



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

Economic History

SECONDARY SCHOOL LEVEL

FORMS 1-4

2015-2022

TEACHER'S GUIDE

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ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary Education wishes to acknowledge the following for their valued contribution in the production of this Teachers' Guide

- The National Economic History panel for their professional and technical input
- UNICEF

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ORGANIZATION OF THE TEACHERS' GUIDE

The guide is divided into two parts

- Part A: Critical Documents
- Part B: Curriculum Delivery (Content, Objectives, Methodology, Instructional Material, Assessment and Evaluation)

Introduction

This guide serves to assist the teacher in implementing the Economic History Forms 1-4 syllabus in line with the new curriculum. It also assists the teacher in effective lesson planning and delivery. It also seeks to assist the teacher in syllabus interpretation of the new curriculum. The teacher also needs to be aware of the following critical documents: Curriculum Framework, National Economic History Syllabus, Economic History School syllabus, Schemes of Work/ Scheme Cum Plan, Lesson Plans and Records.

Rationale

The guide is a departure from traditional learning styles which emphasized on knowledge acquisition. It seeks to develop in learners the following skills, problem solving, critical thinking, decision making, conflict resolution, leadership, self management, communication enterprise, technology and innovation. It emphasizes on the active involvement of the learner in the teaching learning process.

How the guide will help the teacher?

It is important to note that this guide does not dictate what the teacher should do but gives a general direction to the teacher when sequencing materials and in formulating objectives in tandem with new syllabus requirements. It also suggests to you as a teacher to use learner centred approaches for various lessons and the ideal material resources when conducting lessons. This will help the teacher to deliver captivating lessons.

Objectives of the guide

After reading this guide the teacher should be able to:

- interpret all critical records correctly
- use learner centred methodologies appropriate to Economic History in line with the new curriculum
- prepare engaging and appropriate learning aids
- evaluate your own teaching and improve on it.

UNIT 1:

Curriculum Framework for Primary and Secondary Education 2015-2022

Introduction:

This is a policy document that outlines underpinning principles, national philosophy, learning areas, the description and expectations of MOPSE at policy level. It outlines what the government expects you to deliver as you go about your duties. The teacher should therefore be familiar with the document. It also informs the teacher where Economic History as Learning Area entails. For instance, Economic History is taught at secondary school. It is important for you to familiarize with the curriculum framework for Zimbabwe Primary and Secondary Education 2015-2022.

Objectives

After reading this unit the teacher should be able to:
interpret the Curriculum Framework correctly

Key Elements of the Curriculum

Vision: To be the lead provider and facilitator of inclusive quality education for socio – economic transformation by 2020.

Mission: To provide equitable, quality, inclusive, relevant and competency driven infant, Junior, Secondary and non Formal Education.

Pillars of the Curriculum

Five pillars underpin the Curriculum Framework for Primary and Secondary Education, 2015 – 2016, namely:

1. The legal and regulatory framework
2. Teacher capacity development
3. Teacher professional standards
4. Infrastructure development
5. The centre for education research, innovation and development (CERID)

Aims of the curriculum

The Curriculum Framework is driven by the following aims:

- Promote and cherish the Zimbabwean identity.
- Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment.
- Foster life-long learning in line with the opportunities and challenges of the knowledge society.
- Prepare learners for participatory citizenship, peace and sustainable development.
- Prepare and orient learners for participation, leadership and voluntary service.

Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

- inclusivity
- life-long learning
- equity and fairness
- gender sensitivity
- respect (Ubuntu/Unhu/Vumunhu)
- responsiveness
- balance
- diversity
- transparency
- accountability

Organisation of the Curriculum

The Framework organizes the Curriculum into three learning levels which include: Infant, Junior and Secondary Schools .

The graduates of the education system will have the exit profiles such as critical thinking, business and financial literacy, leadership, communication, and integrity with Unhu /Ubuntu/Mumunhu,

There are quite a number of new learning areas as outlined in the curriculum framework which among the humanities is Economic History for secondary school

Pathways for Forms 5 & 6

Pathways	STEM	Visual & Performing Arts	Humanities & Languages	Design and Technology	COMMER- CIALS	Cumulative: 16 months Forms 5 & 6
	Disciplines e.g	e.g.	e.g.	e.g.	e.g.	
	Additional Maths, Physics, Chem, Bio, Geo, ICT, Agric, Art, Physical Education, Sport	Film, Theatre arts, Music, Art, Physical Education, ICT, Agric, Sport	English & Indigenous Literatures, Foreign Language, Heritage, ICT, Agric, Art, Physical Edu- cation, Sport	Wood, Metal , Food , Building, Tech- nical Graphics, Textile, ICT, Agric, Art,- Physical Education,	Econom- ics, Principles ofAccounts, Business Studies, ICT, Agric, Art, Physical Edu- cation, Sport	

Figure 1: Pathways

Conclusion

As a teacher it is important for you to read and understand the key elements of the curriculum framework so that you are guided in your operations. It will also help you to know policy areas of emphasis and you will in turn emphasize those areas as you deliver.

UNIT 2: SYLLABUS INTERPRETATION

Introduction

Syllabus interpretation refers to the process of unpacking the syllabus through analyzing content, aim, Objectives, topics and learning aids among others. Syllabuses are key documents for effective curriculum interpretation by the teacher. There are two types of syllabuses: national and school syllabus. It is a plan that states exactly what learners should learn at school in a particular learning area. A major curriculum document which prescribes what government would like to see taught in all schools as spelt out in the curriculum framework. It also outlines the experiences that learners should undergo in a particular course of study namely, infant, junior and secondary. As a teacher you are required to teach from the syllabus since examinations are set from the it.

Objectives

After reading this unit the teacher should be able to:

- unpack the syllabus,
- derive the school syllabus from the national syllabus
- produce a school syllabus

National Syllabus- It is a plan that states exactly what learners should learn at school in a particular learning area. A major curriculum document which outlines what government would like to see taught in all schools as spelt out in the curriculum framework

Key elements of the Economic History Syllabus

To interpret the syllabus, you need to identify its components and establish links. Components of the syllabus include;

Contents page- This list the contents of the syllabus and their relating page numbers.

Preamble- The preamble introduces you to the syllabus. It has five sub-titles.

Introduction: It gives you a brief insight into Economic History.

Rationale: This is a justification of why Economic History is included in the curriculum.

Summary of contents: This is a summary of what should be learnt in Economic History.

Assumptions: Pupils do not come tabularasa into the classroom. It is that knowledge the learners are presumed to be aware of.

Cross cutting themes: These are emerging and contemporary issues that cut across all learning areas. As an Economic History teacher you should find ways of incorporating them in your teaching whenever possible. Cross cutting issues may be examined. These include

- Gender
- Children's Rights and Responsibilities
- Disaster risk management
- Financial literacy
- Sexuality, HIV and AIDS Education
- Child protection
- Heritage studies
- Human rights
- Collaboration
- Environmental issues
- ICTs

Presentation of the Economic History syllabus for Form 1-4- This is a description of how the syllabus is presented.

Aims- This is a general description of what Economic History intends to achieve (major outcomes). They are long term and therefore broad. They may differ from level to level for the same learning area. They cover all domains of Bloom's taxonomy and caters for all learners (inclusivity).

Syllabus objectives-

These are specific outcomes to be achieved and are derived from the aims. They should be SMART (Specific, Meas-

urable, Achievable, Result oriented and Time framed)

Methodologies

Methodologies are broad approaches that are suggested for you the teacher. They are guided by the curriculum framework's thrust i.e. skills or competence based, promoting critical thinking and problem solving. They are also learner centred rather than teacher centred.

Time allocation reflects the number of periods and their duration for Economic History. You should allocate time appropriately for learners with individual special needs. It is your responsibility to plan for Edu-tours and projects
Topics- These are study areas to be covered in the Economic History syllabus Forms 1-4

Scope and sequence- It shows you the depth and breadth of the content. Sequence refers to ordering of the information which is arranged according to logical presentation of the subject matter from the simple to complex. Generally, the same concept cuts across all levels differing in depth as children progress to higher levels. (Spiral approach)

Competency matrix-It is a table that gives you the concepts/content to be taught or competencies to be acquired. It is developed from the scope and sequence. It includes topic, objectives, content, suggested learning activities and resources.

Assessment

This section gives you information on how Economic History will be assessed, the weighting and skills to be tested, types of questions and duration of each paper. It gives you the teacher information on how the two forms of assessments namely 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. The assessment will be based on 30% continuous and 70% summative.

Economic History school syllabus

This is the broken down document of the national syllabus drafted at the school. You can reorganize topics in the national syllabus to form your school syllabus that suit local conditions.

Factors influencing drafting of the school syllabus-

- Level of learner performance
- Availability of facilities and funds..
- Time allocation
- Local conditions.
- Supply of textbooks and other teaching materials
- Education technology.
- Communities

Elements of a school syllabus.

Aims- These are broad indications of what is to be achieved

Objectives- Expected learner behaviour at the end of teaching/ learning experience (competencies). These are derived from aims

Topics/Activities - Aspects to be covered (content)

UNIT 3: SCHEMING

Definition of Scheme of Work

A scheme of work is a plan for content to be taught by the teacher or learnt by the student. Your schemes of work is therefore a plan of action which should enable you to organize teaching activities ahead of time. A well prepared scheme of work does the following:

- Give an overview of the total course content
- Provide for a sequential listing of learning tasks
- Show a relationship between content and resource materials
- Provide a basis for long range planning, training and evaluation of the learning area

A scheme of work can be made to cover two weeks, one month, or even one term.

COMPONENTS OF A SCHEME OF WORK

Level of learners: state the level of learners you are scheming for.

Subject: indicate the learning area you are scheming for example Economic History

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.

Objectives: each lesson should have objectives which pinpoint the anticipated learning behavior of the learners. The objectives must be stated in a manner that there is a measurable.

Methods and activities: you should state specific activities that the learners and the teacher will perform while in the class as well as homework.

Resources: Materials 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, equipment or apparatus that are available and appropriate. You should not indicate a teaching aids that will not be available in class.

Evaluation: this should be done immediately when the lesson is over. You are supposed to 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 subsequent and future planning. Avoid remarks like excellent, ok, taught because they are not useful. Instead use comments like, the lesson was not well done because of inadequate teaching aids or learners were able to apply concepts learnt in solving problems as evident from supervised practice.

NB You might opt for a scheme-cum –plan, which is a scheme of work, coupled with a lesson plan all in one. Here is a sample of a scheme –cum- plan

STRUCTURE OF A SCHEME OF WORK

Layout is usually horizontal and comprise the following columns;

FORM 1 SCHEME OF WORK

WEEK ENDING	TOPIC	OBJECTIVES By the end of the week pupils should be able to:	COMPETENCIES/	METHODS/ ACTIVITIES	SOURCES REFERENCES /MEDIA	EVALUATION
17-01-17	<p>Economic systems in Great Zimbabwe:</p> <p>a) Great Zimbabwe economic systems</p> <p>b) Great Zimbabwe economic systems</p> <p>c) Benefits and non benefits</p> <p>d) Project work on economic activities</p>	<ul style="list-style-type: none"> ● define the term economic system ● state the various economic activities of Great Zimbabwe ● describe the economic activities of Great Zimbabwe ● explain the benefits and non benefits of these economic activities. ● Research on economic activities in their localities 	<p>Research skills</p> <p>Communication skills</p> <p>Collaboration</p> <p>Critical thinking</p> <p>Enterprise skills</p> <p>Leadership skills</p> <p>Research skills</p>	<ul style="list-style-type: none"> -Explaining the term economic system in pairs or groups -Identifying various economic activities of Great Zimbabwe -Picture study -Discussing the economic activities of Great Zimbabwe -Debating the benefits and non benefits of economic activities -Compiling economic activities in their communities -Undertaking a project on economic activities in their localities 	<ul style="list-style-type: none"> ● National economic history syllabus, p7 ● Economic History Text-books ● pictures of people trading, hunting, fishing ● ICT tools ● Brailled material ● Work-cards ● Resource persons ● Talking 	

SCHEME CUM PLAN

Form 2

WEEK ENDING	TOPIC	OBJECTIVES	COMPETENCIES/	CONTENT	METHODS/ ACTIVITIES	SOM /MEDIA	EVALUATION
17-01-17	Economic causes of the Anglo Ndebele war 1893-94	By the end of the lesson learners should be able to: List economic causes of the Anglo-Ndebele War 1893-94	Critical thinking Research skills Collaboration skills	Economic causes of the Anglo-Ndebele War Results of the Anglo-Ndebele War 1893-94	-teacher exposition On the economic causes -text study on the economic causes -question and answer -note-making -simulation game on the economic results -Group discuss the economic effects of war -Learners give feedback Class discussion. Teacher administers the test on the chalk board -learners write the test -teacher supervises individual work	African heritage book 1 An economic history of Africa From iron age to independence Map of Zimbabwe ICT tools Pictures From iron age to independence Chalk board	
	Economic results of the Anglo- Ndebele war 1893-94	Describe economic causes of the Anglo Ndebele war -Explain the economic effects of the Anglo-Ndebele war. -write revision exercise		Anglo-Ndebele War 1893-94			
	Written exercise						

UNIT 4 LESSON PLANS

It is a written account of the preparation for a lesson that shows in summary form how your lesson is going to proceed. It is your immediate translation of the schemes of work into action, showing us what you are going to teach, for how many minutes, to whom, how and why.

COMMON FEATURES OF LESSON PLANS

Date and time when the lesson will be taken

Topic -specific topic to be covered

Class- specify class being taught

Source of material- names of sources, the authors, publishers and page numbers. Instructional media should also be mentioned here

Assumed knowledge- a short abstract of what learners should already know, related to concepts or skills in the lesson. Also an indication of pupils' previous experiences that can be exploited during the lesson.

Lesson objectives- these are statements indicating what pupils should achieve within a single lesson in terms of knowledge, skills, attitudes or values. There may be one or more and should be realistic, precise, simple and clearly stated. SMART- Specific, Measurable, Achievable, Result oriented and Time specific. They should be behavioral, promoting the cognitive, affective and psychomotor domains in learners.

Lesson introduction-Is the start of the lesson. May be a recap of previous work, checking assumed knowledge or teacher exposition. It should motivate learners to arouse and gain attention while short, interesting and relevant to the content of the lesson.

Lesson development –Is the heart of the lesson. It gives a step by step description of how the teaching and learning will be conducted. The lesson concept is dealt with at length.

- Step 1- There are so many ways of presenting a lesson. You expose the content of the lesson to the learners either by role playing/simulation, songs, resource person presentation
- Step 2 – Learners discuss in groups, pairs or as individuals.
- Step 3 - report back from groups from individuals
- Step 4 – learners are given homework, note making
- Step 5 – You may give extension work for early finishers.

Conclusion-summary of the main concepts of the lesson. It can be in form of question, and answer, teacher can give main points, students can summarize

Example of a lesson plan

Class –	Form 1 A
Date -	24 /3/17
Time -	0900-0935hrs
Theme -	Economic systems in pre-colonial Zimbabwe
Topic -	Great Zimbabwe Economic activities
Assumed knowledge -	Learners are aware of economic activities in their localities.

Objectives:

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

- state the various economic activities of Great Zimbabwe
- describe the economic activities of Great Zimbabwe

Competencies-

Collaboration
Leadership
Critical thinking
communication

Content- Various economic activities such as: Trade, Hunting, Craftwork, Tool making, Farming, Mining

Methodologies

Group work
Guided discovery learning
Picture study
Songs
Teaching Aids
ICT tools
Talking books
Newspaper cuttings
Pictures of people farming, hunting, trading, mining
charts
textbooks
Job cards with questions on the topic
Realia /artefacts

Introduction

The teacher introduces the lesson by bringing realia and pupils identify implied economic activities from the items displayed (5 minutes)

Step 1 In groups learners are given job cards to discuss Great Zimbabwe's economic activities (5 minutes)

Step 2 Group leaders give feedback (10 minutes)

Step 3 Class discussion on economic activities (5 minutes)

Step 4 students make guided notes (5 minutes)

Conclusion

The teacher concludes lesson by asking a learner to summarize economic activities of Great Zimbabwe or the teacher uses the Socratic method to check on the grasp of the main concept (5)

Homework

Prepare a project on various economic activities in their locality

Evaluation

UNIT 5

RECORD KEEPING

Introduction

Records are critical documents about teaching-learning process which you must keep as a teacher. They should be accurate and up to date. They must be kept safely for continuity. The following are some of the reasons why you should keep records: Records help guide you on your day-to-day operations, help you to track learner's performance, planning and re-adjustment of plans, source documents for reference, basis for profiling and basis for counseling.

Types of Records

You are expected to keep the following documents:

- Curriculum Framework for Primary and Secondary Education 2015-2022
- Syllabuses (National and School)
- Schemes of work, lesson plans/scheme cum plans
- Class attendance register
- Social record
- Progress record
- Learner profile
- Asset and stock control registers
- Circulars
- Minutes

Attendance Register

This is a critical document you should have as a teacher to track, record your learner's class or lesson attendance, over and above this, the register contains information on address, contact numbers, names of guardians/ parents, dates of birth, religion and birth registration numbers. The attendance register should be up-dated daily and accordingly.

Social Record

This is a child study record where information pertaining to the learner is entered. It is an important record because it informs you the teacher on the following aspects about the learner:

- The learner's socio-economic status
- Health aspects
- Learner's position in the family
- Learner's physical address and contact numbers
- Names of guardians/ parents
- Learner's behaviour
- Number of meals per day
- Distance from school

Progress Record

You should have a progress record to capture learner performances. This record gives you an insight into the actual academic performance level of the learner. The following are included:

- Theory tests
- Practical tests
- Projects and
- Any other exercises that you think are important in assessing learner performance.

The progress record also includes continuous assessment records. The template on continuous assessment will be provided to the school by ZIMSEC.

Remedial Record

This is a record where learners with difficulties in certain concepts are entered and helped accordingly. Remediation is not done to a group but should be on individual basis and you need to record progress. It is done over a stipulated time frame.

Learner profile

The learner profile will comprise those aspects that cannot be assessed through the Continuous Assessment model. The profiling will include soft skills and other aspects. The profile of the learner will be compiled by the teacher and is passed on to the teacher of the next level.

Asset and stock control registers

This is a record of non-perishable assets of the institution and the control register is used to monitor the distribution and use of material.

Circulars

This is the record of communication done in and outside the school but has to be in line with the department.

Minutes

These are recordings of deliberations of meetings that would have taken place in the departmental or staff meetings.

Conclusion

All these documents are equally important and you should administer them honestly and consistently. They should also be readily available for supervision. Records should be accurate and constantly be up-dated. You should also keep them safely. Record keeping is something that you cannot do without as it plays a vital role in day to day running of institutions. If well-kept and maintained they provide the required information whenever demand for it arises.

UNIT 6

PART B - CURRICULUM DELIVERY

Introduction

This unit covers content, objectives, learning-teaching materials, methodologies, assessment/evaluation and class management.

Content

It is what the syllabus prescribes to be covered over a given time frame. It includes skills, knowledge and competences that have to be acquired by learners.

Objectives

These are statements outlining what learners should have achieved after a taught concept.

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 doer. 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, the teacher, the time, instructional materials, the environment. 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: Cognitive, Affective, Psychomotor development methods.

COGNITIVE DEVELOPMENT METHODS

These are mainly didactic

- Discussion Method
- Questioning/Socratic Method
- Team Teaching Method
- Talk Chalk/Recitation Method
- Field Trip/Educational tours Method

AFFECTIVE DEVELOPMENT METHODS

- Modelling Method
- Simulation Method
- Dramatic Method
- Simulation Games
- Role-Playing Method

PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic

- Inquiry Method
- Discovery Method
- Process Approach Method
- Demonstration Method
- Programmed Learning Method
- Dalton Plan/Assignment Method
- Project Method

- Microteaching Method

Points to consider when selecting teaching methodologies

- 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 method 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.

Instructional (teaching-learning) aids

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

SELECTING APPROPRIATE INSTRUCTIONAL AIDS

When selecting instructional aids, you have to consider the following; topic, level of learners, available resources, environment and the number of learners

These teaching-learning aids should be of good quality and user friendly considering the available resources in the school. Some of the teaching-learning aids appropriate in teaching Economic History are;

- Charts
- Flash cards
- ICT tools
- Textbooks
- Newspapers
- Magazines
- Mobile phones
- Work cards
- Artefacts
- Coins

Instructional aids should be used effectively; they must serve the purpose they are 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 order. If using complicated technical aids, make sure you practice beforehand so that you do not embarrass yourself in front of the class.

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- The classroom must be clean, tidy and airy classroom and furniture arranged carefully for safety.

Emotional environment- You need to be firm yet warm and pleasant. As a teacher you must set the right tone, telling your learners what behavior 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. Good behavior 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, as 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 learners by their names creates good rapport with your class. 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 to field trips .

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. At this level, learners will be assessed through continuous and summative assessment.

For continuous assessment (30%), specific tasks and assignments will be administered throughout the course and the marks collated. Assessment tasks are outlined at the end of the syllabus and these include written exercises theory exercises and research projects. Summative assessment constitutes (70%) of the total.

UNIT 7:

SCOPE OF THE GUIDE

TOPICS TO BE COVERED

- Conceptualisation of economic history
- Economic Systems in Zimbabwe
- Industrialization in Zimbabwe Since the Stone Age
- Development of Capitalism
- Economic Domination of Pre- Colonial Zimbabwe
- Colonisation of Zimbabwe
- Economic Systems in Colonial Zimbabwe
- Colonial Economic Domination and the First Chimurenga/Umvukela in Zimbabwe
- Industrial Developments in Zimbabwe Since the Colonial Era
- Economic Domination and the Second Chimurenga/Umvukela in Zimbabwe
- Economic Developments in Zimbabwe Since 1980
- Resource Management and Utilisation
- Indigenisation, Empowerment and Enterprise Skills
- International Economic Relations

NB. Below is a breakdown of sample topics from the syllabus for Forms 1-4. However, this does not mean it is the only way it can be taught. This serves as a guide.

Form 1

Theme: Economic systems in Zimbabwe

Topic: The San

Objectives-

By the end of this topic learners should be able to:

- a) List down the San 's economic activities
- b) Describe the San 's economic activities

Methodology

Group work

Guided discovery

Picture study

Gallery Walk

Competencies-

Collaboration skills

Critical thinking skills

Communication skills

Learning Materials

Talking books, Pictures, Job cards, ICT tools, Realia

Assessment Procedure

Written Exercises

TOPIC 2

Theme: Industrialization in Zimbabwe in the stone age and iron age

Topic: Early Industrialisation- Iron Age

Objectives

By the end of the topic learners should be able to:

- list iron age tools and weapons
- describe industries of the iron age period
- explain the benefits brought by the use of iron

Methodology

Picture study

Guided discovery

Gallery walk

Educational tours

Competencies

Collaboration skills
Leadership skills
Critical thinking skills
Communication skills
Heritage preservation

Learning Materials

Iron tools
Artefacts
Talking books
Pictures
ICT tools

Assessment

Written exercises
Undertaking project work on Iron age tools

FORM 2

THEME Colonisation of Zimbabwe

TOPIC - Economic causes of the Anglo – Ndebele War 1893 - 4

Objective

By the end of lesson learners should be able to:

- Identify economic causes of the Anglo Ndebele war
- describe the economic Causes of the Anglo Ndebele War

Methodology

Simulation game on the Victoria Incident

Class debate on most important causes of the Anglo Ndebele War

Group presentation on economic causes of the Anglo Matebele War

Competencies

Self management
Conflict resolution
Collaboration
Leadership
Critical thinking
communication

Learning Materials

ICT tools
Job cards
Realia

Assessment

Project Work on the economic causes of the Anglo Matebele war
Learners can carry out research work on economic causes of the war
Learners can do report writing, songs, poems on the Anglo- Ndebele War

TOPIC 2

Results of the Anglo Ndebele War 1893-94

Objectives

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

- list economic results of the Anglo Ndebele war
- describe economic results of the Anglo Ndebele War.

Methodology

Picture study and statistics study on loss of land and cattle
Debate on whether it was worth waging this war
Group presentations on the results of the Anglo Ndebele War
Use of ICT tools in project work
Carry out a research project on the economic results of Anglo Ndebele war

Competencies

Problem solving
Heritage preservation
Resource management
Collaboration
Leadership
Critical thinking
communication

Learning Materials

Pictures
ICT tools
Job cards

Assessment Procedure

Structured essay on results of the Anglo Matebele War
Critical thinking
Leadership
Collaboration
Communication

Form 2

Resource management and utilization

Topic: Value addition and beneficiation

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

- define value addition and beneficiation
- describe the benefits of value addition and beneficiation
- explain challenges in adding value to available resources

Methodology

Class discussion on how you can add value to available resources
Picture study on value addition
Carry out a project on how one can add value to available resources
Visit economic active site in their locality

competencies

Collaboration
Leadership
Critical thinking
communication
resource management
technology and innovation

Learning materials

Pictures
ICT tools
Realia

Assessment

Structured essay on value addition and beneficiation
Make a project on how you can add value to available resources
Design a business Model in line with economic History

Topic -Ethics in Economic development

Objectives

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

- state ethical principles for economic development
- describe the application of ethics in business

Methodology

Class discussion on Ubuntu and ethical principles

Group presentation on ethical principles in different sectors such as mining, farming, small and medium enterprises, vending

Documentary study- regulations guiding different sectors of business

Debate on challenges in observing ethical principles

Conduct a research on ethical principles guiding different sectors of business

competencies

Self management

Collaboration

Leadership

communication

Learning materials

Documents

ICT tools

Assessment procedure

Learners write a structured essay on ethics in economic development

Carry out a project on regulations affecting various sectors

Make presentations on aspects of Ubuntu\Unhu\Vumunhu necessary to carry out business

Assess competencies on public speaking during debates

Form 3

Topic

Economic Systems in colonial Zimbabwe

Topic: Features of colonial economy such as forced labour, taxation, land appropriation

Objectives

By the end of the lesson learners should be able:

- describe the features of the colonial economy
- explain the effects of the colonial economic policies on Africans

METHODOLOGY

Group work

Picture study

Gallery walk

competencies-

Heritage preservation

Conflict resolution

Communication

TEACHING AND LEARNING AIDS

Pictures

ICT tools

Newspaper cuttings

Textbooks

ASSESSMENT

Project work
 Giving written exercises and tests
 Assessing competencies on (collaboration, communication, critical thinking)

Form 3

Conceptualization of Economic history

Classical economic thinking before the 20th century

Objectives

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

- describe the role played by each of the named thinkers
- analyse the role of the economic thinkers

Methodologies

Project work
 Debate
 Discovery learning
 Competencies
 Collaboration
 Leadership
 Critical thinking
 communication
 enterprise

Learning Materials

ICT tools
 Pictures of the main thinkers
 Economic History textbooks
 Charts

ASSESSMENT PROCEDURES

Exercises
 Test
 Conduct a Project on Economic thinking in the 20th Century [neo-classical thinkers]

Topic: Neo-classical thinkers

OBJECTIVES

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

- outline the contributions of neo-classical thinkers
- explain the contribution of neo-classical thinkers

METHODOLOGY

Teacher exposition
 Group presentation
 Debate
 Class discussion
 Competencies-
 Resource management
 Problem solving
 Collaboration
 Leadership

Critical thinking
communication

LEARNING MATERIALS

ICT tools
Pictures of thinkers

ASSESSMENT

Tests
Exercises

Topic: NEW ECONOMIC THINKING

Objectives

Learners should be able to:

- state new economic thinkers
- describe theories of new economic thinkers

METHODOLOGY

Debate
Group work
Learner Presentation
Question and answer
Competencies-
Collaboration
Problem solving
Critical thinking
communication

LEARNING MATERIALS

Economic History textbooks
Resource persons
ICT tools

ASSESSMENT

Test
Competencies: Critical thinking

FORM 4

Theme - Industrial development in Colonial Zimbabwe

Topic - Industrial development during the Federation of Rhodesia and Nyasaland -1953-1963

Objectives:

- outline the origins of the Federation
- describe industrial development during the federation

Methodology/activities

Group work on federation and industrial development
Picture and map study on federation

Teaching and learning aids

Map of Southern Africa
Pictures of personalities involved
Job cards
Economic History Textbooks
ICT tools

Assessment

Giving written exercises and tests

Assessing the following competencies (Critical thinking, Collaboration, Communication)

TOPIC- The Unilateral Declaration of Independence (UDI)

Objectives

- Outline the origins of the UDI
- Assess the economic impact of the Unilateral Declaration of Independence on Zimbabwe

Methodology

Group work

Picture study

Competencies

Collaboration

Leadership

Critical thinking

communication

Learning materials

pictures

textbooks

ICT Tools

Job cards

Assessment

Tests

Exercises

It is hoped that this guide will help you as you undertake the new curriculum. It should guide you on interpreting the syllabus, making your own school syllabus, deriving a scheme and a lesson plan or scheme-cum plan, choosing appropriate methods and instructional aids, managing your class and making and maintaining records and finally evaluating yourself and your learners progress.

N.B Refer to Annexure A for details on each of the topics below

27 SCOPE AND SEQUENCE ANNEXTURE A

SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Conceptualisation of economic history	<ul style="list-style-type: none"> Introduction to economic history 		<ul style="list-style-type: none"> Economic thinking before the 20th century Economic thinking in the 20th century New economic thinking 	
Economic Systems in Zimbabwe	<ul style="list-style-type: none"> Economic organisation of pre-colonial societies Means and modes of production of pre-colonial societies Conservation systems of pre-colonial societies 		<ul style="list-style-type: none"> Economic organisation of pre-colonial societies Means and modes of production of pre-colonial societies Conservation and preservation systems of pre-colonial societies 	
Industrialisation in Zimbabwe in The Stone Age and the Iron Age	<ul style="list-style-type: none"> Early Industrialisation: Stone Age Early Industrialisation: Iron Age 		<ul style="list-style-type: none"> Early industrialisation: The Stone Age and the Iron Age 	
Development Of Capitalism	<ul style="list-style-type: none"> Merchant capitalism in pre-colonial Zimbabwe 			
Economic Domination Of Pre-Colonial Zimbabwe	<ul style="list-style-type: none"> The Prazo System and African Response 			
Colonisation Of Zimbabwe		<ul style="list-style-type: none"> The colonisation process Anglo-Ndebele War (1893-4) and the First Chimurenga/Umvukela(1896-7) 		

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
Economic Systems in Colonial Zimbabwe		<ul style="list-style-type: none"> Capitalism in the colonial period Colonial labour market African agriculture in colonial Zimbabwe African response to colonial economic exploitation 		<ul style="list-style-type: none"> Features of the colonial economy Gender and the colonial economy
Industrial Developments in Zimbabwe Since The Colonial Era		<ul style="list-style-type: none"> Industrial development in the colonial period to 1953 Industrial Development during the Federation of Rhodesia and Nyasaland (1953-1963) and the Unilateral Declaration of Independence (UDI) (1965-1979) Industrial developments since 1980 		
Colonial Economic Domination And the Second Chimurenga/Umvukela Zimbabwe		<ul style="list-style-type: none"> The Second Chimurenga/Umvukela (1966-1979) 		<ul style="list-style-type: none"> The Second Chimurenga/Umvukela 1966-1979
Economic Domination- the First Chimurenga/Umvukela In Zimbabwe			<ul style="list-style-type: none"> The Prazo System and African Response Treaties and colonisation Anglo-Ndebele War (1893-4) and the First Chimurenga/Umvukela (1896-7) 	

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<p>Economic Developments In Zimbabwe Since 1980</p>				<ul style="list-style-type: none"> • Economic achievements and challenges since 1980 • Colonial economic legacy in Zimbabwe, South Africa and Mozambique) • Land Reform Programmes since 1980 • Economic sanctions in Zimbabwe • Comparison of Land acquisition programmes (South Africa and Mozambique) • Indigenisation of the Economy
<p>Indigenisation, Empowerment And Enterprise Skills</p>				
<p>Economic Policies Since 1980</p>		<ul style="list-style-type: none"> • Land Reform Programmes since 1980 • Economic policies 		
<p>Resource Management And Utilisation</p>		<ul style="list-style-type: none"> • Value Addition and Beneficiation • Ethics in economic development • Protection of Intellectual Property 		<ul style="list-style-type: none"> • Value addition and beneficiation • Ethics in economic development • Protection of Intellectual Property
<p>International Economic Relations</p>				<ul style="list-style-type: none"> • Economic relations between Zimbabwe and the international community • Colonial economic legacy in Zimbabwe, South Africa and Mozambique)

