



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

# FAMILY AND HERITAGE STUDIES

INFANT SCHOOL LEVEL  
(EARLY CHILDHOOD DEVELOPMENT  
TO GRADE 2)

2015 - 2022

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**TEACHER'S GUIDE**

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## ORGANISATION OF THE TEACHER'S GUIDE

This Teacher's Guide is divided into two parts, namely, Part A and Part B. Part A covers the critical documents which you the teacher must have in order to cover the curriculum effectively. The critical documents are:

- The Curriculum Framework for Primary and Secondary Education 2015-2022
- The School Syllabus
- Schemes of work
- Lesson Plans
- Progress Records
- Register of attendance
- Learner Profiles.

Part B deals with curriculum delivery namely the Content, Objectives, Methods and Instructional materials, Classroom Management, Assessment and Evaluation.

### PART A

#### 1.0 CRITICAL DOCUMENTS

#### 2.0 INTRODUCTION

This Teacher's Guide assists you the teacher in handling the Family and Heritage -Studies learning area which falls under the Humanities. After going through this guide, it is hoped that you will be better able to guide learners in handling this learning area. Accordingly, the guide's main thrust is on the learning and teaching of Family and Heritage -Studies for Infant learners (Early Childhood Development to Grade 2).

As a teacher it is important for you to have access to the following critical documents in order to deliver the Family Heritage-Studies Curriculum effectively:

- Curriculum Framework
- National Syllabus
- School syllabus
- Schemes of Work/Scheme Cum Plan
- Lesson Plans
- Learner Profiles
- Progress Records
- Register of Attendance

### RATIONALE

Family and Heritage - Social 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. Family 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, conservation and ownership of national heritage. It develops in the learner, skills of critical thinking, problem solving, leadership and self esteem, Information and Communication Technology (ICT) and resource management leading to social and economic development. Therefore critical documents give you important guidelines to enable you to deliver the new curriculum effectively.

### OBJECTIVES

It is hoped that after going through this unit, you will be able to:

- Implement this Family and Heritage -Studies Syllabus
- manage your class effectively
- mobilise the teaching and learning resources
- prepare appropriate, engaging teaching aids
- track the learner's progress during the learning process

## UNIT 1

# CURRICULUM FOR PRIMARY AND SECONDARY EDUCATION (2015 -2022)

## INTRODUCTION

The Curriculum Framework 2015-2022 gives a vision and direction of the education system of Zimbabwe and the kind of a school graduate that Zimbabwe needs. It is important for you as a teacher to read and be familiar with the contents of the Curriculum Framework as a policy document to guide you through the implementation of the New Curriculum. This policy document outlines underpinning principles, national philosophy, learning areas, the description and expectations of MOPSE at policy level. It prescribes what the government expects you to deliver as you go about your duties.

## OBJECTIVES

By the end of this unit you should be able to:

- understand the contents of the Curriculum Framework
- comprehend the contents of the Primary school curriculum as a policy to guide you through the implementation of the new curriculum
- understand the principles underpinning the new curriculum
- read and understand the key competencies expounded in the Curriculum Framework

## KEY ELEMENTS OF CURRICULUM FRAME WORK

Here are some of the key elements/components that are covered in the curriculum framework:

- Principles and values guiding the curriculum. These include the following among others:
  - Philosophy underpinning the curriculum
  - Policy guidelines
  - Generic principles guiding the curriculum
  - Learner exit profiles
  - Knowledge
  - Skills
  - Values
  - National identity
- Goals of the curriculum
  - Organisation of the school curriculum
  - Infant school goals

- Junior school goals
- Learning outcomes
- Learning areas

#### **The learning areas at Infant School Level**

- Visual and Performing Arts
- Physical Education
- Mass Displays
- Indigenous Languages
- Mathematics and Science
- Heritage - Social Studies
- Information and Communication Technology (ICT)

#### **The learning areas at Junior School Level**

- Languages
- Science and Technology
- Mathematics
- Heritage - Social Studies and (LOP) Life Orientation Programme
- Visual and Performing Arts
- Physical Education, Sport and Mass Displays
- Agriculture
- Family, Religion and Moral Education (FAREME)

- **Learning Areas at secondary school Level (Form 1 to Form 4)**
- **Learning Areas at Forms 5 and 6**
- Teaching and learning methods
- Assessment and learning
  - Assessment of skills, abilities and knowledge
  - Relevance of school-based continuous assessment
  - Assessment of learning (formative assessment)
  - Assessment of learning (summative assessment)
  - Performance - based assessment (PBA)
  - Strategies for effective curriculum implementation

## UNIT 2

# SYLLABUS INTERPRETATION

## INTRODUCTION

As a teacher you constitute the backbone of any education system and as such your ability to deliver lessons depends on careful planning. Planning begins with syllabus interpretation, which form the basis for the development of a National syllabus, School syllabus, Scheme of work and a Lesson plan. You need to learn how to interpret the syllabus correctly

### Understanding Syllabus Interpretation

- Simply, it is the process of making sense of the syllabus.
- Interpretation is about finding meaning.
- It is the process of unpacking the syllabus, analysing it and synthesising it.

### Interpreting the Syllabus

Syllabus interpretation focuses on the following:

- The national philosophy/vision as spelt out in the preamble (as derived from the Framework).
- The syllabus aims and objectives: This is what the syllabus intends to achieve within the learners.
- The content: This refers to the knowledge, skills, attitudes and competences. Content constitutes the heart of the syllabus. Therefore, syllabus interpretation facilitates breaking down of content into teachable units.

## OBJECTIVES

By the end of this unit you should be able to interpret the Family and Heritage -Studies National Syllabus

## TYPES OF SYLLABUSES

Syllabuses are key documents for every teacher. There are two types of syllabuses namely the:

- National Syllabus
- School syllabus

## OFFICIAL OR NATIONAL SYLLABUS

As a teacher, you should be able to interpret the National and the School syllabus and these contain the following components:

Aims, content, assessment objectives, methodology and the assessment or examination - format.

## Types of Syllabuses

### NATIONAL SYLLABUS

#### Definition

It is a policy document that outlines and specifies the learning area philosophy, aims and objectives, learning / teaching concepts and content, suggested methodology and assessment criteria at every grade level. You should always have it and use it to guide you in your day to day teaching and learning activities.

#### FACTORS INFLUENCING DRAFTING

When drafting a school syllabus, we must consider the following factors;

- National goals and subject options available on national curriculum list. This states the national identity and philosophy as well as address national needs.
- The learner's physical, mental and emotional state:
  - **Physical:** Consider disabilities, complexity of manipulative skills.
  - **Mental:** Consider level of maturity and cognitive development.
  - **Emotional state:** Consider values and attitudes to be developed.
- **Resource availability:** Consider the facilities and materials available. Consider the qualifications, number, experience and level of training of personnel available.
- **Community influences:** consider the religion, beliefs and values of local people.
- **Evaluation system and strategies:** consider how the curriculum is evaluated and whether it will be possible to evaluate it effectively in a particular school environment.
- Time allocation in the official syllabus.
- Local conditions that affect the choice and sequencing of topics.
- Education technology.
- Elements

The National Syllabus consists of:

- **Cover page**
- Acknowledgements
- Contents page
- Preamble
  - Introduction



- Rationale
- Summary of content
- Assumptions
- Cross Cutting Issues
- Aims
- Objectives
- Methodology and Time Allocation
- Topics
- Competency Matrix
- Content Matrix
- Assessment

### Elements (Structure of School syllabus)

- **Aims:** Are broad indications of what the learners should learn
- **Objectives:** Learner behavior at the end of the teaching learning experience (competencies).
- **Topics/content and activities**
- **Methodology:** This must be learner centred. Therefore, teaching approaches to achieve desired learning outcomes must be learner centred. Learner centred approaches allow learners to practice skills and to display their key competencies.
- **Instructional or teaching materials**
- **Assessment**

To interpret the syllabus one needs to identify its components and establish links between and among them. Components of the syllabus include:

**(a) Cover page**

This is the front cover of the syllabus that states the learning area and level.

**(b) Acknowledgements**

This is the list of those who participated in the development of the syllabus. Names are not mentioned but the organisation that the members represented. Funders of the syllabus, experts or consultants are also acknowledged.

**(c) Contents page**

This lists the contents of the syllabus and page numbers.

**1. Preamble**

The preamble consists of introductory notes to the syllabus. It has five sub-titles.

**Introduction:** Gives a brief insight into the learning area.

**Rationale:** This is a justification of why this particular learning area is included in the curriculum.

**Summary of content:** This is a summary of what should be learnt in a particular learning area.

**Assumptions:** Learners do not come tabularasa into the classroom. That knowledge that we assume they already have is what we call assumptions.

**Cross- cutting themes:** These are emerging and contemporary issues that cut across all Learning areas. Teachers should find ways of incorporating them in their teaching whenever possible. These are:

- ICT
- Gender
- Children rights and responsibilities
- Disaster risk management
- Financial literacy
- Sexuality, HIV and AIDS education
- Child protection
- Human rights
- Collaboration
- Environmental issues

**N.B** Not all Cross-cutting themes can be applied in all learning areas, some are more applicable to particular learning areas than others.

## **Presentation of the syllabus**

This is a description of how the syllabus is presented.

### **Aims**

These are general statements of what the Learning area intends to achieve (major outcomes). They are long term and therefore broad. They generally cover the whole Learning area for example from ECD A to Grade 2. They may differ from level to level for the same learning area for example Grade 3 -7. They cover all domains of Bloom's taxonomy and should cater for all learners (inclusivity).

### **Syllabus objectives**

These are specific competencies of the Learning areas and are derived from the aims. Objectives should be SMART (Specific, Measurable, Achievable, Result oriented and Time framed).

## **Methodology and Time allocation**

**Methodologies** are broad approaches that are suggested for a given Learning area. They are guided by the Curriculum Framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving. They are also child centred rather than teacher centred.

**Time allocation** This reflects the number of periods and their duration for a particular Learning area.

## **Topics**

These are the main posts or pillars of the content for the levels given in itemised form. They form the core of a given learning area. In some subjects topics may be based on broad skills for example Languages and Practicals. Topics are broken into sub-topics in the competency matrix depending on the Learning area.

## **Scope and sequence**

It shows the depth and breadth of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from the simple to difficult concepts. Generally, the same concept cuts across all levels differing in depth as learners progress to higher levels. (Spiral approach)

## **Competency matrix**

It is a table that gives the concepts/content to be taught or competencies to be acquired. It is developed from the Scope and Sequence. It includes Topic/Skill, Objectives, Unit Content, suggested learning activities and suggested resources. The competency matrix chart is on page 10 - 46 in the Family and Heritage Studies Syllabus (Infant Level)

## **Assessment**

This section gives information on how the learning area will be assessed, the weighting and skills to be tested, types of questions and duration of each paper. It gives information on how the three forms of assessments namely; formative, continuous, and summative will be conducted and the percentage allocated to each. It also includes information on profiling. This section also has assessment objectives, scheme of assessment, specification grid and assessment model.

## **Content**

The content for Heritage - Social Studies include:

- Identity: Family History and Local Heritage
- Cultural heritage
- National History, Sovereignty and Governance
- Entitlements/Rights and Responsibilities

- Shelter
- Social Services and Volunteerism
- Production, Distribution and Consumption of Goods and Services
- Transport and Communication
- Work and leisure
- Global Issues

## **2.2 School Syllabus (A breakdown of the national/official syllabus)**

### **Introduction**

It is a breakdown of the national syllabus and is drafted at the school level with experts from the learning area. This must be drawn at school level from the National Syllabus by reorganising content taking into account local factors (see unit 2 on Syllabus Interpretation).

Thus a School syllabus is a plan that states exactly what learners should learn at school in a particular learning area for example in Family and Heritage Studies. It is a major curriculum document which:

- Prescribes what government would like to see taught in all schools as spelt out in the curriculum framework.
- Outlines the experiences that learners should undergo in a particular course of study for example Infant, Junior and Secondary levels.
- You are required to derive teaching concepts from the syllabus.
- Examinations are set from the syllabus.

### **Glossary / Appendices**

In some syllabuses, there will be a list of explanations of terms and additional information at the end. A list of equipment and reference books might also be found here. As a teacher it is important to have a copy of a School syllabus that is derived from the National syllabus because public examinations are derived from the syllabus.

## UNIT 3

# SCHEMES OF WORK

## DEFINITION

This is a document that you should draw from the national and school syllabus. You should outline the objectives, activities, content, and methods (see scheme cum plan template on page 16). You should prepare your scheme cum plans two weeks ahead of the lesson delivery date (You can use ICT tools to make your plans)

A scheme of work is a plan for something. Your scheme of work is a plan of action which should enable you to organize teaching activities ahead of time. It is a summarized forecast of work which you consider adequate and appropriate for the class to cover within a given period from those topics which are already in the syllabus. A well prepared scheme of work does the following:

- Gives an overview of the total course content.
- Provides for a sequential listing of learning tasks.
- Shows a relationship between content and resource materials.
- Provides a basis for long range planning, training and evaluation of the learning area.

A Scheme of work can be made to cover even one term. Each year is divided into three terms, each with approximately three months or thirteen weeks. A scheme of work should be made for each term, ideally before lessons begin. When you are preparing a Scheme of work, you should consider the following:

### **Understanding the syllabus**

- You may not have been involved in curriculum development but you are expected to interpret and implement it correctly. This calls for a thorough understanding of the syllabus and the content in order to achieve the stated objectives. Your role is simply to implement the syllabus as it is. It is important for you to be thoroughly conversant with the curriculum in order to implement it successfully.

### **Syllabus content**

- Topics in the syllabus may not be arranged in the order they are supposed to be taught. Some topics need to be linked, while others are quite independent. You should both identify essential learning content and arrange it in a logical order. Related subjects should also be considered when scheming. Subject integration should be prioritised where possible.

### **Reference materials**

- You should be familiar with available reference material necessary for effective coverage of the topics in the scheme of work. You should effectively make use of learning resources in your environment.

### **Assessment**

- Learners will be assessed in both continuous and summative methods. Your scheming should reflect this.

#### **Time allocation**

- Your scheme should be contextual. That is, it should take context of disturbances that may occur during the course of term, such a public holidays, internal examinations, open days, sports days, visits from district, and province.

#### **Objectives**

- Each lesson should have objectives which pinpoint the anticipated learning behaviour of the learners. The objectives must be SMART, for example learners should be able to name types of transport in their area.

### **Methods**

You should state specific activities that you and the learners will perform, for example listing the names of types of transport in Zimbabwe, discussing, identifying, distinguishing, etc

### **Resources**

- Resources necessary for content coverage should be noted down with relevant page numbers, for ease of referencing during lesson planning. References include books, journals, handouts, magazines etc. Teaching resources also include equipment or apparatus that is available and appropriate. You should not indicate a teaching aid that will not be available.

#### **Evaluation**

- This should be done immediately and timely, well before the next lesson. Indicate whether what was planned for has been covered, whether there was over planning or failure of a lesson and reasons for either case to help you in consequent and future planning. Avoid remarks like excellent, O.k, taught, because they are not relevant. Indicate strengths and weaknesses of the lessons taught.

## **COMPONENTS OF A SCHEME OF WORK**

The components of a scheme of work are:

- **Level of learners** - state the level (grade) of learners you are scheming for.
- **Subject** - indicate the learning area you are scheming for.
- **Week ending** - the date should be clearly indicated

- **Topic** - topics should follow the order which they are supposed to be taught, from simple to complex.

The layout of a Scheme of Work is usually horizontal and comprises the following columns:

WEEK ENDING	TOPIC/ CONTENT	OBJEC-TIVES By the end of the week learners should be able to	COMPE-TENCES/ SKILLS	SOURCE OF MATERIAL	MEDIA	SUG-GESTED METHODS/ ACTIVITIES	EVALUA-TION
22/06/2016	Identity Local heroes and heroines	-list names of local heroes and heroines  -identify local heroes and heroines  -describe the work of some of local heroes	-listing  -identifying  -describing	-National Family and Heritage - Studies Syllabus, Topic 1 page4.  - Text books -Teacher's resource book	-ICT tools  -Resource persons  -Charts  -Pictures	-Naming local heroes and heroines  -Singing songs that include names of local heroes and heroines  -Drawing pictures of local heroes and heroines and labelling them.	

**LESSON EVALUATION:**

**Strength:** Learners were able to list names of local heroes and heroines. They sang many songs that included names of heroes and heroines like Mbuya Nehanda.

**Weaknesses:** Learners were not able to draw good pictures. Some learners were not able to spell the names of the heroes and heroines on their own. This took time as the teacher helped them.

**Way forward:** The teacher will display a chart written names of some national heroes.

You can incorporate a Lesson Plan into a scheme of work and come up with a Scheme-Cum Plan.

## UNIT 4

### LESSON PLANS

#### DEFINITION

This is a detailed daily plan of what you intend to deliver during the lesson. This is to be used in the event of you having drawn a scheme of work rather than a scheme cum plan.

By the end of this unit, you should be able to:

- draw up a lesson plan
- identify relevant teaching-learning materials/ Media
- identify appropriate teaching methods
- evaluate the lesson delivery

#### COMPONENTS OF A LESSON PLAN

The lesson plan involves:

- Preparation (objectives, Media)
- Execution
  - introduction
  - lesson development
  - written work
  - conclusion
  - Lesson evaluation

Below is an example of a detailed lesson plan:

#### DETAILED LESSON PLAN

<b>Date:</b>	22 June 2016
<b>Grade</b>	1
<b>Time:</b>	11.30 -12.00
<b>Learning Area:</b>	Heritage - Social Studies
<b>Topic/Content:</b>	Identity: Family History and Local Heritage
<b>Sub-Topic:</b>	Names of local heroes and heroines
<b>S.O.M:</b>	<ul style="list-style-type: none"><li>- National Family and Heritage - Studies Syllabus Topic 1 page 19</li><li>- Teacher's resource book for the above.</li><li>- Text books.</li></ul>



**Suggested Media:** -ICT tools -Charts -Pictures  
 -Resource persons

**Number of students:** 40

**Assumed knowledge:** Learners know The Heroes Acre and the Heroes Day

**Lesson Objectives**

- list names of local heroes and heroines
- identify local heroes and heroines
- describe the work of some of local heroes

STAGE	UNIT CONTENT	SUGGESTED LEARNING ACTIVITIES AND NOTES	SUGGESTED LEARNING RESOURCES
<b>Introduction</b>	-The teacher introduces the lesson by discussing with learners the importance of The Heroes' Acres.	-Displaying pictures of local heroes' acres	-ICT tools( videos of local heroes and heroines) - Resource persons - Charts - Pictures
<b>Step 1</b>	-The resource person tells learners about local heroes and heroines.	-Telling stories about local heroes and heroines -Discussing heroes and heroines' contribution	-ICT tools( videos of local heroes and heroines) -Resource persons -Charts -Pictures
<b>Step 2</b>	-Learners sing songs about local heroes and heroines. -Learners draw pictures of some of their local heroes and heroines	-Singing songs that include names of local heroes and heroines -Drawing the pictures of heroes's acres in their area.	-ICT tools( videos of local heroes and heroines) -Resource persons -Charts -Pictures
<b>Step 3</b>	-Learners answer questions in groups and report back.	-Answering question in groups. -Reporting back to the class	-work cards
<b>Step 4</b>	-Learners sing a song involving names of national heroes and heroines.	- Singing a song	Pictures

**LESSON EVALUATION:**

**Strengths:**

.....  
.....  
.....

**Weaknesses:**

.....  
.....  
.....

**Way Forward**

.....  
.....  
.....

## UNIT 5

### RECORD KEEPING

#### DEFINITION

Records are critical documents about the teaching and learning process.

#### INTRODUCTION

Records are critical documents about the teaching and learning process which you must keep as a teacher

They include:

- Syllabuses (National and School)
- Learner's details
- Examination documents
- Mark lists
- Inventory

#### OBJECTIVES

By the end of this unit, you should be able to:

- identify the various records you are expected to keep.
- Prepare accurate records.
- Interpret information from records to promote learning.
- Maintain and keep records safely.
- Appreciate the need to update records regularly.

#### RECORDS TO BE KEPT

- Official syllabuses
- School syllabuses
- Records of learner details
- Supervision records
- Learner Profiles
- Attendance Register
- Progress Records

All these records are very important and you should constantly administer and upgrade them. They should be readily available for supervision.

## **3.0 PART B: CURRICULUM DELIVERY**

### **INTRODUCTION**

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

Therefore, for effective curriculum delivery of this learning area, learner centred learning methods and activities are encouraged. The use of instructional teaching and learning aids will create virtual realities thereby helping the learners to learn fast and capture their interest.

### **3.1 OBJECTIVES**

By the end of this unit, you should be able to:

- select appropriate teaching methods for your lessons
- design meaningful and effective instructional material
- use a variety of learner-centered approaches
- plan and organize educational tours
- help learners to carry-out projects or experiments
- make good quality aids from available resources (Types: charts, puppets, models, drawings, slides, videos, pictures)

### **3.2 CONTENT**

Content is the Subject matter, Topics, Key concepts or Skills to be covered in a learning area. Topics are the main posts or pillars of content for the levels given in an itemised form and are core to the learning area.

### **3.3 METHODOLOGIES**

As a teacher it is important for you to use problem solving and learner-centred approaches. You are the facilitator and the learner is the performer. You should select appropriate teaching methods for your lessons. They should be

varied and motivating. The following methods are suggested for you and you should select one or several depending on:

- The subject matter
- Instructional objectives
- The learner
- Your personality
- Learner's level of development (cognitive, affective and psychomotor)
- Content to be covered
- The time
- Instructional materials
- The environment
- Competencies to be developed

It is advisable that the learner be exposed to more than one method in a lesson. Teaching methods can be grouped under three main categories:

- a) Cognitive development methods
- b) Affective development methods
- c) Psychomotor development methods

#### **a) COGNITIVE DEVELOPMENT METHODS**

These are mainly didactic

- Discussion Method
- Questioning/Socratic Method
- Team Teaching Method
- Talk Show/Recitation Method
- Field Trip/Educational tours Method
- Futures wheel
- Group work

#### **b) AFFECTIVE DEVELOPMENT METHODS**

- Modelling Method
- Simulation Method
- Dramatic Method
- Simulation Games

- Role-Playing Method
- Gallery walk
- Observation

### c) PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic:

- Gallery
  - Inquiry Method
  - Interactive e-learning
  - Discovery Method
  - Process Approach Method
  - Demonstration Method
  - Programmed Learning Method
  - Project Method, case studies, research
  - Games
  - Mastery Learning
  - Song and dance
- 
- Your subject matter should determine the most suitable teaching/ methods to use.
  - The instructional objectives to be achieved by the end of the lesson also determine the choice of teaching methods.
  - You must be very familiar with the teaching methods you want to use and be convinced they are the most appropriate for that lesson.
  - You must consider the age, interest, level of development of the learners and ensure that all learners will benefit from the methods you have chosen.
  - You must consider time in relation to the methods chosen.
  - You should consider the environment and the size of the class in settling for methods to employ.

## 3.4 TEACHING AND LEARNING MATERIALS

These are materials that enhance the teaching and learning process. They assist you, the teacher, to achieve desired objectives while enabling learners to grasp concepts. They help learners learn better and faster, motivating them and stimulating their interest.

### SELECTING APPROPRIATE INSTRUCTIONAL MEDIA

When selecting instructional media, you have to consider the following;

- Topic
- Level of learners
- Available resources
- Environment
- Learner abilities (Inclusivity)
- Number of learners

This teaching and learning media should be of good quality and user friendly considering the available resources in the school. Examples of teaching and learning media appropriate in Family and Heritage - Studies are;

- charts
- flash cards
- ICT tools
- newspapers
- magazines
- resource person
- mobiles
- work cards

Instructional media should be used effectively. It must serve the purpose it is meant for, rather than be mere window dressing. You should design your media with the topic in mind. Charts and cards must be clearly written, with visible colours and correct size of script for the level of learners. Electronic equipment should be checked before the lesson so that it is in good working condition. If you are going to use complicated technical media, make sure you practise beforehand so that you do not embarrass yourself in front of the class.

### **3.5 ASSESSMENT AND EVALUATION**

This is the measuring of the success of teaching in terms of teacher and learner performance. It provides you with feedback on the acquisition of knowledge, skills and attitudes by learners.

#### **Evaluation Methods**

- tests and exercises
- examinations
- homework

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.

## **ASSESSMENT OBJECTIVES**

By the end of the Family and Heritage-Studies Infant School level, learners should be able to:

- demonstrate patriotism
- 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 for equal opportunities for all citizens of Zimbabwe
- identify the global environmental issues that affect livelihoods
- describe the production and marketing of goods and services

## **SCHEME OF ASSESSMENT**

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

### **Continuous Assessment**

Continuous assessment shall involve projects, written tests, assignments and 0.Practicals.

**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, and practicals collated termly, from ECD A to Grade2. Observation schedules, checklists, tests and project tasks are to be set at school, cluster, district and national levels.

### **Assessment of Learners**

On the assessment of learners it should be noted that the area is under ZIMSEC and more details on both continuous assessment and Learner profiling will be given in due course.



### 3.6 CLASS MANAGEMENT

This is the process of planning, organizing, leading and controlling class activities to facilitate learning.

#### CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This covers classroom organization from:

- Physical environment:
  - clean, tidy and airy room.
  - furniture carefully and safely arranged.
  - teaching and learning aids should be visible to all learners.
- Emotional environment:
  - You need to be firm yet warm and pleasant. As a teacher you must set the right tone, telling your learners what behaviour you expect from them.
- Grouping:
  - You may group your learners according to needs, abilities, problems but never by sex. Encourage them to share ideas in groups.
- Class control and discipline:
  - You must be knowledgeable of the school policy on discipline. A teacher must always be firm but fair. Good behaviour must be acknowledged and punishments must be corrective not cruel. You should create an atmosphere of trust and honesty in your class and aim for intrinsic discipline.
- Motivation:
  - As a teacher you must make your learners feel important through recognizing and rewarding achievements, and encouraging those who are lagging behind. Rewards should not be food, but positive remarks, or items related to learning like pencils and crayons or even displaying their work on the wall. Calling pupils by their names creates good rapport with learners. You should also be a role model to your learners by the way you handle yourself.
- Supervision:
  - You must check learners' work in order to guide and correct them in all areas from group discussions, games, field trips and even when they are going to the convenience rooms.

## UNIT 10

### SYLLABUS TOPICS

The following topics are to be covered at ECD A to Grade 2 (Infant School)

- 10.1 . Identity: Family History and Local Heritage
- 10.2 . Cultural heritage
- 10.3 . National History, Sovereignty and Governance
- 10.4 . Entitlements/Rights and Responsibilities
- 10.5 . Shelter
- 10.6 . Social Services and Volunteerism
- 10.7 . Production, Distribution and Consumption of Goods and Services
- 10.8 . Transport and Communication
- 10.9 . Work and leisure
- 10.10 . Global Issues

### EARLY CHILDHOOD DEVELOPMENT A (ECD A)

#### TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE

The following Key concepts are covered under this broad topic:

- Myself and my family
- Myself and my friends
- Myself and my school
- Family norms and values

#### Learning Objectives

By the end of the lesson, learners should be able to:

- name themselves
- identify family members
- name their friends
- state games they play with their friends
- talk to their friends

- name their teacher and school
- describe their school
- state family norms and values
- identify common courtesies and etiquette in the family

## UNIT CONTENT

### Activities

- Saying out their names
- Naming family members
- Colouring pictures of family members
- Singing naming songs
- Identifying their friends
- Listening and answering questions
- Playing identity games
- Colouring pictures of themselves and their friends
- Stating the name of their school and teacher
- Constructing model buildings
- Discussing family norms and values
- Demonstrating common courtesies and etiquette in the family
- Role playing common courtesies and etiquette in the family

### Methodology (learner centredness)

Remember, as the teacher you facilitate the learning process. Learner centred participatory methodologies are encouraged. These among others include role play, group work, discussions and singing songs.

### MEDIA

- ICT tools
- Pictures of family members and different people
- Balls
- Different types dolls of
- Skipping ropes
- Toys
- Resource Persons
- Blocks
- School buildings

### **Assessment**

Learners must be assessed continuously throughout the learning process. The teacher has to profile learners as well.

### **DO THE SAME FOR ALL REMAINING TOPICS**

Topics are further broken down into Sub- Topics/Sub -Skills depending on the Learning area. The Family and Heritage Studies Scope and Sequence Chart has been attached below under Annexure 1

**ANNEXTURE 1**

**7.0 SCOPE AND SEQUENCE CHART**

**TOPIC 1: IDENTITY: FAMILY HISTORY AND LOCAL HERITAGE**

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Myself and my friends</li> <li>• Myself and my school</li> <li>• Family norms and values</li> </ul>	<ul style="list-style-type: none"> <li>• Myself and my family</li> <li>• Myself and my friends</li> <li>• Myself and my school</li> <li>• Relationships in the family</li> <li>• Roles of family members</li> <li>• Family norms and values</li> <li>• Indigenous foods and kitchen utensils</li> </ul>	<ul style="list-style-type: none"> <li>• Advantages of living in a family</li> <li>• Relatives</li> <li>• Family heroes and heroines</li> <li>• Relationships between the family and the community</li> <li>• Family norms and values</li> <li>• Indigenous farming tools</li> </ul>	<ul style="list-style-type: none"> <li>• Family genealogies</li> <li>• Family names and totems</li> <li>• Purpose of the totem system</li> <li>• Local heroes and heroines</li> <li>• Indigenous hunting tools</li> <li>• Indigenous religious practices</li> </ul>	<ul style="list-style-type: none"> <li>• Roles and status of family members</li> <li>• Family aspirations</li> <li>• Family gatherings</li> <li>• Indigenous processing tools e.g. duri/umgigo, guyo/imbokodo</li> <li>• Local shrines and monuments</li> </ul>	<ul style="list-style-type: none"> <li>• Types of family:                             <ul style="list-style-type: none"> <li>- nuclear</li> <li>- monogamous</li> <li>- polygamous</li> <li>- child headed</li> <li>- one parent</li> </ul> </li> <li>• Family and surrounding community</li> <li>• Indigenous community gatherings and events</li> <li>• Human migration</li> <li>• Conflict management at family, school and community levels</li> <li>• Languages and cultures in Zimbabwe</li> <li>• National monuments</li> </ul>	<ul style="list-style-type: none"> <li>• Clans of Zimbabwe</li> <li>• Cultural values of motherhood in the pre-colonial era</li> <li>• Cultural values of fatherhood in the pre-colonial era</li> <li>• Significance of customs, beliefs, folklore, games, songs and dances</li> <li>• Indigenous languages and cultures in Zimbabwe</li> <li>• Indigenous governance</li> <li>• Indigenous heritage resources</li> </ul>	<ul style="list-style-type: none"> <li>• Marital relationships</li> <li>• Conflict management</li> <li>• Different languages and cultures of Zimbabwe</li> <li>• Custodians of culture</li> <li>• Preservation of heritage sites</li> </ul>

**TOPIC 2: CULTURAL HERITAGE**

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>• Culture in relation to:                             <ul style="list-style-type: none"> <li>-language</li> <li>-dress</li> <li>-food</li> <li>-spiritual values</li> <li>-etiquette</li> </ul> </li> <li>• Norms and values such as:                             <ul style="list-style-type: none"> <li>-respect</li> <li>-hospitality</li> <li>-discipline</li> <li>-value of life</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Unhu/Ubuntu/vumunhu</li> <li>• Customs and common courtesies</li> <li>• Family socialisation</li> <li>• Security at home, community and school</li> <li>• Family rules</li> <li>• Indigenous and modern children's games</li> </ul>	<ul style="list-style-type: none"> <li>• Unhu/Ubuntu/vumunhu</li> <li>• Important aspects of village and community culture</li> <li>• School rules</li> <li>• Indigenous and modern children's games</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship</li> <li>• Relationships: the extended family</li> <li>• Family ceremonies and rituals</li> <li>• Children's games</li> </ul>	<ul style="list-style-type: none"> <li>• Family ceremonies and rituals:                             <ul style="list-style-type: none"> <li>-birth</li> <li>-adolescence</li> <li>-marriage</li> <li>-death</li> <li>- after burial</li> </ul> </li> <li>• Customs of different ethnic groups</li> <li>• Indigenous medicines and related cultural practices</li> <li>• Children's games</li> </ul>	<ul style="list-style-type: none"> <li>• Rites of passage for boys and girls</li> <li>• Courtship</li> <li>• Indigenous ways of getting married and ceremonies</li> <li>• Marriage: civil and customary</li> <li>• Children's games</li> </ul>	<ul style="list-style-type: none"> <li>• Courtship practices of different ethnic groups</li> <li>• Heirship within the family</li> <li>• Age of consent to sex and marriage</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy boy-girl relationships</li> <li>• Effects of age on marriage and population growth</li> <li>• Child bearing</li> </ul>

**TOPIC 3: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE**

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>• My country and different ethnic groups</li> <li>• National Anthem</li> <li>• National colours</li> <li>• National Flag</li> <li>• National School pledge</li> </ul>	<ul style="list-style-type: none"> <li>• My country and different ethnic groups</li> <li>• National Anthem</li> <li>• National colours</li> <li>• National Flag</li> <li>• National School pledge</li> </ul>	<ul style="list-style-type: none"> <li>• National Anthem</li> <li>• National symbols</li> <li>• National events and celebrations</li> <li>• National School pledge</li> <li>• Ethnic groups and languages</li> </ul>	<ul style="list-style-type: none"> <li>• National events/celebrations</li> <li>• Symbols of unity</li> </ul>	<ul style="list-style-type: none"> <li>• The early people of Zimbabwe: The Khoi-San and Bantu</li> <li>• Contribution of the early people to the Zimbabwean heritage</li> <li>• The need for rules and laws</li> <li>• Observing the laws: the role of individuals, community, police and the courts</li> <li>• Development of indigenous laws:                         <ul style="list-style-type: none"> <li>- village court</li> <li>- headman's court</li> <li>- chief's court</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• The pre-colonial kingdoms: Rozvi, Mutapa and Ndebele</li> <li>• Effects of first contact with Europeans:                         <ul style="list-style-type: none"> <li>-missionaries</li> <li>-hunters and mineral prospectors</li> </ul> </li> <li>• Local Government:                         <ul style="list-style-type: none"> <li>- rural</li> <li>- urban</li> <li>-metropolitan provinces</li> </ul> </li> <li>• Roles of village head, headman, chief and councillor</li> </ul>	<ul style="list-style-type: none"> <li>• Systems of Governance:                         <ul style="list-style-type: none"> <li>-autocracy</li> <li>-democracy</li> </ul> </li> <li>• Structures and functions of Central Government</li> <li>• Colonisation of Zimbabwe</li> <li>• First Chimurenga/Umvukela</li> <li>• Second Chimurenga/Umvukela and sovereignty</li> <li>• National symbols and celebrations</li> <li>• National School pledge</li> </ul>	<ul style="list-style-type: none"> <li>• Independence and self-governance</li> <li>• The Land Reform Programme</li> <li>• National School pledge</li> <li>• Zimbabwe as a member of other regional and international organisations</li> </ul>

**TOPIC 4: ENTITLEMENTS/RIGHTS AND RESPONSIBILITIES**

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>Child protection at home, community and at school</li> </ul>	<ul style="list-style-type: none"> <li>Child protection at home, community and at school</li> <li>Basic human needs</li> <li>Responsibilities of parents and children</li> </ul>	<ul style="list-style-type: none"> <li>Entitlements / Rights and responsibilities of children</li> <li>Roles at home and school</li> </ul>	<ul style="list-style-type: none"> <li>Rights of children the community</li> <li>Division of labour at home and school</li> <li>Indigenous cultural beliefs and taboos</li> <li>Reporting abuse</li> </ul>	<ul style="list-style-type: none"> <li>Children's entitlements/ rights and responsibilities</li> <li>Child protection</li> <li>Substance abuse</li> <li>Need for rules and laws that protect children from abuse</li> </ul>	<ul style="list-style-type: none"> <li>The Rights of the child</li> <li>Citizenship</li> <li>Rights and responsibilities of a citizen</li> <li>Abuse of children, women and men</li> <li>Gender based protection</li> <li>The role of the police and judiciary</li> </ul>	<ul style="list-style-type: none"> <li>Law making process in Zimbabwe</li> <li>Gender stereotypes</li> <li>Gender equity in the work place</li> </ul>	<ul style="list-style-type: none"> <li>Elections</li> <li>Ownership of property</li> <li>Inheritance</li> <li>Indigenous institutions and domestic legislation on gender equity</li> <li>Consumer rights</li> </ul>

**TOPIC 5: SHELTER**

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>Types of shelter</li> <li>Need for shelter</li> </ul>	<ul style="list-style-type: none"> <li>Different types of shelter</li> <li>Basic reasons for shelter</li> </ul>	<ul style="list-style-type: none"> <li>Need for shelter</li> <li>Effects of family size on shelter</li> <li>Shelter at school and in the neighbourhood</li> <li>Shelter and heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Functions of buildings and other types of shelter</li> <li>Shelter and heritage sites</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous forms of shelter</li> <li>Shelter in other countries</li> <li>Materials used to make shelter</li> <li>Types of shelter according to geographical areas</li> </ul>	<ul style="list-style-type: none"> <li>Shelter and heritage sites</li> <li>Health and safety in shelter designs</li> <li>Special buildings and designs for disaster prone areas</li> </ul>	<ul style="list-style-type: none"> <li>Development of settlements in Zimbabwe</li> <li>Siting of shelter in urban and rural areas</li> <li>Disaster and risk management</li> </ul>	<ul style="list-style-type: none"> <li>Problems and solutions to shortages of shelter</li> <li>Factors that influence shelter siting and design</li> <li>Ways of acquiring accommodation</li> </ul>



**TOPIC 6: SOCIAL SERVICES AND VOLUNTEERISM**

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>Responsibility tasks within the family</li> <li>Sharing and helping in the family</li> <li>The vulnerable in the family</li> </ul>	<ul style="list-style-type: none"> <li>The role of the family in helping the vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>The role of the community in helping the vulnerable</li> </ul>	<ul style="list-style-type: none"> <li>Government as a social service provider</li> <li>The needy in the society and access to information</li> </ul>	<ul style="list-style-type: none"> <li>Local social service providers</li> <li>Functions of local social service providers</li> </ul>	<ul style="list-style-type: none"> <li>Prominent people and organisations involved in voluntary work, in the past and present at local and national level</li> <li>Local voluntary organisations that empower the vulnerable and disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>Provision of social services in Zimbabwe</li> <li>Government departments and institutions</li> <li>Participation in voluntary work</li> </ul>	<ul style="list-style-type: none"> <li>Prominent people involved in voluntary work in the past and present</li> <li>Participation in voluntary work</li> <li>Voluntary and humanitarian organisations in the country</li> </ul>

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

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>Food at home</li> <li>Types of food</li> <li>Family wealth</li> </ul>	<ul style="list-style-type: none"> <li>Sources of food</li> <li>Production of food at home and in the community</li> <li>Forms of family wealth</li> <li>Using and saving money</li> </ul>	<ul style="list-style-type: none"> <li>Indigenous and modern methods of growing, harvesting and storing food</li> <li>Indigenous methods of preserving food</li> <li>Uses of money</li> </ul>	<ul style="list-style-type: none"> <li>Natural resources</li> <li>Food and cash crops</li> <li>Forms of wealth</li> </ul>	<ul style="list-style-type: none"> <li>Conservation of natural resources</li> <li>Indigenous methods of manufacturing goods</li> <li>Types of industries</li> <li>Barter trade</li> </ul>	<ul style="list-style-type: none"> <li>Productive sectors:                             <ul style="list-style-type: none"> <li>-agriculture</li> <li>-mining</li> <li>-fishing</li> </ul> </li> <li>Income, expenditure and budgeting</li> <li>Banking</li> </ul>	<ul style="list-style-type: none"> <li>Land as a basic means of production</li> <li>Redistribution of land</li> <li>Manufacturing and distribution of goods</li> </ul>	<ul style="list-style-type: none"> <li>National strategic reserves</li> <li>Storage and marketing of goods (imports and exports)</li> <li>Indigenous and contemporary ways of preserving food</li> <li>Enterprise skills/ Self-reliance and employment creation</li> </ul>

## TOPIC 8 TRANSPORT AND COMMUNICATION

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>• Moving objects</li> <li>• Means of transport</li> <li>• Road safety rules</li> </ul>	<ul style="list-style-type: none"> <li>• Need for transport</li> <li>• Types of transport</li> <li>• Road safety rules</li> <li>• Means of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Modes of transport</li> <li>• Workers and occupations in the transport industry</li> <li>• Traffic rules</li> <li>• Means of communication</li> <li>• -indigenous</li> <li>• -modern</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship between population and transport systems</li> <li>• The need for communication</li> <li>• Modern forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• The increasing need for transport</li> <li>• Major roads in Zimbabwe</li> <li>• Public and private forms of transport and communication</li> <li>• Road safety</li> </ul>	<ul style="list-style-type: none"> <li>• Development of transport and communication</li> <li>• Transportation of goods by rail, road, air and sea</li> <li>• Seaports and airports linked to Zimbabwe</li> <li>• Responsible use of communication systems</li> </ul>	<ul style="list-style-type: none"> <li>• Importance of transport, communication and ICTs</li> <li>• Modes and forms of transport and communication</li> <li>• Transport and communication links with other countries</li> </ul>	<ul style="list-style-type: none"> <li>• Factors that influence choice of mode of transport and communication</li> <li>• Importance of up-to-date maps and charts for travelling purposes</li> <li>• Hazards and disasters in the transport and communication industry</li> <li>• Management of disasters in the transport industry</li> </ul>

## TOPIC 9: WORK AND LEISURE (Take note of safety at work and during leisure time)

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>• Work at home and school</li> <li>• Indigenous and modern games</li> </ul>	<ul style="list-style-type: none"> <li>• Work at home and school</li> <li>• Use of leisure time at home and school</li> <li>• Indigenous and modern games</li> </ul>	<ul style="list-style-type: none"> <li>• Kinds of work in the community</li> <li>• Leisure activities at home, school and the community</li> <li>• Indigenous and modern games</li> </ul>	<ul style="list-style-type: none"> <li>• Different occupations in the community</li> <li>• Leisure facilities in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Reasons for work</li> <li>• Sport and arts as a form of work</li> <li>• Visual and performing arts as a form of leisure</li> <li>• Responsible use of leisure time</li> </ul>	<ul style="list-style-type: none"> <li>• Employment creation in Zimbabwe</li> <li>• Work and leisure in the past and present</li> <li>• Responsible use of leisure time</li> </ul>	<ul style="list-style-type: none"> <li>• Enterprise skills</li> <li>• Tourism in Zimbabwe</li> <li>• Sport, Arts and Cultural activities</li> <li>• Responsibility at work and during leisure time</li> <li>• Occupational safety</li> </ul>	<ul style="list-style-type: none"> <li>• Human capital development in Zimbabwe</li> <li>• Self-reliance and employment creation</li> <li>• Protection of workers' rights</li> <li>• Responsibility at work and during leisure time</li> <li>• Tourism in SADC and other countries</li> </ul>

## TOPIC 10: GLOBAL ISSUES

ECD	GRADE 1	GRADE 2	GRADE 3	GRADE 4	GRADE 5	GRADE 6	GRADE 7
<ul style="list-style-type: none"> <li>• Water and fire related disasters</li> <li>• Safety at home and school</li> </ul>	<ul style="list-style-type: none"> <li>• Veld fires: -causes, effects and prevention</li> <li>• Water related disasters</li> </ul>	<ul style="list-style-type: none"> <li>• Floods: -effects of floods in the community and surrounding environment</li> <li>• Deforestation: -effects on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Afforestation</li> <li>• Drought</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental management</li> </ul>	<ul style="list-style-type: none"> <li>• Poverty</li> <li>• HIV and AIDS: -causes and mitigatory measures</li> <li>• Pollution: - causes and effects of pollution on the environment</li> </ul>	<ul style="list-style-type: none"> <li>• Disasters and disaster management</li> <li>• Information and Communication Technology (ICT) development</li> </ul>	<ul style="list-style-type: none"> <li>• Environmental issues: -Desertification: -causes, effects and solutions</li> <li>• Pollution: -Causes, effects and solutions</li> </ul>