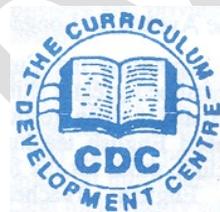Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCCATIONAL TRAINING AND EARLY EDUCATION

JUNIOR SECONDARY SCHOOL SOCIAL STUDIES

ZERO -DRAFT

GRADES 8 AND 9

Published by the Curriculum Development Centre
P.O. Box 50092
Lusaka
2011

Copyright

2

Table of Content

PREFACE

This Integrated Social Sciences Syllabus has been prepared against the background of Educational reforms. It takes into account the new structure of the School Curriculum. It is an aspect of both the Educational Reform and Curriculum implementation. It attempts to meet the requirements of the Reform.

One other thing which is significant in the syllabus is the provision of carefully planned and sequenced topics, sub-topics, outcomes and content. The subject-matter covering knowledge, skills and values is blended in an integrated approach.

The strongest point about this syllabus is that learning experiences start from KNOWN to UNKNOWN. The learner, therefore, is first well introduced to THINGS around him/her. In this way the learner interacts with, and experiences both the immediate and distant communities and environments, all of which centre around local, regional, Africa and global context. These specific outcomes provide the bases for achieving the aims of basic knowledge, skills, methods and strategies such as collecting data, organisation of materials and interpretation. Above all, it aims at inculcating values such as social interaction, decision making.

To achieve all these, teaching/learning processes will require practicals, dramatisations, projects and field visits. The syllabus focuses on the ability to acquire knowledge, skills and values needed to develop positive and desirable attitudes; the potential to tackle challenges posed by political, cultural, social and economic needs and factors. In this way, the syllabus contributes to the TOTAL DEVELOPMENT OF THE INDIVIDUAL, THE COMMUNITY AND SOCIETY BOTH IN THE IMMEDIATE AND DISTANT FUTURE.

CURRICULUM DEVELOPMENT CENTRE

LUSAKA

ACKNOWLEDGEMENTS

INTRODUCTION

The term "Integrated Social Science" is here used to identify a new study area that has been introduced at junior secondary school level (Grades 8 and 9). It does not denote a political school of thought, a philosophy, a doctrine or a form of organisation. It only refers to this new learning area on human relationships and behaviour. It is an inter-disciplinary programme with a contemporary orientation incorporating some aspects of Civic Education, Geography and History that were previously taught as separate subjects in the former curriculum.

Education in Zambia as well as elsewhere is deemed to be the vehicle through which a morally, democratic learner should be developed. Thus, Integrated Social Science is expected to be the mirror through which the Zambian society should see itself in its quest and dedication to promote and perpetuate its social skills, beliefs, values and traditions.

Some educators believe that some subjects such as mathematics, natural sciences and languages are more important and intellectually challenging than others like History and Geography. While no one can deny the fact that scientific and technological advances are crucial to human survival, one cannot also deny the fact that many of these advances can threaten human survival by scientists without social skills and conscience. They are likely to utilise instruments of science and technology advances to exploit and suppress other human beings rather than their betterment. To avoid such human self-exploitation or destruction, Integrated Social Science has to be taught, because it is one principal means to prepare any learner to accept one's social roles and become responsible adults. It assists learners to develop positive values and respect for human life.

The syllabus further takes into account national educational goals and the structure of the various disciplines that contribute to the subject "Integrated Social Science". For instance, one of the main National Goals is the **"achievement of an all-round development of the learner through self-reliance of an individual"**. It is for this reason that the specific outcomes of the syllabus aim mostly at equipping the learner with productive skills. The syllabus emphasises the various approaches adopted in learning such disciplines in an integrated manner. The subject matter is arranged in a spiral manner, that is, dealing with the same topic, moving from the simple to the complex, while at the higher grades the study extends in breadth and depth. The syllabus takes into account factors of space, time perspective, political and socio-economic changes.

GENERAL OUTCOMES

Integrated Social Science aims at developing a learner physically, socially, culturally, and economically who will become functional in society and responsible at the end of the learning cycle.

The study area also provides opportunities for the development of knowledge, skills, values and attitudes that are necessary to face the challenges and dictates of adult life and dynamic society. The following are the general outcomes of the syllabus:

- Develop an understanding of the economic, political, civic, cultural, geographical and historical factors which influence social development;
- Create an understanding of democratic principles and beliefs such as human rights;
- Develop an understanding of the importance of sustainable development;
- Create an awareness of the interaction of human beings with social, economic and biophysical environment;
- Create an awareness of the consequences of Western European colonisation;
- Develop an understanding of political, economic and social developments which have taken place in Zambia before and after independence;
- Develop moral responsibility for the preservation, conservation and improvement of the natural and cultural resources that Zambia is endowed with;
- Develop an understanding of the determinants of population growth in Zambia;
- Equip learners with the necessary understanding of contemporary issues such as HIV/AIDS, substance abuse, child labour and abuse, corruption, water and sanitation, human rights and good governance;
- Develop the knowledge that man is a geological being and part of the earth's ecosystem.

METHODOLOGY

Recommended methodologies are learner-centred. They include group work, role play, case studies, and demonstration, debate and action projects.

SCHEMING

As a reminder, a scheme of work is here defined as a series of related activities designed by the teacher to attain specific outcome or outcomes. Scheming is aimed at changing the behaviour of the learner through the attainment of specific outcome or outcomes. A scheme of work is also a plan to achieve specific outcomes through content and learning activities related to a topic or sub-topic. The scheme of work should consist of the following:

Topic;
Sub-topic;
Key concepts and main ideas;
Specific ideas drawn from main ideas;
Aims for teaching of that topic/sub-topic;
Initial learning activities;
Development activities using aids;
Evaluation activities;
Summarising activities.

LESSON PLAN

A lesson plan is a general or specific outline of what a teacher intends to do to help learners to learn. It should specify teaching/learning activities which will facilitate learning. A lesson plan must be arranged in such a way that effective instructions are clear and learners are exposed to meaningful learning experiences. It should include the following:

A list of key concepts and main ideas;
A statement of specific ideas derived from main ideas;
A statement of specific outcomes;
Teaching activities – what the teacher will do to facilitate learning;
Learning activities – what the learner will do in order to learn;
A list of resources/aids to be used to facilitate learning;
Evaluation activities based on the stated specific outcomes (what the teacher wants to do to demonstrate that learning has taken place);
Lesson evaluation

TIME ALLOCATION

It is recommended that five (05) periods of forty (40) minutes each should be allocated to the teaching of Integrated Social Science.

GRADE 8

8.1 THEME: Political development
GENERAL OUTCOME: Create an appreciation of political development and governance in Zambia since 1964

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
Political Development of Zambia	Civic Education	8.1.1 Explain the meaning of civic education	• Study of political, social, cultural and economic issues	Identification	• Knowledge
	Zambia's path to independence	8.1.2 Describe Zambia's path to independence	• BSA Company rule, welfare societies, trade unions, federation, political parties	• Research	• Appreciation • Unity
	Symbols of National Identity	8.1.3 Describe symbols of national identity 8.1.4 Demonstrate the value of national symbols	• Flag • Coat of arms • National anthem	• Critical thinking	• Patriotism • Solidarity • Unity • Peace
Governance	Systems of Governance	8.1.5 Identify systems of governance 8.1.6 Describe the characteristics of good and bad governance **8.1.7** Identify institutions that promote good governance	• Systems: bad and good • Good; consultation, rule of law, citizen participation in decision making, accountability, transparency • Bad; no consultation, non participation in decision making, absence of rule of law, • Institutions: anti-corruption commission, auditor generals office, the media, civil society organisation	• Critical thinking • Identification • Analysis	• Justice • Accountability • Transparency
	Constitution	8.1.8 State types of constitutions 8.1.9 Explain the importance of a Constitution	• Written and unwritten constitutions • Promotes orderliness, guarantees individual rights,	• Identification • Critical thinking	• Appreciation • Awareness • Patriotism
	Citizenship	8.1.11 State qualifications of Zambian citizenship 8.1.12 Describe qualities of a good	• By: birth, naturalisation, descent, • Loyalty, honest, patriotic, respect for	• Identification	• Patriotism • Responsibility • Integrity

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		citizen 8.1.13 State rights and duties of a Zambian citizen	human rights, • Rights; health, life, voting, education, food, shelter • Duties; pay tax, obey laws, report crime.		• Respect • Awareness
	Political organisation	.1.14 Describe a political party .1.15 Describe a one party political system. .1.16 Describe multi-partism .1.17 State the advantages and disadvantages of multi-partism.	• A group of people coming together to promote a political agenda • Existence of one political party • Existence of more than one political party • Advantages; wider freedom of political choice, promotes competition • Disadvantages; interparty conflicts lack of sustainable development, costly to manage	• Analysis • Identification • Comparison	• Tolerance • Co-existence • Integrity • Honesty • Accountability • Assertiveness
	Elections	8.1.17 Explain types of elections 8.1.18 Describe electoral procedures 8.1.19 Describe the role of the Electoral Commission of Zambia 8.1.20 Identify electoral malpractices	• Presidential, parliamentary, local government (general or tripartite), by-elections • Delimitations, registration, nomination, campaigning, voting • Management of elections: monitoring, code of conduct • Rigging (Vote buying, intimidation, misleading)	• Analysis • Effective communication • Voting • Identification	• Decisiveness • Patriotism • Honesty • Integrity • Transparency • Assertiveness
	Central Government	8.1.21 State organs of government 8.1.22 Describe functions of government	• Central government (Legislature, Executive, Judiciary) • Law making, implementation, enforcement	• Identification • Critical thinking	• Patriotism • Appreciation
	Local Government	8.1.23 Explain the history of local government in Zambia	• History of local government (periodization)	• Identification	• Patriotism • Appreciation

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		8.1.24 State the functions of local government	• Collection of levy, provide services, enact and enforce by-laws		• Accountability • Awareness
	House of Chiefs	8.1.25 Identify roles of traditional rulers 8.1.26 State the composition of the House of Chiefs 8.1.27 Explain the role of the House of Chiefs	• Provide leadership in the community, Custodians of traditional values and land, • Three representatives from each province • Advise government on traditional issues,	• Critical thinking • Identification	• Awareness • Appreciation • Respect

8.2 THEME: Man and the environment
GENERAL OUTCOMES:
Create an understanding of relationships between man and the environment
Develop skills needed to read and interpret maps, charts and diagrams

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
Environment	Physical and cultural features of Zambia	8.2.1 Describe Relief levels of Zambia 8.2.2 Locate the major drainage features of Zambia 8.2.3 State the cultural features of Zambia	• land below 900m, between 900m and 1200m and land above 1200m above sea level • lakes, rivers and swamps • Road and railway network, settlements, plantations, bridges	• Observation • Interpretation • Analysis • Analysis • Description • Drawing • Application	• Awareness • Appreciation • Responsibility • Conservation • Preservation • Scenic Beauty
	Weather and climate of Zambia	8.2.4 Describe weather and climate	• Weather : atmospheric conditions of a place at a given time • Climate : average weather		

14

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	**SKILLS**	**VALUES**
	Forests and their products	8.2.5 State the elements of weather 8.2.6 Identify the instruments used to measure elements of weather 8.2.7 Explain factors which influence weather 8.2.8 Describe the climate of Zambia 8.2.9 Analyse effects of weather and climate on human activities 8.2.10 Describe the types of vegetation 8.2.11 Identify type of tree species 8.2.12 Name forest products and uses 8.2.13 Explain the importance of conserving and preserving forests	conditions of an area over period of time • Temperature, wind, humidity, pressure, rainfall • Temperature: thermometer, wind speed: anemometer, wind direction: wind vane, humidity: hygrometer, pressure: barometer, rainfall: rain gauge • Calibration of weather instruments • Seasons, distance from the sea, prevailing winds, latitude, altitude • Tropical • Temperature and Rainfall characteristics • Close, open forests and swamps • Indigenous and exotic tree species • Timber, mushrooms, honey, medicines, fruits, tubers, vegetables, fuel wood • Conservation preservation and sustainability		
	Population of Zambia	8.2.14 Explain population concepts	• Population concepts: population density, census, growth rate, birth rate, mortality rate	• Interpretation • Application • Application	• Awareness • Appreciation • Awareness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		8.2.15 Describe the population distribution of Zambia 8.2.16 List factors leading to rapid population growth in Zambia 8.2.17 Explain population migration in Zambia 8.2.18 State the impact of HIV and AIDS on the population	• Population distribution • Early marriages, high fertility rate, poverty • rural-urban, urban-urban and urban –rural • Food security, low productivity, high death rate,		• Conservation • Appreciation
	Farming	8.2.19 Describe the different traditional types of shifting cultivation .20 State the main crops grown under traditional shifting cultivation 8.2.21 Explain the effects of shifting cultivation on the environment.	• Transhumance • Chitemene • Fundika • Millet, sorghum, cassava, lentils, groundnuts • Deforestation, soil erosion, leaching, carbon emission, rainfall variability		
		8.2.21 Describe commercial farming 8.2.22 Identify the major cash crops grown under commercial farming 8.2.23 State characteristics of estate/plantation agriculture	• Large-scale, mechanisation, use of chemicals to control diseases and pests, use of artificial fertilisers • Growing areas and conditions • maize, tobacco, cotton, coffee, wheat, sugarcane, banana, pineapple, tea • foreign-owned, labour intensive, long-term investment, large capital outlay, irrigation, processing done on site, export oriented		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		.24 State factors influencing commercial livestock farming. 8.2.25 Explain the impact of commercial farming on the environment.	• Diseases and pests, pasture, markets, water scarcity, traditions, thefts • Deforestation, pollution, Soil erosion, displacement of wildlife		
	Fishing	8.2.26 Locate the major fisheries in Zambia 8.2.27 Identify the types of fish 8.2.28 Describe fishing methods 8.2.29 Describe fish processing methods. 8.2.30 State the challenges facing the fishing industry 8.2.31 Suggest possible solutions to challenges facing the fishing industry	• Lakes: Kariba, Tanganyika, Mweru, Bangweulu • Rivers: Zambezi, Kafue, Chambeshi-Luapula, Luangwa • Swamps: Lukanga, Barotse flood plains • Breams, Babel, Tiger fish, Bottle fish, Buka-buka, Fresh water sardines (Kapenta) • Gill and Seine nets, Baskets, Fishing lines, Motor boats, Dugout canoes, Spears • Smoking, Sun drying, Salting, Freezing, Caning • Marketing, storage, transportation, over fishing, bad fishing methods • Restocking, annual fish bans, fish farming, using standard fishing instruments	• Application • Identification	• Awareness • Appreciation • Conservation • Integrity • Honesty • Selflessness
	Tourism	8.2.32 Identify the major tourist attractions in Zambia	• National parks, Water falls, Historical sites, Traditional ceremonies, Water sports	• Analysis • Identification	• Awareness, • Appreciation • Conservatio

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		8.2.33 State the advantages and disadvantages of tourism 8.2.34 Explain the importance of conserving tourism resources	• Advantages: Foreign exchange earnings, Cultural exchange, Infrastructural development, Employment • Disadvantages: Trafficking in trophies, Diseases, Prostitution • Cultural heritage, sustainable development, recreation		n • Recreation • Integrity • Honesty • Selflessness

8.3   THEME: Man the social being in the past
GENERAL OUTCOME:
Create an understanding about why and how we learn about the past.

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
Pre-history	Learning about the past	8.3.1 Give reasons for learning about the past 8.3.2 Discuss various methods used to learn about the past 8.3.3 Compile time charts to show important events	• Reasons…………….. • Oral traditions, written records, anthropology, archaeology • Measuring time: BC, AD, Decade, Generation, Century, Millennium	• Data collection • Application	• Awareness • Appreciation
	Origins and Development of Man	8.3.4 Describe different versions of the origins of man 8.3.5 Discuss the stages in the development of man 8.3.6 Draw a time-chart to illustrate stages of the evolution of man	• Scientific and Biblical • Proconsul Africanus, Kenyapithecus, Australopitrhecus, Zinjanthropus, Homo-habilis • Periods: Early, Middle and Late Stone Age and Iron Age	•	• Appreciation • Imagination • Cooperation
Pre-colonial Societies in Zambia	Origins and movements of the Bantu Speaking Peoples	8.3.7 Describe the origins and movements of the Bantu speaking people 8.3.8 Identify the historical locations of different Bantu speaking peoples in Zambia	• Origins of the Bantu speaking people • Northern Zambia: Bemba, Mambwe, Namwanga • Luapula: Lunda • North-western Zambia: Luvale, Lunda, Kaonde • Western Zambia: Aluyi	• Identification • Classification	• Appreciation • Awareness

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			Knowledge	Skills	Values
		8.3.9 Describe the spread of farming and iron-working in Zambia 8.3.10 Discuss the importance of technology of the Bantu speaking people	• Central Zambia: Lenje, Soli, Lamba-Swaka • Southern Zambia: Tonga • Eastern Zambia: Chewa, Nsenga, Tumbuka • Origins of farming and iron working in Zambia • Geographical and technological influences on economic and strategic activities and farming		
	Decentralised societies Centralised societies	8.3.11 Identify the major decentralised societies in Zambia 8.3.12 Discuss the main features of decentralised societies 8.3.13 Identify the major centralised societies in Zambia 8.3.14 Discuss the main features of decentralised societies 8.3.15 Explain the importance of culture to any society 8.3.16 Locate and name on the map of Zambia the centralised and decentralised societies	• Tonga, Ila, Lenje, Soli • Political, social, economic and cultural features • Bemba, Luyi, Lunda, Chewa • Political, social, economic and cultural features • Importance of culture to any society	• Differentiating • Use of maps • Identification	• Appreciation • Belonging

GRADE 9

9.1   THEME: Governance
GENERAL OUTCOME: Develop an Understanding, Respect and Promotion of Human Rights

| TOPIC | SUB-TOPIC | SPECIFIC OUTCOMES | CONTENT | | |
			KNOWLEDGE	SKILLS	VALUES
Governance	Fundamental Human Rights	9.1.1 Explain fundamental human rights 9.1.2 Identify institutions and organisations that promote human rights in Zambia 9.1.3 Identify the factors that lead to human rights violation 9.1.4 Participate in human rights activities in school and community	• Fundamental Human Rights • Rights: Civil and political , economic, social and cultural and collective rights • Responsibilities • Violations of human rights • Institutions that promote human rights: Police – VSU, Courts, Human Rights Commission, Amnesty International • Lack of information, corruption, weak law enforcement,	• Analysis • Research • Effective communication • Inter-personal	• Respect • Justice • Awareness • Impartiality • Responsibility
	Gender roles	9.1.5 Describe gender roles 9.1.6 Classify sex roles 9.1.7 Explain gender discrimination 9.1.8 Identify institutions that promote gender equality 9.1.9 Participate in gender advocacy in school	• Gender roles • Sex roles • Gender discrimination • Institutions that promote gender discrimination: Home, school, faith based organisations, workplaces • Institutions that promote gender equality: Government Ministries, Human Rights Commission, Civil societies	Critical thinking	• Appreciation • Honesty • Fairness • Responsibility
	Corruption	9.1.10 Explain corruption 9.1.11 Explain the causes of corruption 9.1.12 Explain the effects of corruption 9.1.13 Describe the role of the community in fighting corruption	• Corruption • Forms of Corruption: Cash and services • Causes: e.g. greed, poverty • Effects: Political, economic and social • saying no to corruption, reporting corruption	Critical thinking	Integrity Accountability Transparency

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
		9.1.14 Identify the institution that spearheads the fight against corruption in Zambia	• Anti-Corruption Commission (ACC)		

9.2   THEME: Economic and Social Development
GENERAL OUTCOME:
Develop an understanding and appreciation of the skills for economic and social development

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
Economic Development	Budget	9.2.1 Describe types of budgets 9.2.2 Identify features of a budget 9.2.3 Explain sources of National Budget 9.2.4 Explain the importance of a budget 9.2.5 Identify the challenges associated with budget implementation	• Budgeting • Types of budget: Individual and National • Features of a budget: Income and expenditure • Sources of budget: Taxes, donors • Importance: control measure, transparency, equity, accountability • Tax evasion, corruption, theft, fraud, misapplication, lack of accountability	• Entrepreneurial skills • Problem solving	• Appreciation • Transparency • Equity • Accountability • Honesty • Integrity • Thriftiness • Awareness • Respect

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	Trade	9.2.6 Describe local and international trade	• Local trade; buying and selling of goods and services within the country • International trade; buying and selling of goods and services between countries • Chain of distribution: producer – manufacturer –wholesaler – retailer – consumer		
		9.2.7 Identify the challenges associated with local and international trade	• Poor transport and communication, unfair competition, poor quality of products, counterfeit products, porous borders, inadequate harmonised standards		
		9.2.8 Identify crimes associated with trade	• Smuggling, counterfeit products, human and drug trafficking, fraud, corruption,		
International Organisations	Regional Organisations	9.3.1 Identify regional organisations to which Zambia is a member 9.3.2 Outline structure of regional organisations 9.3.3 Explain functions of regional organisations	• SADC, COMESA, NEPAD, AU, • Structure of regional organisation • Standardisation, quality assurance, accreditation and metrology of products and services (SQAM)	• Communication • Negotiation • Arbitration • Networking	• Cooperation • Interdependence • Peace • Friendship • Solidarity
		9.3.4 Discuss benefits of Zambia's membership to regional organisations	• Ease of trade through SQAM for products and services		

23

9.4   THEME: Industrial Development
GENERAL OUTCOMES: Develop an understanding of the relationships between industrial development and resources that Zambia is endowed with
Develop skills to read and interpret maps, charts statistics and diagrams

Industry	Mining	9.4.1 State the major minerals mined in Zambia 9.4.2 Describe methods of mining used in Zambia 9.4.3 Discuss the contribution of mining to the socio-economic development 9.4.4 Discuss the impact of mining on the Environment. 9.4.5 Identify possible solutions to mitigate the impact of mining on the environment 9.4.6 Identify crimes associated with the mining industry in Zambia	• Copper, cobalt, coal, precious stones, nickel • Open and shaft mining • Employment, foreign exchange, economic development, social amenities, infrastructural development • Pollution, land degradation, displacement of communities • Compliance with environmental standards, diversification into non-mining activities • Corruption, theft, sub-standard and counterfeit products, fraud,	• Analysis • Application • Comparison	• Awareness • Responsibility • Conservation • Safety • Appreciation • Patriotism • Integrity • Honesty
	Manufacturing and Food Processing	9.4.7 Identify manufacturing industries 9.4.8 Identify food processing industries 9.4.9 Describe factors influencing the location of industries 9.4.10 Explain challenges faced by manufacturing and processing industries 9.4.11 Identify the institutions that regulate manufacturing industries	• Steel making, textiles, leather, furniture, brick/block making, pottery • Milling, caning, confectionery, beverage • Raw materials, power, transport, labour, markets • Cost of raw materials, lack of capital, unfair competition (sub-standard products), poor transport, lack of storage facilities, inadequate market, inadequate technology, counterfeit products, inadequate use of standards, • Zambia Bureau of Standards(ZABS), Zambia Environmental Management Authority, Pharmaceutical Regulatory Authority, Zambia Weights and	• Analysis • Application • Measuring • Interpretation	• Awareness • Responsibility • Conservation • Safety • Appreciation • Accuracy • Patriotism

			Measures Agency, Local Authorities, Zambia Police Intellectual Property Unit, Competition and Consumer Protection Commission.
	Power and Energy	9.4.9 Describe renewable and non-renewable sources of power and energy 9.4.10 List institutions dealing in power and energy. 9.4.11 Identify challenges associated with power and energy production	• Renewable: hydro-electricity, solar power, wind, geo-thermal • Non-renewable: petroleum, coal, nuclear, wood fuel, bio-gas • Copperbelt Power Company, Zambia Electricity Supply Corporation, Energy Regulation Board, Zambia Bureau of Standards • Transportation of petroleum products in uncertified tankers, deforestation, adulteration of petroleum products
Basic map Reading Techniques	Maps and diagrams Map Reading and interpretation	9.4.12 Explain the difference between a map and diagram. 9.4.13 State characteristics of a map. 9.4.14 Describe the location of a place or point on the map 9.4.15 Tell directions on the map 9.4.16 Measure distances 9.4.17 Interpret relief features 9.4.18 Identify drainage systems 9.4.19 Identify cultural features	• Map: plan • Diagrams: pictorial presentation • Symbols, key, direction, grid systems, scale, elevation • four and six figure grid references • Latitude and longitude • Compass and bearing • Distance along a straight line • Distance along a winding course • Contour lines: escarpment, valleys, plateaux, plains, gap/saddle/col • Drainage patterns: trellis, radial, dendritic • Settlements, transport networks, land-use, communication networks

9.5   THEME: EUROPEAN COLONIAL INVASION OF AFRICA

GENERAL OURTCOME: Create an awareness of the consequences of Western European Colonialism

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
Foreign Influence on Zambia	Development of Slavery and Slave Trade	9.5.1 Explain the origins of 'slavery' and the 'slave trade' up to the sixteenth century	• Social, economic and political needs	• Identification • Critical thinking • Drawing • Analysis	• Awareness • Appreciation • Bravery • Justice • Cooperation
		9.5.2 Assess the effects of slave trade on the African societies	• Social (disturbed cultural heritage, suffering of slaves), economic (loss of able-bodied labour), and political (destruction of some kingdoms)		
		9.5.2 Locate the main Slave Trade routes in Africa	• West Africa, Central Africa, East Africa, North Africa		
		9.5.4 Describe the Triangular Slave Trade	• Europe, Africa and America		
		9.5.5 Identify people who were instrumental in the abolition of slavery and slave trade	• William Wilberforce and Abraham Lincoln		
	Arrival of Europeans	9.5.6 Assess the aims of European imperialism and the scramble for Africa	• Social, political, economic, religious, humanitarian		
		9.5.7 Describe the exploration of Africa by Europeans	• West Africa, Central Africa, East Africa, North Africa		
		9.5.8 State the results of European imperialism in Central Africa	• Social, political, economic, religious		

TOPICS	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
	European occupation of Central Africa	9.5.9 Describe the steps leading to European occupation of Central Africa	• Missionaries, hunters and concession seekers • John Cecil Rhodes and the British South Africa Company • Northern Rhodesia under the BSA Company		
	African Reaction to Foreign Rule in Central Africa	9.5.10 Describe African resistance to colonialism 9.5.11 Explain the struggle for independence 9.5.12 Describe the Central African Federation of 1953 to 1963 9.5.13 Discuss reasons for and against the Central African Federation 9.5.14 Assess the successes and failures of the Federation 9.5.15 Describe the steps leading to the independence of Zambia	• Primary resistance to colonial rule: welfare societies, mineworkers' unions and independent African churches • Secondary resistance to colonialism: political parties such as Northern Rhodesia African Congress (NRAC), African National Congress (ANC) and United National Independence Party (UNIP) • Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia) and Nyasaland (Malawi) • Social, political, economic • Successes and failures of the Federation • Political activities leading to the independence of Zambia		