



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

**CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES**

# HISTORY

SECONDARY SCHOOL LEVEL

FORMS 1-4

2015-2022

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**TEACHER'S GUIDE**

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Curriculum Development Unit  
P.O.BOX MP133  
Mount Pleasant  
Harare

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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 Form 1-4 History 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 Syllabus, School syllabus, Schemes of Work/Scheme Cum Plan, Lesson Plans, Learner Profile record, Progress Records and Register of Attendance.

### 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 centered 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 both the national and school syllabus correctly
- use learner centered methodologies appropriate to 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 Zimbabwe 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 {Ministry of Primary and Secondary Education} at policy level. It prescribes 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 History as a Learning Area is placed.

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 Framework**

**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 competence-driven Infant, Junior, Secondary and Non- Formal- Education.

## **Pillars of the Curriculum**

Five pillars underpin the Curriculum Framework for Primary and Secondary Education, 2015 – 2022, namely:

1. The legal and regulatory framework
2. Teacher capacity development
3. Teacher professional standards
4. Infrastructure development and
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

## Organization of the Curriculum

The Framework organizes the curriculum into three learning levels which include Infant, Junior and Secondary school. The graduates of the education system will have exit profiles such as critical thinking, leadership, communication and team building

Learning Areas for the New Learning Levels

They 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

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

## 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**

Syllabuses are key documents for effective curriculum interpretation by the teacher. There are two types of syllabuses national syllabus and the school syllabus. It is a plan that states exactly what learners should learn at school in a particular learning area. A syllabus is 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 i.e. Infant, Junior and Secondary. As a teacher you are required to teach from the Syllabus since Examinations are set from the syllabus.

#### **Objectives of syllabus interpretation**

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**

A syllabus is a major curriculum document which prescribes what government would like to see taught in all schools as spelt out in the curriculum framework

#### **Key elements of the National Syllabus**

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

##### **Cover page**

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

##### **Acknowledgements**

This is the list of those who participated in the development of the syllabus. It includes funders of the syllabus as well as experts or consultants.

##### **Contents page**

This lists 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 History.

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

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

**Assumptions:** Learners 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 a History teacher you should find ways of incorporating them in your teaching whenever possible. Cross cutting issues may be examined and they include the following 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 and ICTs

**Presentation of the Forms 1 – 4 History syllabus**

**This is a description of how the syllabus is presented.**

**Aims**

This is a description of what History intends to achieve (major outcomes). They may differ from level to level for the same learning area. They cover all domains of Bloom's taxonomy and should cater for all learners (inclusivity).

**Syllabus objectives**

These are specific outcomes to be achieved and are derived from the aims. They should be SMART (Specific, Measurable, Achievable, Result oriented and Time framed)

**Methodology and Time allocation**

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 centered rather than teacher centered.

Time allocation reflects the number of periods and their duration for 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 forms 1 – 4 History syllabus**

**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 ordering of the subject from the simplex to complex. Generally, the same concept cuts across all levels differing in depth as children progress to higher levels. (Spiral approach)



## **Competence 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, unit content, suggested learning activities and resources as shown below

**COMPETENCY MATRIX  
FORM 1**

**TOPIC 1: CONCEPTUALISATION OF HISTORY**

<b>SUB TOPIC</b>	<b>LEARNING OBJECTIVES</b> Learners should be able to:-	<b>CONTENT: {SKILLS, KNOWLEDGE, ATTITUDES}</b>	<b>SUGGESTED LEARNING ACTIVITIES AND NOTES</b>	<b>SUGGESTED LEARNING RESOURCES</b>
<b>Introduction to History</b>	<ul style="list-style-type: none"> <li>● define History</li> <li>● explain the importance of the study of History</li> </ul>	<ul style="list-style-type: none"> <li>● definition of the term History</li> <li>● Why study History</li> </ul>	<ul style="list-style-type: none"> <li>● Explaining the term History</li> <li>● Discussing reasons for the study of History</li> </ul>	<ul style="list-style-type: none"> <li>● Textbooks</li> <li>● ICT tools</li> <li>● Brailled material</li> </ul>
<b>Sources of History</b>	<ul style="list-style-type: none"> <li>● list sources of History</li> <li>● describe sources of History</li> <li>● explain the advantages and disadvantages of each of the sources of History</li> </ul>	<ul style="list-style-type: none"> <li>● Sources of History</li> <li>● Advantages and disadvantages of each of the sources of History</li> </ul>	<ul style="list-style-type: none"> <li>● Stating the sources of History.</li> <li>● Outlining sources of History.</li> <li>● Discussing the advantages and disadvantages of sources of History</li> <li>● Compiling their history using various sources of history</li> </ul>	<ul style="list-style-type: none"> <li>● ICT</li> <li>● Textbooks</li> <li>● Artefacts</li> <li>● Documents</li> <li>● Brailled material</li> </ul>
<b>Types of History</b>	<ul style="list-style-type: none"> <li>● identify the different types of History</li> <li>● describe the different types of History</li> </ul>	<ul style="list-style-type: none"> <li>● Types of History for example               <ul style="list-style-type: none"> <li>-Social History</li> <li>-Political History</li> <li>-Economic History</li> <li>-Local History</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Explaining different types of History</li> <li>● Discussing on types of History</li> <li>● Researching on family History</li> </ul>	<ul style="list-style-type: none"> <li>● Textbooks</li> <li>● ICT tools</li> <li>● Brailled material</li> </ul>

## **Assessment**

This section gives you information on how 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 assessment 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.

## **School Syllabus**

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

## **Factors influencing the school syllabus**

- Level of learner performance
- Availability of facilities and funds
- Time allocation
- Local conditions
- Supply of textbooks and other teaching materials
- 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)

### **Methodology**

These are teaching approaches or strategies to achieve desired outcomes. They should be learner –centered.

### **Instructional or teaching materials**

Media to be used during the learning-teaching process.

### **Assessment**

Measurement of objective achievement. This can be continuous or summative

## UNIT 3

### SCHEMING

#### Definition of schemes of work

A scheme of work is a plan for content to be taught by the teacher or learnt by the student. 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. 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 classes begin.

#### COMPONENTS OF A SCHEMES OF WORK

- a. Level of learners: state the level of learners you are scheming for.
- b. subject: indicate the learning area you are scheming for
- c. Week ending: the date should be clearly indicated
- d. 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 it is measurable

#### Methods and activities

You as the teacher 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 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.

**STRUCTURE OF A SCHEMES OF WORK**

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**FORM 1 SCHEMES OF WORK**

Layout is usually horizontal and comprise the following columns;

<b>Week ending</b>	<b>Topic/ Content</b>	<b>Aims: By the end of the week, pupils should be able to:</b>	<b>Competencies</b>	<b>Methods/ Activities</b>	<b>Sources/ References/ Media</b>	<b>Evaluation</b>
23-01-17	Conceptualisation of history Why study History Sources of History  Written Test	<ul style="list-style-type: none"> <li>● Define the term history</li> <li>● State the reasons why we study history</li> <li>● Describe sources of history</li> <li>● Explain the advantages and disadvantages of each of the sources of the sources of history</li> <li>● Pupils write a test on Conceptualization of History</li> </ul>	<p>Research skills Critical thinking</p> <p>Communication skills Creative Skills</p>	<ul style="list-style-type: none"> <li>-In groups learners define the term History</li> <li>-Textual study on why we study of History</li> <li>-Learners presentation on sources of History</li> <li>-simulating various methods of collecting historical information.</li> <li>Visiting local archaeological sites.</li> <li>-singing as way of passing history from one generation to another</li> <li>-Learners debate on the disadvantages and advantages of the different sources of history</li> <li>-Teacher gives instruction for the test</li> <li>-Individual written work</li> <li>-Teacher supervises the test</li> <li>-Revision of work</li> </ul>	<p>Artifacts Charts Picture books ICT tools Brailled Material Work-cards Resource presentations African Heritage book 1 page 12 Focus on history page 13</p> <p>Chalkboard African Heritage Book 1 .Page</p>	

## UNIT 4

### LESSON PLANS

#### WHAT IS A LESSON PLAN?

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

**Sources 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 must be realistic, precise, simple and clearly stated. SMART- Specific, Measurable, Achievable, Result oriented and Time specific. They must be behavioural, promoting the cognitive, affective and psychomotor domains in learners

**4. 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

**5. 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** - You expose the content of the lesson to the learners either by demonstration or discussion, presenting situations or problems

**Step 2** – Learners practice under your supervision in groups, pairs or as individuals.

**Step 3** - More explanation from you or report back from groups

**Step 4** – Individual work under your supervision and learners are given homework

**Step 5** – You may give extension work for early finishers

#### Conclusion

#### Example of a lesson plan

**DATE:** 10-01 -2017

**Time:** 0900- 0935

**Class:** 1A

**Topic:** Conceptualization of History

**Source of material:** African Heritage Book 1 page 11

Work cards, textbooks

**Assumed knowledge:** Learners have knowledge of folklores and songs that say past events and are aware of how information about the past is collected.

**Competencies:** Research skills, communication skills, Critical thinking and collaboration

**Lesson objectives:** by the end of the lesson learners should be able to:

- State various sources of History
- Describe advantages and disadvantages of each of the sources of history

**Introduction ( 5 minutes)**

Role plays showing various methods of collecting Historical information

**Step 1 5 minutes**

Textual study in groups identifying advantages and disadvantages of each of the method of collecting historical information

**Step 2 7 minutes**

Learners report back on advantages and disadvantages of each of the method of collecting historical information

**Step 3 5 minutes**

Class discussion on advantages and disadvantages of these methods of collecting historical information

**Step 4 8 minutes**

Guided note making.

**Step 5 3 minutes**

Give learners homework as project work on collecting their family or local history using various learnt methods

**Conclusion 5minutes**

Few learners state advantages and disadvantages of each of the learnt methods

Evaluation

- what work was covered?
- how well was it done?
- what remains to be done?
- any strengths and weaknesses in the approaches used?
- how are the weaknesses to be corrected?
- what was the progress of the class as well as individuals?
- was the lesson successful?
- what contributed to the success or failure of the lesson?

**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 SCHEMES OF WORK

### FORM 1 SCHEMES OF WORK

Layout is usually horizontal and comprise the following columns;

WEEK ENDING	SUB TOPIC Introduction to History	LEARNING OBJECTIVE Learners should be able to:	COMPETENCIES	CONTENT {SKILLS, KNOWLEDGE, ATTITUDES	SUGGESTED LEARNING ACTIVITIES AND NOTES	Sources/ References/ Media	Evaluation
22/01/2017	What is history	<ul style="list-style-type: none"> <li>define History</li> </ul>	Research skills -Communication skills -Collaboration skills	<ul style="list-style-type: none"> <li>definition of the term History</li> </ul>	Teacher exposition Textual study on what is History in groups Class discussion on what is History Learners write individual notes	<ul style="list-style-type: none"> <li>Textbooks</li> <li>ICT tools</li> <li>Brailed material</li> <li>African Heritage Book page 12</li> </ul>	
	Why study History	<ul style="list-style-type: none"> <li>explain the importance of study of History</li> </ul>		<ul style="list-style-type: none"> <li>Why study History</li> </ul>	Teacher narrates own genealogy History and learners take turns Discussing reasons for the study of History in groups Guided note making by pupils		



WEEK ENDING	SUB TOPIC Introduction to History	LEARNING OBJECTIVE Learners should be able to:	COMPETENCIES	CONTENT {SKILLS, KNOWLEDGE, ATTITUDES	SUGGESTED LEARNING ACTIVITIES AND NOTES	Sources/References/Media	Evaluation
	Sources of History Advantages and disadvantages of each of the sources of History	<ul style="list-style-type: none"> <li>● list sources of History</li> <li>● describe sources of History explain the advantages and disadvantages of each of the sources of History</li> </ul>		<ul style="list-style-type: none"> <li>● Sources of History</li> <li>● Advantages and disadvantages of each of the sources of History</li> </ul>	<p>Teacher exposition</p> <p>Pupil presentation on the sources of History.</p> <p>Outlining sources of History in groups.</p> <p>Drammatise on various methods of collecting Historical information.</p> <p>Guided note making by learners</p> <p>Teacher exposition</p> <p>Discussing the advantages and disadvantages of sources of History in groups</p> <ul style="list-style-type: none"> <li>● Compiling their history using various sources of history</li> </ul>	<ul style="list-style-type: none"> <li>● ICT</li> <li>● Step ahead book 1 page 13</li> <li>● Artefacts</li> </ul> <p>Pictures</p> <p>Archaeological sites</p> <p>Resource person</p> <ul style="list-style-type: none"> <li>● Documents</li> <li>● Brailled material</li> </ul>	

WEEK ENDING	SUB TOPIC Introduction to History	LEARNING OBJECTIVE Learners should be able to:	COMPETENCIES	CONTENT {SKILLS, KNOWLEDGE, ATTITUDES	SUGGESTED LEARNING ACTIVITIES AND NOTES	Sources/References/Media	Evaluation
	Revision Test	Write a revision test		Conceptualization of history	Teacher instruction Teacher supervises written work Revision of work	<ul style="list-style-type: none"> <li>● ICT tools</li> <li>● Brailled materials</li> <li>● African Heritage book 1</li> </ul>	

## 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, profiling and 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
- Remedial record
- Performance Lag Address Programme (PLAP) 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. Registers are usually provided by the school.

#### 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

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## **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 and PLAP records. The template on continuous assessment will be provided to the school by ZIMSEC.

## **Performance Lag Address Programme (PLAP) record**

### **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 safe. 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.

## **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-centered 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, and 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 development methods Affective development methods and Psychomotor development methods

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

These are mainly deductive

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

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

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

#### **c) 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

- Mastery Learning
- Points to consider when selecting teaching methodologies
- Your subject matter should determine the most suitable teaching method/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. The facilitator can provide charts, artefacts.

### **SELECTING APPROPRIATE INSTRUCTIONAL AIDS**

When selecting instructional aids, you have to consider the following; Topic, Level of learners, available resources, environment and, 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 History are;

- Charts
- Flash cards
- ICT tools
- Textbooks
- Newspapers
- Magazines
- 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, and 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.

### **Supervision**

You must check learners' work in order to guide and correct them in all areas from group discussions, games to field trips.

## **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.

## SCOPE OF THE GUIDE

### UNIT 7

#### TOPICS COVERED

##### Form 1

1. Conceptualisation of History
2. Origins of Humankind
3. Ancient Civilisation in Africa: Egypt
4. Development of Zimbabwean Societies
5. Slavery and the Slave Trade
6. Early European Contacts with Zimbabwe: Portuguese and Missionaries

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

#### Topic           Origins of humankind

##### Objectives

By the end of the lesson pupils should be able to

- a) Identify the major theories of the origins of man
- b) Describe Charles Darwin theory of evolution of man
- c) Explain why Africa is regarded as the cradle of mankind

##### ● Africa as the cradle of mankind

Sites where remains of hominids were found eg Olduvai Gorge, lake Turkana

##### Methodology

Flipped lesson

Simulation

Debate

Project work

Educational tour to museum, national archives

##### ● Teaching Aids

Documentaries /national geographic

Map of Africa

Talking books

Brailed material

Pictures

Human skull (made of plastic)

##### Activities

Modelling

Making paintings, pencil and pen art of hominids

Group discussion on theories of evolution

Marking sites on African map

Writing a report on the stage of evolution

Assessment



Writing tests and exercise

Project work

Assessing models

Assessing pupil's collections on various stages of evolution

Assessing reports made by pupils on the stage chosen

## **FORM 2**

1. Colonisation
2. Colonial Administration in Rhodesia
3. Nationalism
4. The Armed Struggle
5. Post-Independence developments in Zimbabwe

### **THEME Colonisation of Zimbabwe**

#### **TOPIC - Causes of the Anglo – Ndebele War 1893 - 4**

#### **Objectives**

By the end of lesson learners should be able to:

- a) Identify causes of the Anglo Ndebele 1893- 94 war
- b) describe the causes of the Anglo Ndebele War

#### **Methodology**

Simulation game on the Victoria Incident

Class debate on most important causes of the Anglo Ndebele 1893-4

Group presentation on the causes of the Anglo – Matabele War

#### **Learning Materials**

ICT Tools

Job cards

Realia

#### **Assessment**

Project Work on the causes of the Anglo Matabele war

Learners can carry out research work on causes of the war

Learners can do report writing, songs poems on the Anglo- Ndebele War

## **Form 3**

1. Conceptualisation of History
2. Early Stone Age
3. Slavery and the Slave Trade
4. Early European Contacts with Zimbabwe: Portuguese and Missionaries
5. Colonisation
6. Colonial Administration in Rhodesia

7. Nationalism
8. The Armed Struggle
9. Post-Independence developments in Zimbabwe

### **FORM 3**

**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:

- a) List iron age tools and weapons
- b) describe industries of the iron age
- c) explain the benefits brought by the use of iron

#### **Methodology**

Picture study  
Guided discovery  
Gallery walk

#### **Learning Materials**

Iron tools  
Artefacts  
Talking books  
Pictures  
ICT tools

#### **Assessment**

Written exercises  
Undertaking project work on Iron age tools

#### **Conclusion**

This 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 yours and your learners progress.

**NB** Refer to Annex A for details on each of the topics below

## SCOPE AND SEQUENCE ANNEXTURE A

## SCOPE AND SEQUENCE

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Conceptualisation of economic history</b>	<ul style="list-style-type: none"> <li>• Introduction to economic history</li> </ul>		<ul style="list-style-type: none"> <li>• Economic thinking before the 20<sup>th</sup> century</li> <li>• Economic thinking in the 20<sup>th</sup> century</li> <li>• New economic thinking</li> </ul>	
<b>Economic Systems in Zimbabwe</b>	<ul style="list-style-type: none"> <li>• Economic organisation of pre-colonial societies</li> <li>• Means and modes of production of pre-colonial societies</li> <li>• Conservation systems of pre-colonial societies</li> </ul>		<ul style="list-style-type: none"> <li>• Economic organisation of pre-colonial societies</li> <li>• Means and modes of production of pre-colonial societies</li> <li>• Conservation and preservation systems of pre-colonial societies</li> </ul>	
<b>Industrialisation in Zimbabwe in The Stone Age and the Iron Age</b>	<ul style="list-style-type: none"> <li>• Early Industrialisation: Stone Age</li> <li>• Early Industrialisation: Iron Age</li> </ul>		<ul style="list-style-type: none"> <li>• Early industrialisation: The Stone Age and the Iron Age</li> </ul>	
<b>Development Of Capitalism</b>	<ul style="list-style-type: none"> <li>• Merchant capitalism in pre-colonial Zimbabwe</li> </ul>			
<b>Economic Domination Of Pre- Colonial Zimbabwe</b>	<ul style="list-style-type: none"> <li>• The Prazo System and African</li> </ul>			

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

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<p><b>Economic Domination- the First Chimurenga/Umvukela In Zimbabwe</b></p>			<ul style="list-style-type: none"> <li>• The Prazo System and African Response</li> <li>• Treaties and colonisation</li> <li>• Anglo-Ndebele War (1893-4) and the First Chimurenga/Umvukela (1896-7)</li> </ul>	
<p><b>Economic Developments In Zimbabwe Since 1980</b></p>				<ul style="list-style-type: none"> <li>• Economic achievements and challenges since 1980</li> <li>• Colonial economic legacy in Zimbabwe, South Africa and Mozambique)</li> <li>• Land Reform Programmes since 1980</li> <li>• Economic sanctions in Zimbabwe</li> <li>• Comparison of Land acquisition programmes (South Africa and Mozambique)</li> </ul>
<p><b>Indigenisation, Empowerment And Enterprise Skills</b></p>				<ul style="list-style-type: none"> <li>• Indigenisation of the Economy</li> </ul>

TOPIC	FORM 1	FORM 2	FORM 3	FORM 4
<b>Economic Policies Since 1980</b>		<ul style="list-style-type: none"> <li>• Land Reform Programmes since 1980</li> <li>• Economic policies</li> </ul>		
<b>Resource Management And Utilisation</b>		<ul style="list-style-type: none"> <li>• Value Addition and Beneficiation</li> <li>• Ethics in economic development</li> <li>• Protection of Intellectual Property</li> </ul>		<ul style="list-style-type: none"> <li>• Value addition and beneficiation</li> <li>• Ethics in economic development</li> <li>• Protection of Intellectual Property</li> </ul>
<b>International Economic Relations</b>				<ul style="list-style-type: none"> <li>• Economic relations between Zimbabwe and the international community</li> <li>• Colonial economic legacy in Zimbabwe, South Africa and Mozambique)</li> </ul>

## **CONCLUSION**

We hope 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 your own work and your learners progress.

