zimbabwe in the redistribution of land • describe indigenisation policies in Zimbabwe • explain the reaction of Western countries to land reform programmes	• Reasons for the Land Reform Programme • Role of the Constitution of Zimbabwe in the redistribution of land • Indigenisation policies • Reaction of the Western countries to the Land Reform Programmes	• Explaining Land Reform and Indigenisation • Discussing reasons for the Land Reform Programme • Touring Resettlement areas • Debating on Indigenisation policies in Zimbabwe • Conducting a project on the land reform programme • Researching on measures taken since independence to promote gender equity and equality and indigenisation of the economy • Assessing the reaction of western countries to land reform programme	• Map • Brailed material • Documentaries • Maps • Talking books • Sign language interpreters • Maps

TOPIC 6: THE CONSTITUTION OF ZIMBABWE, DEMOCRACY AND HUMAN RIGHTS

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
Democracy	• describe the principles of Democracy • explain the different types of Democracy • explain how the government has promoted democracy in Zimbabwe	• Principles of Democracy • Types of democracy • Government's role in promoting democracy	• Identifying democratic principles • Discussing the types of Democracy • Debating on how democracy is practiced in Zimbabwe • Assessing government 's effort in promoting democracy in Zimbabwe	• ICT tools • Brailed material • Resource person • MP 4 recorders • Talking books • Sign language interpreters
Human Rights, Children' s rights and Responsibilities	• outline Human Rights and Children rights as enshrined in Universal Declaration of Human Rights (UDHR) • describe the Human Rights and Children rights stipulated in the Constitution of Zimbabwe. • assess government's effort in promoting human and children's rights in Zimbabwe	• Human Rights enshrined in the UDHR • Human Rights enshrined in the Constitution of Zimbabwe • Government efforts in promoting Children's Rights	• Discussing Human Rights enshrined in the UDHR • Researching on Human Rights as enshrined in the Constitution of Zimbabwe • Evaluating Government effort in promoting children Rights	• ICT tools • Brailed material • Resource person • Talking books • Sign language interpreters
Constitution	• define a constitution • explain the functions of the constitution of Zimbabwe	• Functions of the constitution of Zimbabwe • Provisions of the constitution of Zimbabwe	• Discussing the functions of a constitution • Describing the provisions of the constitution of Zimbabwe	• Constitution document • Ict tools • Brailed material

TOPIC 6: THE CONSTITUTION OF ZIMBABWE, DEMOCRACY AND HUMAN RIGHTS CONTD..

SUB TOPIC	LEARNING OBJECTIVES Learners should be able to:-	CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
	• outline the provisions of the constitution of Zimbabwe on citizenship and human rights • describe the functions of the judiciary,executive and legislature	such as citizenship and bill of rights • Functions of the executive legislature and judiciary	• Researching on the functions of the judiciary,legislative and the executive	

8.0   ASSESSMENT

The syllabus intends to provide forms one to four learners with the means by which they will develop an objective view of the History of Zimbabwe and the rest of the world. This syllabus' scheme of assessment focuses on the principles of continuity, inclusivity, relevance, respect (Ubuntu/Unhu/Vumunhu), gender sensitivity and developmental studies.

8.1   ASSESSMENT OBJECTIVES

By the end of Form 1 - 4, learners should be able to:

- recall historical events in their context.
- identify major developments in the history of Zimbabwe from pre-colonial to post-colonial period.
- describe human activities and beliefs and their effects on resources, environment and other people.
- analyse historical developments, trends and events in the history of Zimbabwe and the rest of the world.
- analyse, interpret and evaluate historical evidence, points of view, opinions and value judgments and detect bias.
- empathise with the past and interpret events and make decisions on a particular period in light of the information and conditions prevailing at that time.
- apply ICT skills in research projects.
- explain concepts and issues that relate to history, population, gender, democracy and human rights in a relevant and coherent manner.

8.2   SCHEME OF ASSESSMENT

This learning area will be assessed continuously from Forms 1 - 4 through coursework and a final examination which will consist of two papers. Learners will be assessed in the following areas:
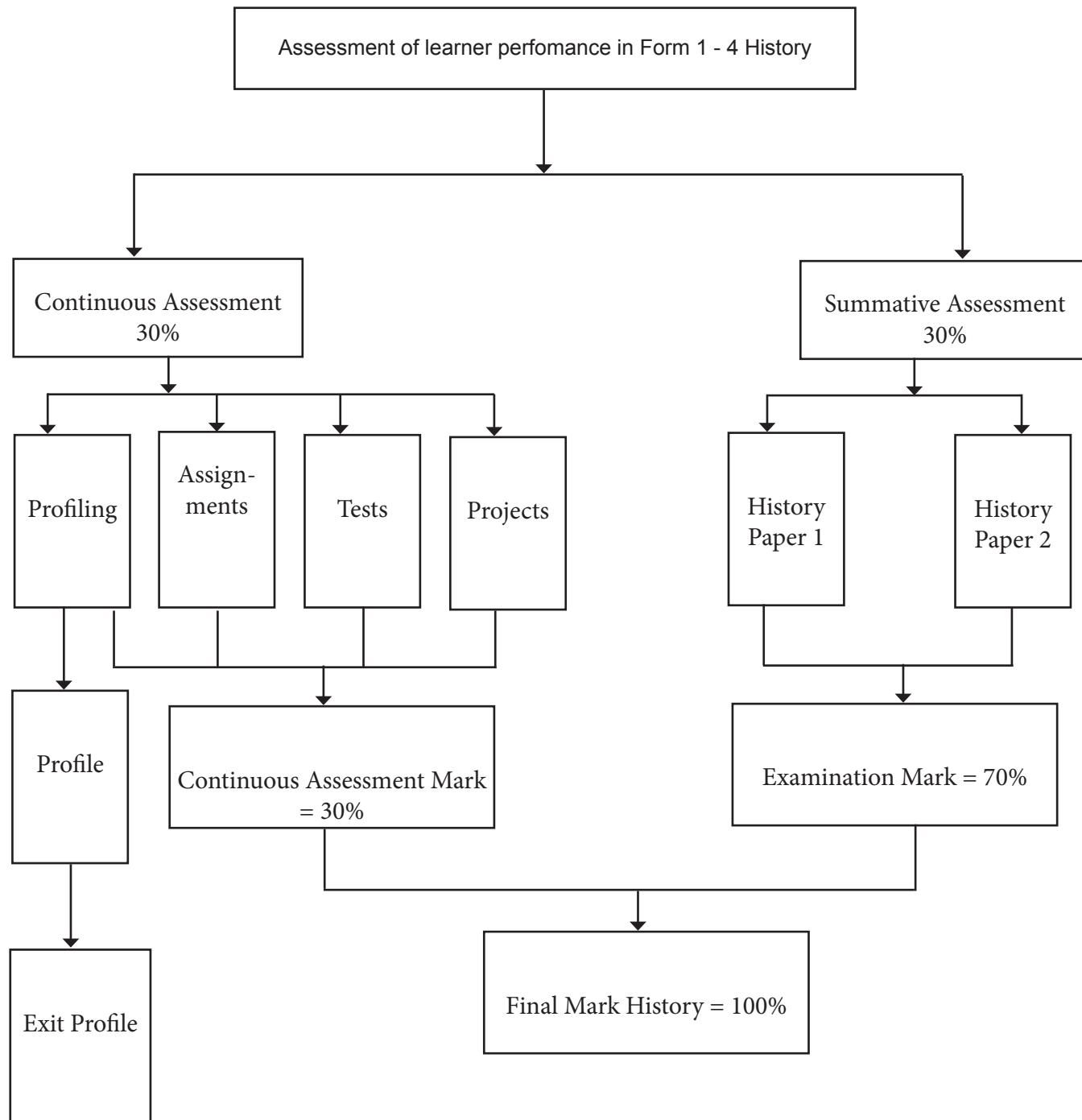
8.2.1 Course work

Practical Skills
Critical thinking skills
Problem solving skills
Leadership skills
Communication and team building skills
Technological skills
Originality and creativity
Collaboration skills
Management skills
Business skills
Research skills
Analytical skills
Writing skills

Theory

Written assignments
Written tests
Project work

ASSESSMENT MODEL

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│    Assessment of learner perfomance in Form 1 - 4 History │
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Continuous Assessment 30%	Summative Assessment 30%

Profiling	Assign-ments	Tests	Projects	History Paper 1	History Paper 2

Profile	Continuous Assessment Mark = 30%	Examination Mark = 70%

Exit Profile		Final Mark History = 100%

8.2.3 Examinations

Title	Duration	Marks	Weighting (%)
Paper 1: History of Zimbabwe	2 hours	100	35%
Paper 2: Regional and International History	2 hours	100	35%
Continuous assessment		100	30%
Total for paper 1 and 2 + continuous assessment		300	100%

8.2.4   SPECIFICATION GRID

The guide below illustrates the relationship between the assessment objectives and components of the scheme of assessment

Paper	Type of paper	Marks	Weighting	Duration
1	Structured questions	100	35	2 hours
2	Structured questions	100	35	2 hours
3	Continuous assessment	100	30	12 terms

PAPER DESCRIPTION

Paper 1 has 22 structured questions out of which a learner is required to answer any four.Each question carries 25 marks. This component has one source-based question and 21 structured questions which are based on the historical periods of Zimbabwe. (Conceptualisation of History, pre-colonial to colonial Zimbabwe, from independence to post-independent Zimbabwe).

Paper 2

It comprises of 20 structured questions of which a learner is required to answer any four. Each question carries 25 marks. This component has 20 structured questions which are based on regional and international history.

Continuous assessment will comprise theory and practical tests, practical projects and theory exercises as illustrated below.

Terms	1	2	3	4	5	6	7	8	9	10	11	12	Marks	Weight
Theory Test	1	1	1	1	1	1	1	1	1	1	1	1	100	5%
PracticalTest											1		100	20%
Assignments	1	1	1	1	1	1	1	1	1	1	1	1	100	5%
Total													100	30%

History will be assessed using continuous and summative assessment

Form of Assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Continuous Assessment

Level	Assessment task	Frequency	Weighting
Form 1	Assignment Theory test	1 per two years 1 per term	5%
Form 2	Written Project Theory test	continued from Form 1 1 per term	5%
Form 3	Assignment Theory test	1 per term 1 per term	10%
Form 4	Theory tests Written project	1 per term Continued from Form 3	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.

SPECIFICATION GRID

Paper 1: History of Zimbabwe

Conceptualisation of history	Development of Zimbabwean Societies	Early European Contacts with Zimbabwe: Missionaries and the Portuguese	Colonisation of Zimbabwe Colonial Administration in Rhodesia	The Armed struggle in Zimbabwe	Post-Independence developments in Zimbabwe The Constitution of Zimbabwe, Democracy and Human Rights
5%	10%	10%	25%	25%	25%

Paper 2: Regional and International History

Slavery and the Slave Trade	World Wars and the Inter-war period	Regional and International Co-operation	Socialism and Communism	Post-Independence developments in Zimbabwe
5%	45%	15%	20%	15%

History will be assessed using continuous and summative assessment

Form of Assessment	Weighting
Continuous	30%
Summative	70%
Total	100%

Specification grid

Skill	Paper 1/2
Knowledge and understanding	15
Comprehension	30
Application and analysis	20
Synthesis and evaluation	20
Practical skills	15
Total	100