



ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

CURRICULUM DEVELOPMENT AND TECHNICAL SERVICES

HERITAGE STUDIES

**SECONDARY SCHOOL LEVEL
FORMS 1 - 4
2015-2022**

TEACHER'S GUIDE

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

© All Rights Reserved
Copyright 2015

ACKNOWLEDGEMENTS

The Ministry of Primary and Secondary education would like to acknowledge the following for their valuable contributions in the compilation of this guide:

- Curriculum Development and Technical Service staff
- Heritage Studies panelists
- UNICEF for funding.

TABLE OF CONTENTS

Acknowledgements	ii
Table of Contents	iii
Introduction	1
PART A: CRITICAL DOCUMENTS	2
INTRODUCTION	2
1.0 PREAMBLE	2
1.1 Introduction	2
1.2 Rational	2
1.3 Summary of contents	3
1.3.1 Assumptions	3
1.3.2 Cross cutting things	3
1.4 RATIONALE	3
1.5 OBJECTIVES	4
1.6 UNIT 1: SYLLABUS INTERPRETATION	5
1.6.1 INTRODUCTION	5
1.6.2 Understanding Syllabus Interpretation	5
1.6.3 Interpreting the Syllabus	5
1.6.4 OBJECTIVES	5
1.7 TYPES OF SYLLABUSES	5
1.7.1 OFFICIAL OR NATIONAL SYLLABUS	5
1.7.2 Elements of the National syllabus	6
1.7.3 Content	6
1.8 School Syllabus	7
1.8.1 Introduction	7
1.8.2 DEFINITION OF A SYLLABUS	7
1.8.3 Factors Influencing drafting of a School Syllabus:	7
1.8.4 Elements (Structure of School syllabus)	8
UNIT 2	9
1.9 Schemes of Work	9
1.9.1 DEFINITION OF A SCHEME OF WORK	9
1.9.2 COMPONENTS OF A SCHEME OF WORK	10
1.9.3 STRUCTURE OF A SCHEME-CUM PLAN OF WORK	11
1.9.4 LESSON EVALUATION:	16
2.0 UNIT 3	13
2.1 RECORD – KEEPING	13
2.2 DEFINITION OF RECORDS	13
2.3 INTRODUCTION	13
3.0 PART B: CURRICULUM DELIVERY	15
INTRODUCTION	15
3.1 OBJECTIVES	15
3.2 CONTENT	15

3.3 METHODOLOGIES.....	15
3.4 TEACHING-LEARNING MATERIALS.....	16
3.5 ASSESSMENT AND EVALUATION	18
3.6 EVALUATION METHOD	18
3.7 ASSESSMENT OBJECTIVES.....	19
3.8 SCHEME OF ASSESSMENT.....	19
3.9 CONTINUOUS ASSESSMENT	19
4.0 CLASS MANAGEMENT	19
5 SCOPE AND SEQUENCE	20
6. COMPETENCY MATRIX	20
7. ABBREVIATION AND ACCRONYMS.....	20

INTRODUCTION

This teacher's guide is divided into two parts, 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 documents are as follows:

- The Curriculum Framework for Primary and Secondary Education 2015-2022,
- The national syllabus
- The school syllabus
- Schemes of work
- Lesson plans
- Progress records
- Attendance register
- Learner profiles.

Part B deals with curriculum delivery, that is, the content, objectives, methods and instructional materials, classroom management, Assessment and Evaluation.

PART A

CRITICAL DOCUMENTS

INTRODUCTION

This guide assists you the teacher in handling the Heritage Studies learning area which falls under the Humanities. After going through the 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 Heritage Studies for secondary learners.

As a teacher it is important for you to have access to the following critical documents in order to deliver the Heritage Studies curriculum effectively.

- Curriculum framework
- National syllabus
- School syllabus
- Schemes of work/scheme-cum-plan
- Lessons plans
- Learner profile
- Progress records
- Attendance register

1. PREAMBLE

1.1 Introduction.

The heritage studies syllabus covers four years of secondary education. The syllabus matter on, national history of the people of Zimbabwe , liberation struggle, national resources , cultural norms and values, beliefs, historical sites, indigenous food heritage.

The syllabus aims at facilitating the learner to become a responsible citizen of Zimbabwe who is patriotic, competent, self reliant and who has the sense of national pride. The syllabus also aims at upholding and cultivating in the learners the spirit of Ubuntu/Vumunhu, (social values and norms).

It is believed that the syllabus will produce a learner who is creative and knowledgeable to explore and exploits the available resources for survival. The syllabus also uses information and communication technology (ICT) to enhance the teaching and learning of heritage studies.

1.2 Rational

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

1.3 Summary of contents

This is a summary of the content matter that the heritage syllabus covers.

1.3.1 Assumptions

Learners do not come into the classroom blank. The knowledge which they already have is what we call assumptions.

1.3.2 Cross cutting things

These are emerging and contemporary issues which cut across all the learning areas. Teachers should find ways to marry them in their learning and teaching situation whenever possible. These are :

- ICT
- gender
- children`s rights and responsibilities
- disaster risk management
- financial literacy
- sexuality
- HIV and AIDS education
- child protection
- human rights
- heritage
- environmental issues

NB - Not all cross cutting themes can be applied in all learning areas, some are capable to particular learning areas than others.

1.4 RATIONALE

The Heritage Studies syllabus seeks to develop individuals who have a collective responsibility for protecting and investing in their cultural natural and Liberation heritages and wealth creation for posterity. It develops a spirit of a national consciousness and moulds the human character which is the foundation of Unhu/Ubuntu/vumunhu (societal norms and values).

The syllabus seeks to uphold our national unity, sovereignty and governance by embracing the Zimbabwean Constitution, national symbols and events which foster patriotism, national identity and a sense of pride and ownership of factors of production such as national resources for example land.

1.5 OBJECTIVES

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

- Implement this Heritage Studies syllabus
- Manage your classes effectively
- Mobilise the teaching and learning resources
- Prepare appropriate, engaging teaching aids
- Track the learner's progress during the learning process.

UNIT 1:

1.6 SYLLABUS INTERPRETATION

1.6.1 INTRODUCTION

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

Every professional teacher needs to learn how to interpret the syllabus correctly.

1.6.2 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 synthesizing it.

1.6.3 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 – What does the syllabus intend to achieve within the learners?
- **The content** – Knowledge, skills and attitudes i.e. competences. Content constitutes the heart of the syllabus. Thus, syllabus interpretation facilitates breaking down of content into teachable units

1.6.4 OBJECTIVES

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

-interpret the Heritage Studies National Syllabus

1.7 TYPES OF SYLLABUSES

Syllabuses are **key documents** to every teacher. They are two types of syllabuses namely the :

- National Syllabus
- School syllabus

1.7.1 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/ examination format

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 level. As a teacher you should always have it and use it to guide you in your day to day

teaching and learning activities.

1.7.2 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
- Scope and Sequence chart
- Competency Matrix
- Assessment and evaluation

1.7.3 Content

The content for Heritage Studies include :

- Socialisation
- Identity
- Cultural Heritage; norms and values
- National History, Sovereignty and Governance
- National heritage
- Constitution of Zimbabwe
- Rights and Responsibilities
- Production, Distribution of Goods and Services
- Global issues

1.8 School Syllabus

(A breakdown of the national/official syllabus)

1.8.1 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 section...on Syllabus Interpretation)

1.8.2 DEFINITION OF A SYLLABUS

A Syllabus is a plan that states exactly what learners should learn at school in a particular learning area.

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 i.e infant, junior and secondary.-
- Teachers are required to teach from the syllabus.-
- Examinations are set from the syllabus.

1.8.3 Factors Influencing drafting of a School Syllabus:

- National goals and subject options available on national list- Give national identity and philosophy and as well 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 the local people.
- Evaluation system and strategies: Consider how the curriculum is evaluated and whether it will be possible to evaluate effectively in a particular school environment.
- Time allocation in the official syllabus
- Local conditions that affect the choice and sequencing of topics
- Education technology

1.8.4 Elements (Structure of School syllabus)

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

As a teacher it is important to have a copy of a School syllabus that is derived from National syllabus because public examinations are derived from the syllabus.

UNIT 2

1.9 Schemes of Work

1.9.1 DEFINITION

This is a document that you as a teacher should draw from the national and school syllabus. You should outline the objectives activities, content, methodologies(see scheme of work/scheme cum plan template on page 11).You should draw your scheme of work/scheme cum plans two weeks ahead of lesson delivery date.(use of ICT tools in drawing the documents is encouraged)

Furthermore, a Scheme of work is a plan for something. Your Scheme of work is therefore 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 set in the syllabus. 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 one week, 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.When you are preparing a Scheme of work, you should consider the following:

1.9.1.1 Understanding the syllabus

- As a classroom teacher, 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. The teacher is expected to act like a policeman or a judge who is called upon to administer the law though he did not make it. It is therefore important for you to be thoroughly conversant with the curriculum in order to implement it successfully.

1.9.1.2 Syllabus content

- Topics in the syllabus may not be arranged in the order they are supposed to be taught. Some topics will require the knowledge of previous ones while others are quite independent. You should not only identify essential learning content but also arrange the content in a logical teaching order considering preceding and succeeding syllabus content. Related subjects should also be considered when scheming. Quite often the teaching of a given topic may be impeded by a lack of skills or knowledge to be acquired in a different subject for example, learners may be unable to write a composition on soil conservation if they have not covered the topic in geography or science.

1.9.1.3 Existing scheme of work

- If a Scheme of work is already available for the learning area, it will be a waste of time, effort and resources for you to make another one. rather revise the existing scheme to suit your learners and bring it up to date.

1.9.1.4 Reference materials

- You should be familiar with available reference material necessary for effective coverage of the topics in the scheme of work. There is nothing more disturbing than finding out that a topic that has already been covered could have been more interesting, enjoyable and better understood if certain materials or teaching aids that are available in the school had been utilized.

1.9.1.5 Assessment

- Learners will be assessed in both continuous and summative methods. Your scheming should reflect this. Some levels require more revision time than others and therefore scheme for revision appropriately. Projects for continuous assessment, research or public performances should also be schemed for.

1.9.1.6 Time allocation

- **While a term** has thirteen weeks, it is not possible to use all of these for effective teaching because there could be predictable and unpredictable interruptions for example, public holidays, internal examinations, open days, sports days , visits from district, province etc. Therefore you should scheme with this in mind.
- **Objectives:** each lesson should have objectives which pinpoint the anticipated learning behaviour of the learners. The objectives must be stated in a manner that there is a measurable aspect manifested at the end of the lesson for example, learners should be able to read three consonant syllables.
- **Methods and activities:** you should state specific activities that the learners and the teacher will perform while in the class as well as homework and assignments, eg, answer comprehension questions, read the passage on page 25etc.
- **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, equipment or apparatus that is available and appropriate. You should not indicate a teaching aid that will not be available in class.
- **Evaluation:** this should be done immediately 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 consequent 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.

1.9.2 COMPONENTS OF A SCHEME OF WORK

The components of a scheme of work are :

- Level of learners: state the level 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 Schemes-cum plan of work is usually horizontal and comprises of the following columns:

WEEK ENDING	CONTENT/TOPIC	OBJECTIVES	COMPETENCIES/ SKILLS	SUGGESTED LEARNING RESOURCES AND NOTES	UNIT CONTENT	SUGGESTED LEARNING METHODS/ACTIVITIES	EVALUATION
		By the end of the week pupils should be able to					

EXAMPLE**1.9.3 STRUCTURE OF A SCHEME-CUM PLAN OF WORK**

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

WEEK ENDING	TOPIC/CONTENT	OBJECTIVES	COMPETENCIES/ SKILLS	SUGGESTED LEARNING RESOURCES AND NOTES	MEDIA	SUGGESTED METHODS/ACTIVITIES	EVALUATION
20/01/17	Identity: Family, local and national identity	By the end of the week pupils should be able to: - list forms of personal identity -name at least five totems recite at least 3 totem praises -narrate their family genealogies -draw pictures of their totem creatures.	<ul style="list-style-type: none"> ● listing ● naming ● reciting ● drawing ● 	<ul style="list-style-type: none"> -National Heritage Studies syllabus, topic 2, page 3 -Textbooks --Teacher's resource book 	<ul style="list-style-type: none"> ● ICT tools ● Resource Persons ● Charts ● Pictures 	<ul style="list-style-type: none"> ● Listing forms of personal identity. ● Singing totem praises. ● Naming various totems. ● Narrating genealogies. ● Drawing totem creatures/things. 	

1.9.4 LESSON EVALUATION:

A good lesson evaluation should give the strengths and weaknesses of the lesson and thereafter give a wayforward.

Strength:
.....
.....
.....
.....

Weaknesses:
.....
.....
.....
.....

Way forward:
.....
.....
.....
.....

2.0 UNIT 3

2.1 RECORD – KEEPING

2.2 DEFINITION

Records are critical documents about the teaching and learning process.

2.3 INTRODUCTION

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

They include:

- Syllabuses (National and School)
- Staff and pupil details
- Examination documents
- Mark lists
- Stock control registers

2.3.1 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

2.3.2 RECORDS TO BE KEPT

- Official syllabuses
- School syllabuses
- Records of staff details
- Records of learner details
- Supervision records
- Files, circulars, handouts, past exam papers
- Minutes of meetings
- Inventory of resource materials
- Stock control registers
- 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

Heritage Studies 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 practice. 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. Heritage Studies instils in the learner a preservation ethic and enhances responsiveness to threats on the heritage. Heritage Studies moulds the human character and is the foundation of Unhu /Mumunhu/Ubuntu. It 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.

Thus for the effective curriculum delivery of this learning area, learner centred methods and activities are encouraged. The use of Instructional teaching learning aids will create virtual realities and thus help 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-centred approaches
- plan and organise educational tours
- help pupils carry-out projects or experiments
- make good quality aids from available resources

(Types: charts, chalkboard, whiteboard, computers, slides, films, videos, flannel graph, textbooks)

3.2 CONTENT

This refers to 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 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
- 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 Chalk/Recitation Method
- Field Trip/Educational tours Method
- Futures wheel
- Team Teaching Method
- Question and Answer

b) **AFFECTIVE DEVELOPMENT METHODS**

- Modelling Method
- Simulation Method
- Dramatic Method
- Simulation Games
- Role-Playing Method
- Gallery walk
- Observation

- Lecture

c) PSYCHOMOTOR DEVELOPMENT METHODS

These are more learner activity based and heuristic

- Inquiry Method
- Interactive e-learning
- Discovery Method
- Process Approach Method
- Demonstration Method
- Laboratory/Experimentation Method
- Programmed Learning Method
- Dalton Plan/Assignment Method
- Project Method, case studies
- Microteaching Method
- Mastery Learning
- Song and dance
- 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.

3.4 TEACHING AND LEARNING MATERIALS

These are materials that enhance the teaching- learning process. They assist you the teacher to achieve desired objectives while in learners they help in concretising 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
- Number of learners

These teaching and learning aids should be of good quality and user friendly considering the available resources in the school. Examples of teaching and learning aids appropriate in language teaching are;

- Charts
- Flash cards
- ICT tools
- Textbooks
- Newspapers
- Magazines
- Mobiles
- Work cards

Instructional aids should be used effectively and 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 practise beforehand so that you do not embarrass yourself in front of the class.

3.5 ASSESSMENT AND EVALUATION (This is well explained in the Form 1 – 4 National Syllabus page 41-42)

In brief, 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.

3.6 EVALUATION METHODS

- Tests and exercises
- Examinations
- Assignment

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.

3.7 ASSESSMENT OBJECTIVES

By the end of the Heritage-Social Studies Secondary School Level, learners should be able to:

- demonstrate patriotism
- explain the significance of socialisation
- appreciate the value of cultural Heritage: norms and values

3.8 SCHEME OF ASSESSMENT

Heritage Studies will be assessed through continuous and summative assessment from Form 1 – 4.

3.9 Continuous Assessment

Continuous assessment shall involve projects, written tests, assignments and practicals as indicated in the assessment table on page 41 of the Heritage Studies National Syllabus, forms 1-4.

4.0 CLASS MANAGEMENT

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

4.1 CREATING AN EFFECTIVE LEARNING ENVIRONMENT

This covers classroom organization from:

- **4.2 Physical environment**

Clean, tidy and airy classroom and furniture arranged carefully for safety and teaching aids that are visible to learners.

- **4.3 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.

- **4.4 Grouping**

You may group your learners according to needs, abilities, problems but never by sex. Encourage them to share ideas in groups.

- **4.5 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.

- **4.6 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 pens 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.

- **4.7 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.

5.0 SCOPE AND SEQUENCE

This shows the depth and breath of the content. Sequence refers to ordering of the information. Information is arranged according to logical ordering of the subject from simple to complex. Generally, the same concept cuts across all the levels differing in depth and breath as children progress to higher levels (spiral approach). (See syllabus on page 3-5)

6. 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/Competence and Content, Suggested learning activities and Suggested Resources. (See syllabus)

7 ABBREVIATIONS AND ACCRONYMS

ABBREVIATION

A shortened or contracted form of a word or phrase used to represent the whole, utilizing omission of letters and sometimes substitution of letters or duplication of initial letters to signify plurality e.g. ZESA, PSI. etc.

ACRONYMY

This is an abbreviation formed by usually initial letters taken from the word or series of words, that is pronounced as a word itself e.g. SADC, UNICEF, COMESA etc. (See page 42 of the syllabus for more abbreviations and acronyms).

CONCLUSION

This document is meant to assist you the teacher to deliver well the forms 1-4 Heritage Studies syllabus content. You are therefore encouraged to read through the teacher's guide and gain an insight of the syllabus matter and how it should be dealt with. As a facilitator in the learning process, you are highly encouraged to capacitate yourself through research and further studies. It is the hope of the Ministry of Primary and Secondary Education that your duty as an educator will bring marvelous results through the help of this teacher's guide.

