



Republic of Zambia

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION

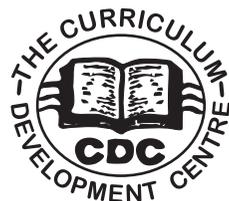
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# SOCIAL STUDIES SYLLABUS

## GRADE 1 - 7

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## **VISION**

Quality, Life- long education for all which is accessible inclusive and relevant to individual, national and global needs and value systems.

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## **PREFACE**

This syllabus consists of the following themes: Living Together, Spiritual and Moral Values, Food, Environment, and Communication and Transport. This syllabus has been developed against the background and needs of the education sector reform and the Vision 2030, which emphasises on Zambia being a Prosperous Middle Income Country by 2030.

The reforms were necessitated by the need to solve the long-standing challenges in the then existing curriculum such as being overloaded, compartmentalised, examination centred and inflexibility. The reforms were also an attempt by the Ministry of Education to capture the latest technological, economic, political, and social developments in a fast changing world.

The syllabus has been reviewed to make it learner centred, outcomes based and continuous assessment oriented. Its focus is on what the learner will do after acquiring the knowledge, skills, values and positive attitudes offered in the learning area.

It is hoped that the knowledge, skills and values acquired from this study area will go a long way in helping the learners in life and also assist them face the world with confidence.

## **ACKNOWLEDGEMENTS**

The syllabus review workshop would not have been accomplished without the involvement, participation and commitment of many people. We want to thank all of them.

Most importantly, we want to thank the Ministry of Education, Science, Vocational Training and Early Childhood Education for funding the curriculum review workshop.

We are greatly indebted to the people who carried out the actual revision and these are:

## **INTRODUCTION**

The term “Social Studies” 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, Social Studies 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.

## **TEACHING METHODOLOGIES**

The teaching methodologies recommended should be learner centred. These include:

- a) Activity learning (individual/pair/group)
- b) Educational visits (visits to various relevant institutions and organisations)
- c) Role play
- d) Debate
- e) Demonstration
- f) Question and answer technique
- g) Teacher exposition

## **TIME ALLOCATION**

The learning area shall cover a period of seven years. From Grade 1 to 4, learners shall have six (06) periods of thirty (30) minutes duration each per week. Grades 5 to 7 learners shall have six (06) periods of forty (40) minutes duration each per week.

## ASSESSMENT

It is expected that learners will be assessed periodically to determine whether the intended outcomes have been internalised and competences mastered. For the sake of this, teachers are advised to conduct Continuous Assessments, whether weekly or fortnightly or monthly. A mid-term assessment would also be ideal so that where deficiencies are observed some remedial measures are put in place. However, it is strongly recommended that an end-of-term assessment be conducted at each grade level.

It is the Ministry's intention to conduct aptitude examinations after completing the Lower Primary School Level for purposes of selection to Grade 5. Those learners who will not meet the cut-off point will be made to repeat but using remedial measures before they can proceed to Grade 5. At the same time, another aptitude examination will be conducted after completing Upper Primary School Level for selection to Grade 8. Those learners who shall not meet the cut-off point will be expected to repeat Grade 7.

## **RATIONALE**

This learning area aims at developing the ability to understand and appreciate the moral, social and cultural values as well as to interpret positively the political, economic, environmental and civic issues as they relate to everyday life.

## **GENERAL OUTCOMES**

It aims at developing knowledge, skills and positive values of:

1. Political, Social, Economic, Cultural, Environmental, Religious and Civic Issues;
2. Entrepreneurial skills in the context of socio-economic changes and technological advances taking place in the world.

# GRADE 1

## GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOME	KEY COMPETENCES
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual and Moral Values</li></ul>	<ul style="list-style-type: none"><li>• Show ability to work in a group</li><li>• Demonstrate ability to give four cardinal points of the compass</li><li>• Demonstrate safe ways of crossing the road and rail line</li><li>• Demonstrate ability to pray</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT													
			KNOWLEDGE	SKILLS	VALUES											
<b>1.1 LIVING TOGETHER IN THE COMMUNITY</b>	<b>1.1.1 Home and School</b>	1.1.1.1 Identify important places around the home and school	<ul style="list-style-type: none"> <li>Shops, post office, market, church, clinic, police post</li> </ul>	<ul style="list-style-type: none"> <li>Identification of places around home and school</li> <li>Analysis of the family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Sense of belonging to a family</li> <li>Responsibility in carrying out chores</li> <li>Harmonious living</li> <li>Cooperation in class activities</li> </ul>											
		1.1.1.2 Identify family members and relationships to each other	<ul style="list-style-type: none"> <li>Father, mother, brothers, sisters, uncles, aunties, cousins,</li> </ul>													
		1.1.1.3 State the roles played in the home	<ul style="list-style-type: none"> <li>Cooking, watering, washing, sweeping, raking</li> </ul>													
		1.1.1.4 Explain the need for rules at home and school	<ul style="list-style-type: none"> <li>Peace and harmony</li> </ul>													
		1.1.1.5 State ways in which the class can work together	<ul style="list-style-type: none"> <li>Sweeping, picking litter, watering, slashing</li> </ul>													
<b>1.2 DIRECTION AND LOCATION</b>	<b>1.2.1 Basic Cardinal Points</b>	1.2.1.1 Mention the four basic cardinal points	<ul style="list-style-type: none"> <li>South, north, east, west</li> </ul>		<ul style="list-style-type: none"> <li>Patriotism to the symbols of national identity</li> </ul>											
<b>1.3 GOVERNANCE</b>	<b>1.3.1 National Anthem</b>	1.3.1.1 Sing the National Anthem in familiar language	<ul style="list-style-type: none"> <li>National Anthem</li> </ul>			<b>1.4 RELIGION</b>	<b>1.4.1 Names of God</b>	1.4.1.1 Mention the different names of God in any language	<ul style="list-style-type: none"> <li>Different names of God</li> </ul>	<ul style="list-style-type: none"> <li>Classification of different names for God</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of importance of prayer</li> </ul>	<b>1.4.2 Importance of God</b>	1.4.2.1 State the importance of God in our lives	<ul style="list-style-type: none"> <li>Importance of God : Creator, Provider, Sustainer, Healer</li> </ul>	<b>1.4.3 Prayer</b>	1.4.3.1 Mention the different ways people talk to God. 1.4.3.2 Explain why people pray. 1.4.3.3 Mention different types of prayers. 1.4.3.4 Recite the Lord’s Prayer 1.4.3.5 Mention different times when people pray. 1.4.3.6 State the different ways in which God answers prayer.
<b>1.4 RELIGION</b>	<b>1.4.1 Names of God</b>	1.4.1.1 Mention the different names of God in any language	<ul style="list-style-type: none"> <li>Different names of God</li> </ul>	<ul style="list-style-type: none"> <li>Classification of different names for God</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of importance of prayer</li> </ul>											
	<b>1.4.2 Importance of God</b>	1.4.2.1 State the importance of God in our lives	<ul style="list-style-type: none"> <li>Importance of God : Creator, Provider, Sustainer, Healer</li> </ul>													
	<b>1.4.3 Prayer</b>	1.4.3.1 Mention the different ways people talk to God. 1.4.3.2 Explain why people pray. 1.4.3.3 Mention different types of prayers. 1.4.3.4 Recite the Lord’s Prayer 1.4.3.5 Mention different times when people pray. 1.4.3.6 State the different ways in which God answers prayer.	<ul style="list-style-type: none"> <li>Prayer</li> <li>Help, thanksgiving, protection</li> <li>Private and public prayer</li> <li>Matthew 5:9-13</li> <li>Wake up, eating, go to sleep, afraid</li> <li>Yes, No, Wait</li> </ul>			<ul style="list-style-type: none"> <li>Praying</li> </ul>										

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>1.5 CHRISTIAN LIVING</b>	<b>1.5.1 Friendship and Love</b>	1.5.1.1 State qualities of a good friend 1.5.1.2 Tell stories of Jesus' friendship towards children 1.5.1.3 Mention good things God gives to people 1.5.1.4 Demonstrate the story of the Good Samaritan 1.5.1.5 Mention different ways of helping others	<ul style="list-style-type: none"> <li>Honesty, trust, respect, care, faithfulness</li> <li>Life, water, air, sunlight, food, parents, protection (Mark 10:13-16)</li> <li>Love and friendship (Luke 10:25-37)</li> <li>Caring for the sick and aged</li> <li>Giving food, money and clothes</li> </ul>	<ul style="list-style-type: none"> <li>Classification of different forms of friendship and love</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of appreciation of importance of friendship and love</li> </ul>
<b>1.6 TRANSPORT AND COMMUNICATION</b>	<b>1.6.1 Types of Transport and Communication</b>	1.6.1.1 Mention types of transport and their role in moving people and goods move from one place to another 1.6.1.2 Explain different ways of communicating among people	<ul style="list-style-type: none"> <li>Transport: walking (feet), riding (scotch-cart, motor vehicle, train, wheel burrow), cycling (bicycle), flying (aeroplane), paddling (boat)</li> <li>Communication: verbal, letter, drums, phone, non-verbal</li> </ul>	<ul style="list-style-type: none"> <li>Classification of types of transport and communication</li> </ul>	
	<b>1.6.2 Importance of Transport and Communication</b>	1.6.2.1 Mention the importance of transport and communication	<ul style="list-style-type: none"> <li>Transport: easier and quicker movement from one point to another, facilitating movement of goods and services</li> <li>Communication: sharing information</li> </ul>		
	<b>1.6.3 Safety</b>	1.6.3.1 Demonstrate the correct side of the road to walk along 1.6.4 Demonstrate safe ways of crossing the road and rail line	<ul style="list-style-type: none"> <li>Right hand side of the road</li> <li>Correct way of crossing the road ('Look right, look left and look right again')</li> <li>Making use of 'zebra crossing' points</li> </ul>		

## GRADE 2

### GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOME	KEY COMPETENCES
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual and Moral Values</li><li>• Develop an Understanding of Transport and Communication</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate patriotism</li><li>• Demonstrate ability to show direction</li><li>• Demonstrate understanding of children's basic rights</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
2.1 LIVING TOGETHER IN THE COMMUNITY	2.1.1 Neighbourhood	2.1.1.1 State the importance of living together	<ul style="list-style-type: none"> <li>Neighbourhood: security, helping each other</li> </ul>		<ul style="list-style-type: none"> <li>Sense of belonging to a family and community</li> <li>Security consciousness</li> <li>Demonstration of patriotism towards the nation</li> <li>Appreciation of children's basic rights</li> </ul>
	2.2 DIRECTION AND LOCATION	2.2.1 Direction	2.2.1.1 Mention the direction of prominent features in your community		
2.3 GOVERNANCE	2.3.1 Defence and Security	2.3.1.1 Identify institutions that provide security in the community	<ul style="list-style-type: none"> <li>Zambia police service, security firms, messengers, neighbourhood watch</li> </ul>	<ul style="list-style-type: none"> <li>Interpretation of the colours on the Zambian National Flag</li> <li>Identification of children's basic rights</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of different ways of praising God.</li> <li>Appreciation of different things that make people happy.</li> </ul>
	2.3.2 The National Flag	2.3.2.1 Explain the meaning of the National Flag	<ul style="list-style-type: none"> <li>Colours of the National Flag</li> </ul>		
	2.3.3 Children's Rights	2.3.3.1 Mention children's basic rights at home and school	<ul style="list-style-type: none"> <li>Right to life, shelter, food, water, clothing, education</li> </ul>		
2.4 RELIGION	2.4.1 Praise and Worship	2.4.1.1 Mention different ways of praising God	<ul style="list-style-type: none"> <li>Songs, poems, worship, giving offering, helping others</li> </ul>	<ul style="list-style-type: none"> <li>Identification of different ways of praising God.</li> </ul>	
2.5 CHRISTIAN LIVING	2.5.1 Happiness	2.5.1.1 List basic things that make people happy	<ul style="list-style-type: none"> <li>Eating good food, new clothes, presents, parties, playing</li> </ul>	<ul style="list-style-type: none"> <li>Identification of things that make people happy</li> </ul>	

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
<b>2.6 LEARNING ABOUT MONEY</b>	2.6.1 Using Money	2.6.1.2 Identify different coins and notes used in Zambia	<ul style="list-style-type: none"> <li>• Coins and notes up to ZMW100 – common features eg, coat of arms, security features and their purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of money - coins and notes used in Zambia</li> <li>• Show ability to keep money safe</li> <li>• Distinguish between a ‘need’ and a want’</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of responsibility in relation to money</li> <li>• Appreciate that earning money can make it more valuable</li> <li>• Appreciate that saving money is good</li> <li>• Appreciate the importance of making priorities when spending money</li> </ul>	
		2.6.1.3 Describe some ways people use to earn their money	<ul style="list-style-type: none"> <li>• Gifts, pocket money, adults working to earn money, adults doing more than one job</li> </ul>			
		2.6.1.4 Identify methods of keeping money safe	<ul style="list-style-type: none"> <li>• Relative safety of your: hand, pocket, purse, money box, bank account</li> </ul>			
		2.6.1.5 State the difference between a ‘need’ and a ‘want’	<ul style="list-style-type: none"> <li>• List things different people ‘need’ to buy and ‘want’ to buy, eg, ‘need’ = food; ‘want’ sweets</li> </ul>			
<b>2.7 TRANSPORT AND COMMUNICATION</b>	<b>2.7.1 Different Road Users</b>	2.7.1.1 Identify different road users	<ul style="list-style-type: none"> <li>• Pedestrians, motorists, cyclists, animal handlers, animals</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of different road users</li> <li>• Interpretation of basic road signs and signals</li> <li>• Application of basic road signs and signals</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different road users</li> <li>• Appreciation of road signs and signals</li> </ul>	
		<b>2.7.2 Basic Road Signs and Signals</b>	2.7.2.1 Mention basic road signs			<ul style="list-style-type: none"> <li>• Road signs: stop, pedestrian crossing, boy and girl crossing, animal crossing, rail crossing, bridge</li> </ul>
			2.7.2.2 Identify different road signals			<ul style="list-style-type: none"> <li>• Traffic lights: red, green and amber</li> <li>• Police hand signals: stop, proceed, turn</li> </ul>

## GRADE 3

### GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOMES	KEY COMPETENCES
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual, Cultural and Moral Values</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability to locate places on a map</li><li>• Demonstrate tolerance</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.1 DIRECTION AND LOCATION</b>	<b>3.1.1 Location on a Map</b>	3.1.1.1 Identify the location of home, school and nearby places on a map	<ul style="list-style-type: none"> <li>• Location of places</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of places on a map</li> </ul>	<ul style="list-style-type: none"> <li>• Sense of Patriotism</li> </ul>
<b>3.2 GOVERNANCE</b>	<b>3.2.1 The National Anthem</b>	3.2.1.1 Sing the Zambian National Anthem in English	<ul style="list-style-type: none"> <li>• Zambian National Anthem in English</li> </ul>		
<b>3.3 LEARNING ABOUT MONEY</b>	<b>3.3.1 Keeping track of money</b>	<p>3.3.1.1 Describe a simple budget</p> <p>3.3.1.2 Identify lists of priorities for different people</p> <p>3.3.1.3 Explain the importance of saving money for children and adults</p> <p>3.3.1.4 Describe how money can make one feel in different circumstances</p>	<ul style="list-style-type: none"> <li>• Income and Expenditure</li> <li>• Items people ‘need’ - food, water and shelter and ‘want’ - toys, games and sweets in life</li> <li>• Saving up for things you need or want in the future</li> <li>• Having money, losing money stolen, wanting things you cannot afford</li> </ul>	<ul style="list-style-type: none"> <li>• Draw up a simple budget using pocket money</li> <li>• Create prioritised lists for different people</li> <li>• Make priorities for spending and saving</li> <li>• Explain the way you feel about money</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate why people plan to use their money</li> <li>• Appreciate that different people have different priorities</li> <li>• Appreciate why saving makes sense</li> <li>• Recognise that different people have different feelings about money</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.4 RELIGION</b>	<b>3.4.1 Different Religions and Places of Worship</b>	3.4.1.1 Name different religions in Zambia 3.4.1.2 Mention places where members of different religions worship	<ul style="list-style-type: none"> <li>Religions in Zambia: Traditional religion, Christianity, Islam, Hinduism</li> <li>Places of worship: shrines, churches, mosques, temples</li> </ul>	<ul style="list-style-type: none"> <li>Identification of different religions and places of worship</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of different religions in Zambia</li> <li>Appreciation of other people's religion</li> </ul>
<b>3.5 CHRISTIAN LIVING</b>	<b>3.5.1 Division and Forgiveness</b>	3.5.1.1 Identify causes of division among people 3.5.1.2 Mention effects of division 3.5.1.3 State different ways of showing remorse 3.5.1.4 Describe the importance of forgiveness	<ul style="list-style-type: none"> <li>Nepotism, favouritism, theft, greedy, unfairness, jealousy</li> <li>Conflict, underdevelopment, hatred</li> <li>Saying sorry, looking sad, crying</li> <li>Unity, peace, love, happiness, good health</li> </ul>	<ul style="list-style-type: none"> <li>Identification of causes of division and ways of showing remorse.</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of values of Patience</li> <li>Responsibility</li> <li>Tolerance</li> <li>Reconciliation</li> <li>Cooperation</li> <li>Respect</li> <li>Remorsefulness</li> </ul>
<b>3.6 FESTIVALS</b>	<b>3.6.1 Cultural Celebrations and Festivals</b>	3.6.1.1 Mention occasions celebrated by local communities 3.6.1.2 Explain the importance of celebrations/festivals	<ul style="list-style-type: none"> <li>Birth of a child, initiation ceremonies, installation of leaders, marriage</li> <li>Identity, unity, happiness</li> </ul>	<ul style="list-style-type: none"> <li>Identification of cultural celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of cultural celebrations/festivals</li> </ul>
	<b>3.6.2 Religious Celebrations and Festivals</b>	3.6.2.1 Identify religious festivals in the locality 3.6.2.2 Mention the significance of religious festivals	<ul style="list-style-type: none"> <li>Christmas, Good Friday, Easter, Ramadan</li> <li>Identification with God, thanksgiving</li> </ul>		<ul style="list-style-type: none"> <li>Appreciation</li> <li>Awareness of religious festivals and celebrations.</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>3.7 CEREMONIES</b>	<b>3.6.1 Traditional Ceremonies</b>	3.6.1.1 Describe traditional ceremonies 3.6.1.2 State the significance of traditional ceremonies	<ul style="list-style-type: none"> <li>Local traditional ceremonies</li> <li>Identity, unity, happiness</li> </ul>	<ul style="list-style-type: none"> <li>Classification of traditional ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of traditional ceremonies</li> <li>Awareness</li> </ul>
	<b>3.6.2 Initiation Ceremonies</b>	3.6.2.1 Describe local initiation ceremonies 3.6.2.2 State the significance of local initiation ceremonies 3.6.2.3 Describe the initiation of Jesus 3.6.2.4 Describe the relevance of traditional teachings and practices today	<ul style="list-style-type: none"> <li>Local initiation ceremonies</li> <li>Identity, unity, happiness</li> <li>Initiation of Jesus (Luke 2:41)</li> <li>Identity, unity, happiness</li> </ul>	<ul style="list-style-type: none"> <li>Identification of initiation ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of initiation ceremonies.</li> </ul>
<b>3.8 TRANSPORT AND COMMUNICATION</b>	<b>3.8.1 Safety Precautions</b>	3.8.1.1 Identify safety precautions applied on vehicles  3.8.1.2 Explain risky behaviour on the road	<ul style="list-style-type: none"> <li>Safety precautions: using seat belts, no hanging on moving vehicles, no jumping on and off moving vehicles, using roadworthy modes of transport</li> <li>Risky behaviour: playing on the road, running back onto the road to pick an object</li> </ul>	<ul style="list-style-type: none"> <li>Identification of safety precautions applied on vehicles</li> </ul>	<ul style="list-style-type: none"> <li>Care on the road</li> </ul>

## GRADE 4

### GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOMES	KEY COMPETENCES
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual and Moral Values</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability in keeping the environment clean</li><li>• Demonstrate ability in protecting the environment</li><li>• Demonstrate ability to construct simple items</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
4.1 GOVERNANCE	4.1.1 The Coat of Arms	4.1.1.1 Explain the meaning of the symbols on the Coat of Arms	<ul style="list-style-type: none"> <li>• Symbols: man and woman = Zambian family, zebra=wildlife, eagle = victory, mining shaft = minerals, pick and hoe and cob of maize = farming, wavy lines = Victoria Falls</li> </ul>	<ul style="list-style-type: none"> <li>• Interpretation of symbols on the Coat of Arms</li> <li>• Identification of the duties and obligations of a citizen</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of symbols on the Coat of Arms</li> </ul>
	4.1.2 Obligations and Duties of a Citizen	4.1.2.1 State the obligations and duties of a citizen	<ul style="list-style-type: none"> <li>• Obligations: defend the country, pay taxes, voting, keeping environment clean</li> </ul>		
4.2 LEARNING ABOUT MONEY	4.2.1 Spending money	4.2.1.1 Explain reasons for making choices when spending money	<ul style="list-style-type: none"> <li>• Knowing that there are choices when spending money – school books, food, shelter or buying toys, sweets, presents</li> </ul>	<ul style="list-style-type: none"> <li>• Weigh up different priorities to make difficult choices</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciate that people may have to save for some needs or wants</li> </ul>
		4.2.1.2 State the importance of value for money when spending	<ul style="list-style-type: none"> <li>• Some products are better value for money than others</li> </ul>	<ul style="list-style-type: none"> <li>• Decision-making about value for money</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the importance of value for money</li> </ul>
		4.2.1.3 Identify the things that influence spending	<ul style="list-style-type: none"> <li>• Types of advertising and peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Identify influences on spending</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing that being a critical consumer affects choices about spending</li> </ul>
		4.2.1.4 Mention ways of paying that do not involve cash	<ul style="list-style-type: none"> <li>• Cheques, debit cards, Automated Teller Machines (ATMs), mobile money. How each is used and the reasons for using them</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying which form of payment should be used and when it is preferable to use cash</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciating the use of different forms of payment</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>4.3 RELIGION</b>	<b>4.3.1 Religious Scriptures</b>	4.3.1.1 Mention the parts of the Bible 4.3.1.2 Identify books of the Bible 4.3.1.3 State reasons for writing the Bible in different languages 4.3.1.4 Identify holy writings of other religions	<ul style="list-style-type: none"> <li>• Old and New Testaments</li> <li>• Books of the Bible: Genesis, Exodus, Leviticus, Numbers, Matthew, Mark, Luke, John</li> <li>• Reasons: easy understanding, increased readership</li> <li>• Holy writings: Koran, Vedas, Bhagavadi-Gita</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of religious scriptures</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation religious scriptures</li> </ul>
<b>4.4 CHRISTIAN LIVING</b>	<b>4.4.1 Suffering and Death</b>	4.4.1.1 Identify different types of suffering 4.4.1.2 Explain peoples' reaction to suffering 4.4.1.3 Describe Jesus reaction to suffering and death during trial and crucifixion 4.4.1.4 Mention traditional and religious teachings about life after death	<ul style="list-style-type: none"> <li>• Types of suffering: physical, mental, social, spiritual, economic, emotional</li> <li>• Complaining, crying, blaming God and other people, giving up, enduring, work hard, empathizing,</li> <li>• Acceptance, forgiveness, showed love, agonising</li> <li>• Life continues after death (ancestral spirits)</li> <li>• Translated to heaven or hell</li> <li>• Waiting for judgement</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of different types of suffering.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different types of suffering.</li> </ul>
<b>4.5 TRANSPORT AND COMMUNICATION</b>	<b>4.5.1 Transport and Communication Challenges</b>	4.5.1.1 List common transport and communication challenges	<ul style="list-style-type: none"> <li>• Transport: non-availability, congestion, noise pollution, vandalism, cyber crime pollution from fumes, overloading, accidents, over-speeding</li> </ul>		<ul style="list-style-type: none"> <li>• Awareness of transport and communicatio</li> </ul>

## GRADE 5

### GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOMES	KEY COMPETENCES
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual and Moral Values</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability to relate conventional signs to physical features</li><li>• Demonstrate ability to resist human rights violations</li></ul>

TOPIC	SUB-TOHC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>5.1 LIVING TOGETHER IN THE COMMUNITY</b>	<b>5.1.1 District</b>	5.1.1.1 Locate on the map of Zambia the position of the district	<ul style="list-style-type: none"> <li>• Location of the district</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of other people's culture</li> </ul>
		5.1.1.2 Identify the main physical features on a map of the district	<ul style="list-style-type: none"> <li>• Physical features: hills/mountains, rivers, plains, valleys</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of various ethnic groups in the district.</li> </ul>	
		5.1.1.3 Describe social, economic, cultural, political structures of the district in the past	<ul style="list-style-type: none"> <li>• Structures: social, economic, cultural, political structures</li> </ul>		
		5.1.1.4 Mention the cultural composition of the people in the district	<ul style="list-style-type: none"> <li>• Races, ethnic groups, chiefdoms</li> </ul>		
		5.1.1.5 Describe the economic activities in the district	<ul style="list-style-type: none"> <li>• Farming, construction, trading, manufacturing, mining</li> </ul>		
		5.1.1.6 List names of historical and cultural sites in the district	<ul style="list-style-type: none"> <li>• Historical and cultural sites</li> </ul>		
		5.1.1.7 State the significance of each historical/cultural site	<ul style="list-style-type: none"> <li>• Identity, tourist attraction</li> </ul>		

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>5.2 GOVERNANCE</b>	<b>5.2.1 Sex and Gender Roles</b>	5.2.1.1 Explain sex and gender roles  5.2.1.2 Explain gender discrimination 5.2.1.3 Discuss effects of gender discrimination  5.2.1.4 promote gender equality Identify institutions that	<ul style="list-style-type: none"> <li>Sex roles: women getting pregnant, breast-feeding</li> <li>Gender roles: cooking, watering, teaching, raking, washing, sweeping</li> <li>Disadvantaging someone on the basis of sex</li> <li>conflict, Gender based violence etc</li> <li>Ministry of Gender, Human Rights Commission, Civil Societies Organisation etc</li> </ul>	<ul style="list-style-type: none"> <li>Identification of gender and sex roles</li> <li>Identification of threats to human rights</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of sex and gender roles</li> <li>Respect for human rights</li> </ul>
	<b>5.2.2 Threats to Human Rights</b>	5.2.2.1 State factors that hinder citizens from enjoying their rights 5.2.2.2 Mention examples of human rights violations 5.2.2.3 Identify organisations protecting human rights	<ul style="list-style-type: none"> <li>Corruption, poverty, poor governance, conflicts, ignorance</li> <li>Gender based violence, child abuse</li> <li>Police service, Human Rights Commission, civil society organisations</li> </ul>		
<b>5.3 CHRISTIAN LIVING</b>	<b>5.3.1 Discipline and Punishment</b>	5.3.1.1 Describe the importance of child discipline 5.3.1.2 Identify ways of discipline 5.3.1.3 Describe punishment 5.3.1.4 Identify different types of punishment	<ul style="list-style-type: none"> <li>Moulding character</li> <li>Counselling, confronting, scolding</li> <li>Denying privileges</li> <li>Physical, emotional, economic, social</li> </ul>	<ul style="list-style-type: none"> <li>Identify different forms of Discipline and Punishment</li> </ul>	<ul style="list-style-type: none"> <li>Appreciation of Discipline Responsibility Remorsefulness</li> </ul>

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>5.4 ENVIRONMENT</b>	<b>5.4.1 Rural-urban Migration</b>	5.4.1.1 Describe ‘migration’	<ul style="list-style-type: none"> <li>• Movement from one place to another</li> <li>• Movement of people from rural to urban areas</li> <li>• Reasons: search for employment, social amenities, disputes</li> <li>• Effects on rural areas: depopulation, underdevelopment</li> <li>• Effects on urban areas: overpopulation, crime, prostitution, poor sanitation, shortage of social amenities</li> <li>• Solutions: improving social and economic amenities in rural areas</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of reasons for rural-urban migration</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of the reasons for migration</li> <li>• Awareness of the effects of rural-urban migration</li> </ul>
		5.4.1.2 Explain rural-urban migration and its effects			
		5.4.1.3 Suggest possible solutions to rural-urban migration			
<b>5.5 LEARNING ABOUT MONEY</b>	<b>5.5.1 Personal financial goal-setting</b>	5.5.1.1 Outline future personal financial goals	<ul style="list-style-type: none"> <li>• Goals people have – education/training, high earning job, nice house, family size</li> <li>• The pathways to higher earning jobs and careers</li> <li>• Financial stability – employment, savings, income covering expenditure</li> </ul>	<ul style="list-style-type: none"> <li>• Critical thinking on future personal financial goals</li> <li>• Decision-making on career pathways</li> <li>• Critical thinking on personal financial security</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the importance of goal-setting</li> <li>• Appreciation of different career choices and earnings</li> <li>• Recognise people must take personal responsibility for their life</li> </ul>
		5.5.1.2 Describe links between training, qualifications and future earnings			
		5.5.1.3 Explain importance of financial security			

TOPIC	SUBTOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>5.6 ENTREPRENEURSHIP</b>	<b>5.6.1 Wealth Generation</b>	5.6.1.1 Explain entrepreneurship 5.6.1.2 Explain how wealth can be generated	<ul style="list-style-type: none"> <li>• Small scale business ventures (legal), government ventures, national and multi-national corporation</li> </ul>	<ul style="list-style-type: none"> <li>• Entrepreneurship</li> </ul>	<ul style="list-style-type: none"> <li>• Hard-work to generate wealth</li> </ul>
<b>5.7 TRANSPORT AND COMMUNICATION</b>	<b>5.7.1 Transport and Communication in the District</b>	5.7.1.1 Describe the development of transport and communication services	<ul style="list-style-type: none"> <li>• Transport: from walking to scotch-carts to cycling to riding motor vehicles</li> <li>• Communication: from messenger to drum to letter to telex to land phone to cell-phone</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different forms of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the development of transport in the district</li> </ul>

## GRADE 6

### GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOMES	KEY COMPETENCES
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual and Moral Values</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability to engage in small business ventures</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>6.1 LIVING TOGETHER IN THE COMMUNITY</b>	<b>6.1.1 Province</b>	6.1.1.1 Locate on the map of Zambia the position of the province	<ul style="list-style-type: none"> <li>• Location of the province</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> </ul>	
		6.1.1.2 Identify the main physical features on a map of the province	<ul style="list-style-type: none"> <li>• Hills/mountains, rivers, plains, valleys</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of various ethnic groups in the province</li> </ul>	
		6.1.1.3 Describe social, economic, cultural, political structures of the province in the past	<ul style="list-style-type: none"> <li>• Social, economic, cultural, political structures</li> </ul>		
		6.1.1.4 Mention the cultural composition of the people in the province	<ul style="list-style-type: none"> <li>• Races, ethnic groups, villages, chiefdoms</li> </ul>		
		6.1.1.5 Describe the economic activities in the province	<ul style="list-style-type: none"> <li>• Farming, construction, trading, manufacturing, mining</li> </ul>		
<b>6.2 GOVERNANCE</b>	<b>6.2.1 Leadership</b>	6.2.1.1 Identify leadership qualities that promote development	<ul style="list-style-type: none"> <li>• Openness, integrity, honesty, accountability, mining</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of leadership qualities</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of good governance</li> </ul>
	<b>6.2.2 Local Government</b>	6.2.2.1 Describe the functions of local government	<ul style="list-style-type: none"> <li>• Street lighting, water supply, waste management, housing, land administration</li> </ul>		

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>6.3 LEARNING ABOUT MONEY</b>	<b>6.3.1 Keeping money safe</b>	<p>6.3.1.1 Identify the different ways of saving</p> <p>6.3.1.2 Explain the benefits of keeping money safe</p> <p>6.3.1.3 Identify the main features of saving and borrowing</p> <p>6.3.1.4 Identify the relationship between risk and reward in different financial contexts</p>	<ul style="list-style-type: none"> <li>• Different ways of saving – bank, cell phone (mobile money), community accounts</li> <li>• The merits of different ways of saving, including security, ease of transaction, earning interest</li> <li>• Features of saving and borrowing – interest rates, paying back what you borrow, understanding the Terms and Condition (agreements made)</li> <li>• Risks and rewards in savings, borrowing and gambling/betting</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different ways of saving</li> <li>• Comparison of different benefits of keeping money safe</li> <li>• Identification of advantages and disadvantages of saving and borrowing</li> <li>• Comparison of different options to minimise risks and maximise rewards</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the need to make informed choices about safe-keeping of money</li> <li>• Appreciate importance of saving and borrowing</li> <li>• Recognition that people should stop and think before spending</li> </ul>
<b>6.4 RELIGION</b>	<b>6.4.1 Religious Faith (Martyrdom)</b>	<p>6.4.1.1 Identify Africans killed for their religious faith</p> <p>6.4.1.2 Describe the encounter between David and Goliath</p> <p>6.4.1.3 State the role of faith in helping people to be brave</p>	<ul style="list-style-type: none"> <li>• Charles Lwanga and Kizito</li> <li>• 1 Samuel 17</li> <li>• Promotes courage to face situations</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different people who died for their faiths.</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of religious faiths.</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
<b>6.5 WEATHER AND CLIMATE</b>	<b>6.5.1 Elements of Weather and Climate</b>	6.5.1.1 Outline elements of weather and climate	<ul style="list-style-type: none"> <li>• Temperature, rainfall, pressure, sunshine, humidity</li> </ul>	<ul style="list-style-type: none"> <li>• Reading of weather instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different types weather and climate</li> <li>• Protection of the environment</li> </ul>
<b>6.6 ENVIRONMENT</b>	<b>6.6.1 Protection of the Environment</b>	6.6.1.1 Identify ways of disposing waste 6.6.1.2 Identify communal places that need protection from waste 6.6.1.3 Describe the role of the community in environmental protection and waste management	<ul style="list-style-type: none"> <li>• Recycling, burying</li> <li>• Markets, schools, clinics, churches, bus stations, drainages</li> <li>• Community participation, sensitisation and advocacy</li> </ul>		
<b>6.7 TRANSPORT AND COMMUNICATION</b>	<b>6.7.1 Road Safety</b>	6.7.1.1 Explain factors that influence road safety	<ul style="list-style-type: none"> <li>• Factors: visibility of road signs, state of the road, availability road signs, vandalism, corruption</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of road signs</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of the factors that influence road safety</li> </ul>

## GRADE 7

### GENERAL OUTCOMES AND KEY COMPETENCES

GENERAL OUTCOME	Key Competences for Grade 7
<ul style="list-style-type: none"><li>• Develop an Understanding of Political, Social, Economic, Cultural, Environmental and Civic Issues</li><li>• Develop an Understanding of Spiritual and Moral Values</li></ul>	<ul style="list-style-type: none"><li>• Demonstrate ability to grow food crops and rear animals</li></ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT			
			KNOWLEDGE	SKILLS	VALUES	
7.1 GOVERNANCE	7.1.1 Democratic Governance	7.1.1.1 Describe democracy	<ul style="list-style-type: none"> <li>• Democracy: Rule of the people, by the people for the people.</li> <li>• Rule of law, freedom, fair elections</li> <li>• Rule of law and respecting human rights</li> <li>• Decision making, job opportunities, access to resources, access to education.</li> <li>• Defilement, rape, child labour, child neglect, human trafficking.</li> <li>• Domestic servants, farm work, street vending</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of characteristics of democracy</li> <li>• Identification of form of child abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of good governance</li> <li>• Respect for human rights</li> </ul>	
		7.1.1.2 Mention characteristics of democracy				
		7.1.1.3 Explain how democracy protects and promotes human rights				
		7.1.1.4 Describe ways in which women and girls are discriminated against				
7.1.1.5 Explain forms of child abuse						
7.1.1.6 Describe types of child labour						
	7.1.2 Organs of Government	7.1.2.1 Identify the organs of government	<ul style="list-style-type: none"> <li>• Legislature, Executive and Judiciary</li> <li>• Legislature: making laws</li> <li>• Executive: carrying out laws</li> <li>• Judiciary: enforcing law</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different government organs.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotion of transparency and accountability</li> </ul>	
7.1.2.2 Explain the functions of the Executive, Legislature, and Judiciary						
	7.1.3 Government Ministries	7.1.3.1 Identify Government Ministries				<ul style="list-style-type: none"> <li>• Education, Health, Defence, Home Affairs</li> </ul>
	7.1.4 Constitution	7.1.4.1 State the importance of the Constitution				

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.2 THE WORLD	7.2.1 Continents	7.2.1.1 Identify the continents of the world	<ul style="list-style-type: none"> <li>Africa, Europe, Asia, Australia, North America, South America, Antarctica</li> </ul>	<ul style="list-style-type: none"> <li>Location of physical features on a world map</li> </ul>	
	7.2.2 Physical Features	7.2.1.1 Locate on a world map major physical features	<ul style="list-style-type: none"> <li>Rivers, lakes, mountains, seas, island oceans, deserts, valleys</li> </ul>		
7.3 WORLD CHALLENGES	7.3.1 Population Growth	7.3.1.1 Identify the causes of rapid world population growth	<ul style="list-style-type: none"> <li>Poor family planning, early marriages, poverty, polygamy</li> <li>High mortality rate, illiteracy, unemployment, crime, diseases</li> <li>Family planning, education</li> </ul>	<ul style="list-style-type: none"> <li>Identification of world challenges</li> </ul>	<ul style="list-style-type: none"> <li>Awareness of world challenges</li> </ul>
		7.1.1.2 Mention the effects of rapid world population growth			
		7.1.1.3 State possible solutions to rapid world population growth			
	7.3.2 Corruption	7.3.1.1 State different forms of corruption	<ul style="list-style-type: none"> <li>Petty corruption, grand corruption and political corruption</li> </ul>		
	7.3.3 Food Shortages	7.3.1.1 State causes of food shortages in some parts of the world	<ul style="list-style-type: none"> <li>Droughts, floods, Wars, Pests and Diseases, laziness, ignorance</li> <li>Autonomy, good health, high productivity</li> </ul>		
		7.3.1.2 Explain the importance of food security			
	7.3.4 HIV and AIDS	7.3.4.1 Explain the consequences of HIV and AIDS on food security	<ul style="list-style-type: none"> <li>Low productivity</li> </ul>		
7.3.5 Pollution	7.3.5.1 Explain causes of pollution	<ul style="list-style-type: none"> <li>Mining, solid waste disposal, chemical processing, forest fires, combustion</li> <li>Acid rain, land degradation, contamination of water sources, diseases</li> <li>Waste management, protection of water sources, environmental education</li> </ul>			
	7.3.5.2 Outline effects of pollution on the environment				
	7.3.5.3 State possible solutions to pollution				
7.3.6 Other World Challenges	7.3.6.1 State other world challenges	<ul style="list-style-type: none"> <li>War, global warming, poverty</li> <li>Conflict resolution, education, increased productivity</li> </ul>			
	7.3.6.2 Suggest possible solutions to these challenges				

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.4 RELIGION	7.4.1 The Family	7.4.1.1 State the importance of belonging to a family 7.4.1.2 Describe the relationship between parents and children in a <u>Zambian family</u>	<ul style="list-style-type: none"> <li>• Security, protection, love, care</li> <li>• Acceptance, respect, love, tolerance, obedience</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of family roles</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of family roles</li> </ul>
7.5 LEARNING ABOUT MONEY	7.5.1 Priorities for money in families	7.5.1.1 Explain the role of making priorities for money in families  7.5.1.2 Explain the role work plays in meeting ‘needs’ and ‘wants’ throughout life  7.5.1.3 Demonstrate budgeting to include income, expenditure and savings for future goals  7.5.1.4 Describe budget tracking	<ul style="list-style-type: none"> <li>• Typical family incomes, typical family financial commitments divided into ‘needs’ and ‘wants’</li> <li>• Continuing training/education, formal and informal employment to meet ‘needs’ and ‘wants’</li> <li>• Items to include when drawing up a family budget – income, expenditure and savings for future goals</li> <li>• Updating budget regularly to include new income and/or expenditure</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between ‘needs’ and ‘wants’ in different circumstance</li> <li>• Decision-making in regard to work and meeting ‘needs’ and ‘wants’</li> <li>• Making a budget</li> <li>• Keeping track of the budget</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation of different ‘needs’ and ‘wants’ in different circumstances</li> <li>• Appreciation of financial implications on career choice</li> <li>• Responsibility for setting goals in life and budgeting to meet them</li> <li>• Appreciating that keeping track of finances gives control in life</li> </ul>
	7.5.2 Foreign currencies	7.5.2.1 Identify various foreign currencies  7.5.2.2 Explain the value of money in different countries	<ul style="list-style-type: none"> <li>• Currencies used in other countries – rand, dollar, euro, shilling, pound</li> <li>• The value of different products in different countries</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of country and currency</li> <li>• Compare values using exchange rates</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of different currencies</li> <li>• Appreciate that value for money is different in different countries</li> </ul>

TOPIC	SUB-TOPIC	SPECIFIC OUTCOMES	CONTENT		
			KNOWLEDGE	SKILLS	VALUES
7.6 FARMING	7.6.1 World Farming Regions	7.6.1.1 Locate on the world map major farming regions	<ul style="list-style-type: none"> <li>• Prairies, Pampas, Downs, Steppes, Veldt</li> </ul>	<ul style="list-style-type: none"> <li>• Map reading</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciation or world farming</li> </ul>
7.7 TRANSPORT AND COMMUNICATION	7.7.1 Transport and Communication services among SADC and COMESA Countries	7.7.1.1 Mention the benefits of improved regional communication services and transport network to Zambia	<ul style="list-style-type: none"> <li>• Easy flow of information</li> <li>• Increase in trade</li> <li>• Easy movement of goods and services</li> <li>• Employment opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Identification of different parts of the bicycle</li> </ul>	<ul style="list-style-type: none"> <li>• Awareness of safe cycling</li> <li>• Appreciation of the benefits of improved regional transport and communication services</li> </ul>
	7.7.2 Road Safety	7.7.2.1 Identify parts of the bicycle 7.7.2.2 Demonstrate safe cycling	<ul style="list-style-type: none"> <li>• Parts of the bicycle and their use</li> <li>• Correct side of the road to cycle on</li> </ul>		

## APPENDIX ONE: SCOPE AND SEQUENCE CHART

Grade Theme	1	2	3	4	5	6	7
<b>Living Together in the Community</b>	• Home and School	• Neighbourhood			• District	• Province	
<b>Direction and location</b>	• Basic cardinal points	• Direction	• Location on a Map				
<b>Governance</b>	• National Anthem in Familiar language	• Defence and Security • The National Flag • Children's Rights	• National Anthem in English	• The Coat of Arms • Obligations and Duties of a Citizen	• Sex and Gender Roles • Threats to Human Rights	• Leadership • Local Government	• Democratic Governance • Organs of government • Government Ministries • Constitution
<b>Learning about Money</b>		• Using money	• Keeping track of money	• Spending money		• Keeping money safe	• Priorities for money in families
<b>Religion</b>	• Names of God • Importance of God • Prayer	• Praise and Worship	• Different Religions and Places of Worship	• Religious Scriptures		• Religious Faith (Martyrdom)	• The Family
<b>Christian Living</b>	• Friendship and Love	• Happiness	• Division and Forgiveness	• Suffering and Death	• Discipline and Punishment		
<b>Festivals</b>			• Cultural celebrations and Festivals				
<b>Ceremonies</b>			• Traditional Ceremonies • Initiation Ceremonies				

Grade Theme	1	2	3	4	5	6	7
<b>Transport and Communication</b>	<ul style="list-style-type: none"> <li>• Types of transport and communication</li> <li>• Importance of Transport and Communication</li> <li>• Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Different Road Users</li> <li>• Basic Road Signs and Signals</li> </ul>	<ul style="list-style-type: none"> <li>• Safety Precautions</li> </ul>	Transport and Communication Challenges	<ul style="list-style-type: none"> <li>• Transport and communication in the District</li> </ul>	<ul style="list-style-type: none"> <li>• Road Safety</li> </ul>	<ul style="list-style-type: none"> <li>• Road Safety</li> </ul>
<b>Weather and Climate</b>						<ul style="list-style-type: none"> <li>• Elements of Weather and Climate</li> </ul>	
<b>Environment</b>					<ul style="list-style-type: none"> <li>• Rural-urban Migration</li> </ul>	<ul style="list-style-type: none"> <li>• Protection of the Environment</li> </ul>	
<b>The World</b>					<ul style="list-style-type: none"> <li>• Personal financial goal setting</li> </ul>		<ul style="list-style-type: none"> <li>• Continents</li> <li>• Physical Features</li> <li>• World Farming Regions</li> </ul>
<b>World Challenges</b>							<ul style="list-style-type: none"> <li>• Population growth</li> <li>• Corruption</li> <li>• Food Shortages</li> <li>• Pollution</li> <li>• HIV and AIDS</li> <li>• Other Challenges</li> </ul>

