

Republic of Zambia



Ministry of Education

**ZAMBIA BASIC EDUCATION SYLLABI**

**GRADES 1-7**



PUBLISHED BY THE CURRICULUM DEVELOPMENT CENTRE  
P.O. BOX 50092  
LUSAKA - ZAMBIA

2003

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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**

These syllabi were produced as a result of the Basic School Curriculum reforms carried out by the Ministry of Education under the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002.

The reforms were necessitated by the need to solve long-standing problems in the existing curriculum such as being overloaded, compartmentalized, exam oriented and inflexible. The reforms were also an attempt by the Ministry of Education to capture the latest technological, economic, political and social developments of the fast changing world. In response to these reforms, new syllabi have been developed in five Learning Areas. The Core Curriculum focuses on the development of literacy, numeracy and personality, while the newly introduced Localized Curriculum, in form of a sixth learning area called Community Studies, focuses on the development of survival skills.

The syllabi have been reviewed to make them outcomes-based, learner-centred, and continuous assessment oriented.

It is my sincere hope that these outcomes based syllabi will greatly improve the quality of education provided at basic school level as defined and recommended in the policy document, 'Educating Our Future' (1996).

**B.Y Chilangwa**  
**PERMANENT SECRETARY**  
**MINISTRY OF EDUCATION**

## **ACKNOWLEDGEMENTS**

The Curriculum presented here is a result of broad-based consultation involving several stakeholders within and outside the education system.

Many individuals, institutions and organisations were interviewed throughout the country in order to gather their views on the existing curriculum and also to accord them an opportunity to make suggestions for the new curriculum. The Ministry of Education wishes to express heart-felt gratitude to all those who participated for their valuable contributions, which resulted in the development of these new syllabi.

The Curriculum Development Centre worked closely with other sister departments and institutions to create this document. We sincerely thank the Department of Standards and Curriculum, the Department of Teacher Education and Specialised Services, the Examinations Council of Zambia, the University of Zambia, Schools and other institutions too numerous to mention, for their steadfast support.

We pay special tribute to cooperating partners for rendering support in the production of these syllabi.

Special appreciation also goes to Curriculum Development Centre support staff and all those who were involved in the development of these syllabi in one-way or another.

## INTRODUCTION

The Zambia Basic Education syllabi (Grades 1-7) are a result of extensive consultation undertaken to reform the existing Basic Education Curriculum.

The new curriculum is outcomes based and focuses on results rather than on goals, aims and objectives. It places emphasis on observable and measurable skills, knowledge and values to be acquired by learners at specified levels of their schooling. The new curriculum emphasizes learner centredness and provides for increased learner-teacher contact time, different ability groups and use of a familiar language for initial literacy.

Continuous Assessment is another prominent feature of the new curriculum. This allows for regular monitoring of individual learning progress, diagnosis of learning difficulties and provision of remedial teaching.

The outcomes based approach recognises that learners do not attain the outcomes through a set of prescribed learning experiences in one Learning Area. They attain them through exposure to a wide range of experiences and varied content drawn from all Learning Areas.

The new curriculum has integrated the eleven traditional subjects into the following five Learning Areas:

**Literacy and Languages**  
**Mathematics**  
**Integrated Science**  
**Creative and Technology Studies**  
**Social and Development Studies**

A sixth Learning Area, called **Community Studies**, focusing on Localised Curriculum, has been introduced to support the requirement that 20% of the new curriculum should be oriented towards issues of local community concern.

In addition, the curriculum integrates crosscutting issues and themes such as HIV / AIDS, Life Skills, Gender, Human Rights, Reproductive Health, Good Governance, Environmental Education and Water and Sanitation across the curriculum to ensure holistic development of the learner. Throughout the learning process, the curriculum will lead to the development of entrepreneurship skills.

The Learning Areas are presented in sections as follows:

### **Section A: Literacy and Languages**

This section aims at developing the four skills of listening, speaking, reading and writing. The use of familiar language for initial literacy (at Grade One) has also been implemented through these syllabi.



**Section B: Integrated Science**

The aim of this Learning Area is to develop knowledge and attitudes that enhance creativity, analysis, problem solving and an investigative approach to everyday life challenges.

**Section C: Creative and Technology Studies**

This learning area aims at developing the power of observation, attention to detail, creativity, imagination and endurance.

**Section D: Mathematics**

The Learning Area aims at equipping learners with numeracy and mathematical skills for further education and to enable them solve everyday mathematical problems.

**Section E: Social and Development Studies**

This Learning Area aims at developing the ability to understand and appreciate the social and cultural values as well as to interpret positively the civic and economic issues as they relate to everyday life.

**Section F: Community Studies**

The Learning Area provides an opportunity for learners to appreciate their immediate environment and economic, social and cultural activities in their local communities.

In view of the magnitude of what is to be accomplished, there will be need for firm commitment by learners, teachers, parents, educational administrators and other stakeholders to the achievement of the changes designed to make the education system more responsive to individual, community and national needs.

**SECTION: A**

**LITERACY AND  
LANGUAGE**

## **INTRODUCTION**

This revised version of the syllabus reflects the educational requirements as stated in the policy document, 'Educating Our Future' (1996) which emphasizes, among other things, literacy and life skills.

The syllabus has two parts, Literacy and Language for both Zambian Languages and English, and these are:

**1. The Literacy Syllabus: Grades 1-7:**

This covers reading and writing in a Zambian Language at Grade 1 and in English at Grade 2; and consolidating and further develops the literacy skills in both Zambian Languages and English at Grades 3-7.

**2. The Language Syllabus: Grades 1-7:**

The Language Syllabus covers listening, comprehension, vocabulary, oral and written expression, reading, information gathering, giving and following instructions, awareness of similarities between Zambian Languages, Zambian culture, life skills, literature and culture, translations and crosscutting issues outlined on pages 5-7.

## METHODOLOGY

The teaching methodology should be based on a communicative approach whose features include:

1. Integration of the basic literacy and language skills;
2. Using the literacy and language skills in real life situations;
3. Teaching literacy and language in context;
4. Use of authentic teaching materials;
5. Using a variety of reading and writing activities including writing about real experiences and for a real purpose;
6. Pacing learners in ability groups;
7. Use of continuous assessment; and
8. Use of varied learner-centred communicative, interactive and participatory techniques such as:
  - Role – play;
  - Drama;
  - Problem solving;
  - Information transfer;
  - Pair or group discussion;
  - Field trips or project work;
  - Case studies; and
  - Debate.

## GENERAL OUT-COMES FOR GRADES 1-7

### 1. Listening and Speaking:

The Listening and Speaking Skills are very important. Learning to listen accurately and respond to the spoken word increases the pupil's confidence, builds up their receptive skills and allows them to be exposed to different forms of language.

This is the reason why listening and speaking skills are the basis of all language work.

Therefore, by the end of Grade 7, a pupil should be able to:

- a) Perform the following out-comes using the appropriate language forms:
  - Identify and classify;
  - Describe, narrate and report;
  - Find out;
  - Affirm, deny and correct;
  - Express and elicit intellectual attitudes;
  - Express personal meaning;
  - Use language to get things done;
  - Use language for social purposes;
  - Express concepts and relationships;
  - Talk about quality and quantity;
  - Understand the most common and useful grammatical terms and their functions;
- b) Manipulate accurately and appropriately the core structures in the context of the functions set in (a) above;
- c) Use language effectively, in and out of school and demonstrate by responding in an appropriate way that they can understand a spoken message;
- d) Use the spoken language forms which are appropriate to different social contexts.

### 2. Reading:

In reading, a pupil will be required to read for comprehension from the beginning, and then be introduced to the types of functional reading, listed below, which will enable learners to read for specific purposes in crucial areas gradually.

By the end of Grade 7, a learner should be able to:

- a) Understand the different types of reading material which they are likely to meet both in and out of school, i.e. texts and passages in the Pupil's Books and graded supplementary readers, reading materials in real life, e.g. signs, instructions, etc.; and reading materials related to other learning areas;
- b) Have a reading vocabulary of at least 2500 – 3000 words, including a basic sight vocabulary of names, signs and labels needed by the learner to operate in any society and be able to read with understanding a wide variety of narrative, functional and instructional materials;
- c) Read for pleasure and for specific information;
- d) Read at a speed appropriate to their purpose (a speed of at least 100 words a minute is recommended for reading for pleasure by the end of Grade 7);
- e) Begin to read critically and make judgments on the materials read.

### 3 Writing:

Writing in Grade One to Seven comprises learning to form letters and write neatly and legibly (Handwriting), learning to spell (Spelling) and learning to do grammatical exercises and controlled, guided and free writing. By the end of Grade 7, the learners should have acquired those writing skills necessary for work in all learning areas for continued learning, and for the world of work if they do not continue beyond Grade 7.

Therefore, by the end of Grade 7, learners should be able to:

- a) Produce the kind of writing which is likely to be required of them if they leave school after Grade 7, e.g. letters (both formal and informal); filling in forms; writing telegrams; writing a simple report, etc.;
- b) Produce the kind of writing in addition to the above that will be required of them in Grade 8, e.g. continuous free prose writing and written work as required by other learning areas;
- c) Spell and punctuate correctly;
- d) Express clearly and correctly in writing their personal experiences, ideas, opinions and knowledge;
- e) Take pride in their written work by writing neatly and keeping their work clean.

# GRADE 1

## 1.1 LANGUAGE

### General Outcome:

- Develop listening, speaking, reading and writing skills.

### Specific Outcomes:

#### 1.1.1 LISTENING AND SPEAKING: (Zambian Languages, English, French and other languages)

- 1.1.1.1 Talk about themselves, their families, chores and responsibilities of parents and boys and girls.
- 1.1.1.2 Demonstrate traditional greetings.
- 1.1.1.3 Perform some traditional dances and games.
- 1.1.1.4 Relate and act simple stories.
- 1.1.1.5 Name characters and places mentioned in the story.
- 1.1.1.6 Describe pictures including road signs;
- 1.1.1.7 Count given objects.
- 1.1.1.8 Recite rhymes, poems and tongue twisters.
- 1.1.1.9 Describe common illnesses such as malaria and HIV/AIDS.
- 1.1.1.10 State, explain and answer riddles and puzzles.
- 1.1.1.11 Identify objects found in a home, market and farm and their use.
- 1.1.1.12 Carry simple messages from one person to another.
- 1.1.1.13 Recognize pictures in logical sequence.
- 1.1.1.14 Discuss and recall names of animals, tamed or wild or harmful.
- 1.1.1.15 Name parts of the body and their use.
- 1.1.1.16 Name and discuss forms of transport (road, railway, water, air, etc.).
- 1.1.1.17 Discriminate and name different colours (colour chart).
- 1.1.1.18 Name and discuss days of the week.
- 1.1.1.19 Get things done by giving commands and responding to commands from others.
- 1.1.1.20 Use language socially to communicate in different situations.
- 1.1.1.21 Describe and report on different houses and buildings in the locality.
- 1.1.1.22 Deny, confirm, correct and express statements or propositions.
- 1.1.1.23 Express personal meanings.
- 1.1.1.24 Talk about relationships in the family and the community.
- 1.1.1.25 Talk about the quality and quantity of objects in the classroom and immediate environment.
- 1.1.1.26 Describe bad practices found in the communities such as child abuse, substance abuse, corruption, etc.
- 1.1.1.27 Discuss good practices such as drinking clean and safe water, hygiene, etc.
- 1.1.1.28 Form plurals of nouns.

## **1.2 LITERACY:**

### **1.2.1 Reading (Zambian Languages only):**

- 1.2.1.1 Carry out a variety of visual discrimination exercises involving letters/shapes/objects.
- 1.2.1.2 Practise left to right eye movement.
- 1.2.1.3 Pick out an odd one from given letters and shapes.
- 1.2.1.4 Fit pieces in a jigsaw.
- 1.2.1.5 Read and sound syllables.
- 1.2.1.6 Relate syllables to their sounds.
- 1.2.1.7 Recognise letters of the alphabet.
- 1.2.1.8 Form words using letters or syllables.
- 1.2.1.9 Read the formed words (c.g. words on word or flash cards).
- 1.2.1.10 Read words in their singular and plural forms.
- 1.2.1.11 Identify missing letters or syllables in given words.
- 1.2.1.12 Form, read and write sentences from given words.
- 1.2.1.13 Form and read short paragraphs from given sentences.
- 1.2.1.14 Read and recognise the value of short and long vowels within sentences.
- 1.2.1.15 Recognise letters or vowels that form given words.
- 1.2.1.16 Recall the theme of the passage.
- 1.2.1.17 Retell what they have read.
- 1.2.1.18 Answer questions after reading a given passage.
- 1.2.1.19 Locate information from print resources.
- 1.2.1.20 React to instructions read.
- 1.2.1.21 Read storybooks and other materials on road safety, HIV/AIDS, hygiene, etc.

### **1.2.2 Writing: (Zambian Languages only)**

- 1.2.2.1 Mould different shapes of letters using clay or plasticine.
- 1.2.2.2 Draw or trace patterns and letters using templates.
- 1.2.2.3 Copy a series of shapes.
- 1.2.2.4 Copy own names from name cards.
- 1.2.2.5 Practise finger and hand exercises.
- 1.2.2.6 Practise proper sitting posture.
- 1.2.2.7 Write legibly and neatly.
- 1.2.2.8 Form syllables by using vowels and consonants.
- 1.2.2.9 Fill in missing letters or syllables in given words.
- 1.2.2.10 Fill in missing words in sentences.
- 1.2.2.11 Write words in their singular and plural forms.
- 1.2.2.12 Write words and sentences about a given picture.
- 1.2.2.13 Write sentences to describe a poster or food processes.
- 1.2.2.14 Write dictated words and sentences.
- 1.2.2.15 Write short stories using the comma, full stop, question mark, capital and small letters.
- 1.2.2.16 Write meaningful stories based on posters depicting topical issues such as HIV/AIDS, corruption, child abuse, road safety.



## GRADE 2

### 2.1 LANGUAGE

**General Outcome: Develop listening, speaking, reading and writing skills.**

#### 2.1.1 Listening and Speaking: (English, Zambian Languages, French and other languages)

**Specific Outcomes:**

- 2.1.1.1 Use words with the same spelling but different meanings and tones in sentences.
- 2.1.1.2 Use words that are differentiated by vowel length.
- 2.1.1.3 Explain the meanings of puzzles.
- 2.1.1.4 Listen to stories and then dramatise them.
- 2.1.1.5 Discuss the theme of a story.
- 2.1.1.6 Act upon the instructions on command cards.
- 2.1.1.7 Use singular and plural words.
- 2.1.1.8 Recall and state riddles and give answers.
- 2.1.1.9 Tell traditional and modern stories.
- 2.1.1.10 Name characters used in stories.
- 2.1.1.11 Discuss the contents and meaning of stories.
- 2.1.1.12 Talk about episodes in a story.
- 2.1.1.13 Demonstrate different forms of greetings (morning, noon, evening).
- 2.1.1.14 Name common fruits.
- 2.1.1.15 Recall seasons of the year and discuss activities.
- 2.1.1.16 Describe processes of making various things.
- 2.1.1.17 Mention various occupations in the community.
- 2.1.1.18 Talk about playground games.
- 2.1.1.19 Discriminate colour in various objects.
- 2.1.1.20 Identify and classify names of objects and people.
- 2.1.1.21 Describe objects, people and events.
- 2.1.1.22 Talk about personal experiences.
- 2.1.1.23 Discuss the activities of different people: parents and children; men and women; boys and girls.
- 2.1.1.24 Deny, confirm, and correct what has been heard.
- 2.1.1.25 Express personal feelings.
- 2.1.1.26 Give reasons for personal opinions.
- 2.1.1.27 Get things done by asking, warning or making suggestions.
- 2.1.1.28 Express concepts and relationships.
- 2.1.1.29 Talk about quality and quantity of, e.g., food, water and places to play.
- 2.1.1.30 Recite rhymes and poems.
- 2.1.1.31 Use language about buying and selling in a market.

## **2.2 LITERACY**

### **2.2.1 Reading:**

- 2.2.1.1 Recognise and name capital and small letters of the alphabet.
- 2.2.1.2 Match capital with small letters.
- 2.2.1.3 Match words with pictures.
- 2.2.1.4 Sound out initial single consonants, which have the same or similar sounds in English and Zambian Languages: Consonants, e.g. b, d, f, g, h, j, k, l, m, n, p and s.
- 2.2.1.5 Sound out and read simple words with known consonants and initial or medial short vowels.
- 2.2.1.6 Sound out, read and spell aloud simple words with known consonants and initial or medial short vowels.
- 2.2.1.7 Read unknown words based on the word attack skills and phonic knowledge.
- 2.2.1.8 Sound out and read '-ing' sound; 'ed' at the end of verbs; 'o' as /ʌ/ and long 'e' sound (English only).
- 2.2.1.9 Read key words and sentences with understanding.
- 2.2.1.10 Read aloud short passages and stories accurately: drawing, matching, identifying, true and false sentences.
- 2.2.1.11 Read simple texts fluently and with understanding.
- 2.2.1.12 Read silently passages and short stories and answer questions.
- 2.2.1.13 Do simple information transfer exercises.
- 2.2.1.14 Read information set out in a variety of ways: Charts, information expansion, closed test, use of information from text to fill a chart, speech balloons, etc.
- 2.2.1.15 Locate phonic patterns, words and information by looking through texts, storybooks, and print resources in classroom for common digraphs and blends.

### **2.2.2 Writing:**

- 2.2.2.1 Draw objects from daily life.
- 2.2.2.2 Write all the letters of the alphabet, both capital and small letters, with the correct letter formation.
- 2.2.2.3 Put jumbled up letters in alphabetical order.
- 2.2.2.4 Put groups of three or four words in alphabetical order using their first letter.
- 2.2.2.5 Put words in alphabetical order using the second letter.
- 2.2.2.6 Copy familiar words and sentences in a list or chart or passage.
- 2.2.2.7 Use capital and small letters, full stops and question marks with neat handwriting.
- 2.2.2.8 Complete sentences on work-cards with appropriate words.
- 2.2.2.9 Write words and sentences with care and accuracy.
- 2.2.2.10 Build words using given syllables.
- 2.2.2.11 Spell words out aloud and on paper.
- 2.2.2.12 Take dictation.

- 2.2.2.13 Write sentences using the key vocabulary and given sentence structures.
- 2.2.2.14 Write sentences using some new words and own sentence structures.
- 2.2.2.15 Write known stories in own words.
- 2.2.2.16 Write short stories based on known events, own experiences, imagination, pictures and folk tales (environment, HIV/AIDS, Child abuse, road safety).

## GRADE 3

### 3.1 LANGUAGE

#### General Outcomes:

- Develop listening, speaking, reading and writing skills
- Develop awareness of Zambian culture and similarities between Zambian languages.

#### 3.1.1 Listening and Speaking (English, Zambian Languages, French and other languages)

##### Specific Outcomes:

- 3.1.1.1. Retell stories (traditional and modern).
- 3.1.1.2. Demonstrate various forms of greetings.
- 3.1.1.3. Listen to a story and answer questions about it.
- 3.1.1.4. Acquire ability to gather information, and to give and follow instructions and commands.
- 3.1.1.5. Answer riddles correctly.
- 3.1.1.6. Describe scenery, processes, events, activities, animals, people, pictures, weather and other things.
- 3.1.1.7. Recognise and explain puzzles, proverbs and idioms.
- 3.1.1.8. Recite rhymes, poems and tongue twisters.
- 3.1.1.9. Count objects.
- 3.1.1.10. Name types of structures found in town/village, e.g. kraal, factory.
- 3.1.1.11. Ask for and give simple directions.
- 3.1.1.12. Tell time and recall days of the week, months and seasons of the year.
- 3.1.1.13. Mention occupations (both traditional and modern) and the tools used.
- 3.1.1.14. Use antonyms and synonyms.
- 3.1.1.15. Conduct simple dialogues.
- 3.1.1.16. Use socially acceptable language, express feelings and thoughts in order to develop the skills of living together.
- 3.1.1.17. Develop learning and thinking skills in order to express concepts, relationships, quantity, quality, anomaly and discrepancy.

### 3.2 LITERACY

#### 3.2.1 Reading:

- 3.2.1.1. Read silently a given passage and do follow-up activities.
- 3.2.1.2. Identify the theme(s) of a story read.
- 3.2.1.3. Discuss new or familiar vocabulary.
- 3.2.1.4. Read a story silently and then describe its contents.
- 3.2.1.5. Read supplementary books with understanding.
- 3.2.1.6. Locate information from print resources.

### **3.2.2 Writing:**

- 3.2.2.1 Rearrange sentences in a logical sequence.
- 3.2.2.2 Take dictation.
- 3.2.2.3 Form plural and singular forms of words.
- 3.2.2.4 Fill in blanks with appropriate given words.
- 3.2.2.5 Construct sentences using new or unfamiliar words.
- 3.2.2.6 Construct sentences and short paragraphs.
- 3.2.2.7 Punctuate sentences and short paragraphs.
- 3.2.2.8 Summarise a story.
- 3.2.2.9 Write formal and informal letters.
- 3.2.2.10 Translate words, sentences and short paragraphs from English or  
Zambian Languages.
- 3.2.2.11 Write words and sentences using the accepted orthography.

## GRADE 4

### 4.1 LANGUAGE

#### General Outcomes:

- Develop listening, speaking, reading and writing skills.
- Develop awareness of Zambian culture and of similarities between Zambian languages.

#### Specific Outcomes:

#### 4.1.1 Listening and Speaking (Zambian Languages, English, French and other languages)

- 4.1.1.1 Tell stories.
- 4.1.1.2 Sing songs with musical instruments.
- 4.1.1.3 Explain how musical instruments are made, make some and use them.
- 4.1.1.4 Demonstrate various ways of greeting.
- 4.1.1.5 Use singular and plural forms.
- 4.1.1.6 Use figures of speech.
- 4.1.1.7 Tell time and recall days of the week, months and seasons.
- 4.1.1.8 Discuss the difference between facts and opinions.
- 4.1.1.9 Discuss various objects found in the home and school.
- 4.1.1.10 Recognise and discuss different colours.
- 4.1.1.11 Describe a scene, animals, people and other objects.
- 4.1.1.12 Describe a process.
- 4.1.1.13 Use antonyms and synonyms.
- 4.1.1.14 Describe various activities in rural or in urban surroundings.
- 4.1.1.15 Discuss different types of food, especially from the local environment.
- 4.1.1.16 Ask for and give directions.
- 4.1.1.17 Identify and classify vocabulary to do with the environment.
- 4.1.1.18 Talk about hobbies e.g. recreation and sports.
- 4.1.1.19 Name the main parts of a common machine e.g. bicycle.
- 4.1.1.20 Report and describe past events and experiences.
- 4.1.1.21 Tell someone how to perform a simple skill.
- 4.1.1.22 Take a message from one person to another.
- 4.1.1.23 Describe objects, places and actions imaginatively.
- 4.1.1.24 Discriminate sounds and recite a rhyme and poem.
- 4.1.1.25 Develop ability to gather information, give and follow instructions.
- 4.1.1.26 Acquire socially acceptable language.
- 4.1.1.27 Learn to express personal feelings and rational thoughts.
- 4.1.1.28 Discuss the life skills needed for living together happily.
- 4.1.1.29 Acquire learning and thinking skills by developing the ability to express concepts, relationships, quantity, quality, anomaly and discrepancy.

## **4.2. LITERACY**

### **4.2.1 Reading:**

- 4.2.1.1. Read a given passage at appropriate pace, acceptable pronunciation and with understanding.
- 4.2.1.2. Retell what has been read and answer questions about it.
- 4.2.1.3. Answer questions on what has been read.
- 4.2.1.4. Summarise a story read.
- 4.2.1.5. Read new or unfamiliar words.
- 4.2.1.6. Read materials from other subject areas.
- 4.2.1.7. Locate information from print resources.

### **4.2.2 Writing:**

- 4.2.2.1. Rearrange sentences in a logical sequence.
- 4.2.2.2. Punctuate sentences and short paragraphs.
- 4.2.2.3. Write a passage using given words.
- 4.2.2.4. Translate words, sentences and short paragraphs from a Zambian language into English and vice versa.
- 4.2.2.5. Construct sentences and short paragraphs.
- 4.2.2.6. Write dictated sentences and passages.
- 4.2.2.7. Write sentences using conjunctives and disjunctives.
- 4.2.2.8. Write a passage about a given picture.
- 4.2.2.9. Write an account of a happy event in the local community.
- 4.2.2.10. Compose a story on topical issues such as HIV/AIDS, child abuse, corruption, substance abuse.
- 4.2.2.11. Describe and write a process or a series of events in a sequence.
- 4.2.2.12. Write an informal letter telling of an adventure.
- 4.2.2.13. Write words and sentences using accepted orthography.

## GRADE 5

### 5.1 LANGUAGE

#### General Outcomes:

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature and culture; and life skills.

#### 5.1.1 Listening and speaking: (English, Zambian Languages, French and other languages)

##### Specific Outcomes:

- 5.1.1.1 Answer questions about a passage read aloud.
- 5.1.1.2 Name major and minor characters in a story or play.
- 5.1.1.3 Tell main episodes, acts or scenes of a story.
- 5.1.1.4 Dramatise stories and plays.
- 5.1.1.5 Describe various activities.
- 5.1.1.6 Debate cross cutting issues and themes such as health, environmental issues, gender, HIV/AIDS, child abuse, etc.
- 5.1.1.7 Use and give meanings of proverbs, idioms and sayings.
- 5.1.1.8 Tell stories.
- 5.1.1.9 Deliver messages and report briefly on a conversation, speech or scene by giving the main points.
- 5.1.1.10 Report on a message received by telephone, radio, and word of mouth.
- 5.1.1.11 Recall and discuss calendar vocabulary.
- 5.1.1.12 Recite common praises about God, chiefs, heroes and natural beauties.
- 5.1.1.13 Identify, describe and report information, objects, people or events.
- 5.1.1.14 Report personal experiences.
- 5.1.1.15 Ask for information and explanations, e.g. directions.
- 5.1.1.16 Summarise a given passage.
- 5.1.1.17 Extract information from various sources, e.g. maps, directory and charts.
- 5.1.1.18 Find out information about people's experiences, feelings, moods and opinions.
- 5.1.1.19 Deny, affirm and correct propositions, and note discrepancies and anomalies.
- 5.1.1.20 Express opinions and discover those of others.
- 5.1.1.21 Express sympathy, interest, concern, hope, apology and forgiveness.
- 5.1.1.22 Influence other people through making requests and giving instructions, directions, warnings, advice and suggestions.
- 5.1.1.23 Use language socially in different situations, for conversations, to give directions, respond to requests, indicate intentions, issue or respond to invitations.
- 5.1.1.24 Talk about quantity in terms of area, mass, capacity, weight and height.
- 5.1.1.25 Name trees and discuss their uses.
- 5.1.1.26 Demonstrate an understanding of grammatical terms.



## 5.2 LITERACY

### 5.2.1 Reading:

- 5.2.1.1 Read silently a passage and demonstrate understanding by answering questions.
- 5.2.1.2 Read passages and express opinions and value judgements on what has been read.
- 5.2.1.3 Read and interpret information presented in different types of reading materials and do the follow-up activities.
- 5.2.1.4 Answer multiple, surface and inferences questions.
- 5.2.1.5 Read quickly, confidently and with understanding.
- 5.2.1.6 Use phonic knowledge to read words.
- 5.2.1.7 Retell the plot or meaning of what has been read.
- 5.2.1.8 Demonstrate reading skills such as skimming and scanning, use of table of contents and indices, dictionaries and directories.
- 5.2.1.9 Read aloud with acceptable pronunciation and appropriate expression.
- 5.2.1.10 Retell what has been read from narratives, passages, processes, tables, graphs, maps, plans and Mathematical diagrams.
- 5.2.1.11 Show an understanding of figurative and idiomatic language.
- 5.2.1.12 Summarise a story.
- 5.2.1.13 Locate information from print resources.

### 5.2.2 Writing:

- 5.2.2.1 Write compositions observing the structure of introduction, body, conclusion.
- 5.2.2.2 Write reports on events and situations in the local community.
- 5.2.2.3 Write formal and informal letters, notices, advertisements, etc.
- 5.2.2.4 Translate sentences and paragraphs from a Zambian language into English any other language and vice versa.
- 5.2.2.5 Use a variety of writing styles, e.g. personal, imaginative, functional.
- 5.2.2.6 Demonstrate ability to write using good handwriting and appropriate punctuation.
- 5.2.2.7 Rearrange sentences in logical order.
- 5.2.2.8 Write a paragraph using a selected theme.
- 5.2.2.9 Build up words and sentences using prefixes, infixes, stems and suffixes.
- 5.2.2.10 List nouns according to noun prefixes (Zambian languages, English, French and other languages).
- 5.2.2.11 Use various figures of speech (e.g. proverbs, sayings, simile, metaphor, poetry, satire).
- 5.2.2.12 Copy words, sentences and short passages using cursive script neatly, respecting lines and margins.
- 5.2.2.13 Spell words and those that follow phonic rules.
- 5.2.2.14 Construct sentences using given vocabulary.
- 5.2.2.15 Change word forms to suitable tenses.
- 5.2.2.16 Arrange words according to their classes and families.
- 5.2.2.17 Select odd words from a list of other words related to them.

- 5.2.2.18 Write reports, letters and simple essays.
- 5.2.2.19 Summarise stories.
- 5.2.2.20 Punctuate a given sentence, paragraph or passage.
- 5.2.2.21 Change direct to indirect speech and vice versa.
- 5.2.2.22 Write disjunctive and conjunctive words.
- 5.2.2.23 Write from dictation.
- 5.2.2.24 Identify and indicate the negative form of a verb in a sentence.
- 5.2.2.25 Change sentences from positive to negative form and vice versa.
- 5.2.2.26 Write reduplicated and compound nouns.
- 5.2.2.27 Write words that are spelt the same but with different meanings.
- 5.2.2.28 Write words whose meanings are differentiated by double vowels (Zambian Languages, English and other languages).
- 5.2.2.29 Write synonyms and antonyms of words.
- 5.2.2.30 Numerate quantities from five to one thousand/cardinals.
- 5.2.2.31 Identify tenses as indicated by verb formation, especially by suffixes and infixes.
- 5.2.2.32 Use negative prefixes or suffixes of a verb.

# GRADE 6

## 6.1 LANGUAGE

### General Outcomes:

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature, culture and life skills.

### 6.1.1 Listening and Speaking: (English, Zambian Language, French and other languages)

#### Specific outcomes:

- 6.1.1.1 Answer questions based on a story or play.
- 6.1.1.2 Identify major and minor characters in plays and stories.
- 6.1.1.3 Discuss main episodes in a story or play.
- 6.1.1.4 Mime words or a play.
- 6.1.1.5 Identify the main points in a conversation and give an appropriate logical conclusion.
- 6.1.1.6 Report facts on an issue, e.g. HIV/AIDS, Human Rights, Democracy.
- 6.1.1.7 Reproduce information from a speech or debate and give an opinion about it.
- 6.1.1.8 Describe processes and activities.
- 6.1.1.9 Describe a location.
- 6.1.1.10 Talk about customs and traditions.
- 6.1.1.11 Give correct meanings of praises, proverbs, idioms, songs, legends and poems.
- 6.1.1.12 Compose and use appropriate songs, praises and poems on crosscutting issues, e.g. food, nutrition, environmental issues.
- 6.1.1.13 Dramatise stories, legends and famous folklores.
- 6.1.1.14 Debate issues of the day in a logical manner.
- 6.1.1.15 Identify, classify and use information about countries, people, customs, law and order, agriculture, conservation, current affairs, historical subjects and topical issues such as HIV, Democracy, Gender, Governance.
- 6.1.1.16 Identify, classify and use information about maths, measurement of time, science, communication, sight and light.
- 6.1.1.17 Describe and report experiences, past events, arrangements, intentions, etc.
- 6.1.1.18 Use intensifiers and words for permission.
- 6.1.1.19 Find out about the thoughts, feelings and beliefs of other people.
- 6.1.1.20 Make statements that deny, affirm or negate.
- 6.1.1.21 Express opinions in terms of necessity, criticism, probability, certainty, doubt, judgements and deductions.
- 6.1.1.22 Express personal meaning in terms of prediction, satisfaction, surprise, regret, gratitude and speculation.
- 6.1.1.21 Influence other people through polite requests, suggestions, commands, instructions, directions, warnings and advice.

- 6.1.1.23 Use language socially in different situations such as seeking agreement or permission, responding to directions, expressing concern or sympathy and planning cooperative activities.
- 6.1.1.24 Talk about information set out in charts, maps, diagrams, plans, graphs, etc.
- 6.1.1.25 Express ideas in the form of concepts.
- 6.2.2.26 Talk about quality and quantity in relation to goods, building materials, food, healthcare, etc.
- 6.2.2.27 Give an appropriate logical conclusion to a conversation, e.g. on water conservation.
- 6.2.2.28 Discuss contents of a speech, e.g. on Human Rights, Citizenship Education.
- 6.2.2.29 Describe clearly when and how an activity is done, e.g. traditional ceremonies, farming or the School Open-Day.
- 6.2.2.30 Classify different types of songs and occasions at which they are sang.

## **6.2 LITERACY**

### **6.2.1 Reading:**

- 6.2.1.1 Read different types of text and demonstrate understanding by making a personal response.
- 6.2.1.2 Read materials from other subject areas with understanding.
- 6.2.1.3 Understand how to use a reference book.
- 6.2.1.4 Practise skimming, scanning and the use of an index.
- 6.2.1.5 Answer multiple surface and inference questions on any topic of the crosscutting issues.
- 6.2.1.6 Read aloud with appropriate expression, correct punctuation and other markers.
- 6.2.1.7 Extract information from various print resources (e.g. graphs, maps, tables).

### **6.2.2 Writing:**

- 6.2.2.1 Write short compositions on given topics using appropriate structures.
- 6.2.2.2 Compose a story based on a picture.
- 6.2.2.3 Keep a diary.
- 6.2.2.4 Write formal and informal letters, and fill in forms and applications.
- 6.2.2.5 Write from dictation.
- 6.2.2.6 Demonstrate an understanding of paragraphing.
- 6.2.2.7 Use a variety of writing styles: personal, imaginative, narrative and descriptive.  
Write notices, advertisements, tables.
- 6.2.2.8 Translate sentences, paragraphs and passages from a Zambian language into English and vice versa.
- 6.2.2.9 Analyse, identify and use various word forms.
- 6.2.2.10 Build up words using prefixes, infixes, suffixes and stems.
- 6.2.2.11 Identify and use nouns, verbs, adjectives, conjunctions, adverbs and pronouns.
- 6.2.2.12 Build up correct sentences using appropriate vocabulary and structural items.

- 6.2.2.13 Identify and use homographs, autonyms, synonyms and homonyms in sentences.
- 6.2.2.14 Summarise a given story.
- 6.2.2.15 Identify parts of the verbs that denote negation and use positive and negative terms in sentences.
- 6.2.2.16 Change verbs and sentences from one tense to another.
- 6.2.2.17 Change singular to plural for both regular and irregular nouns.
- 6.2.2.18 Make nouns from verbs and vice versa.
- 6.2.2.19 List nouns according to noun prefixes (Zambian Languages).
- 6.2.2.20 Identify and use compound nouns and reduplicated nouns.
- 6.2.2.21 Write conjunctive and disjunctive words.
- 6.2.2.22 Write reduplicated and compound nouns.
- 6.2.2.23 Identify and use interrogative forms of a verb.
- 6.2.2.24 Translate sentences and paragraphs (Zambian Languages, English, French and other languages).
- 6.2.2.25 Punctuate accurately.
- 6.2.2.26 Write appropriate formal exercises of a grammatical type.
- 6.2.2.27 Write words that are spelt the same but with different meanings.
- 6.2.2.28 Write synonyms and antonyms of words.
- 6.2.2.29 Write two words whose meanings are differentiated by double vowels.
- 6.2.2.30 Write legibly with good handwriting.
- 6.2.2.31 Use positive and negative forms of verbs in sentences.
- 6.2.2.32 Change verbs and sentences from positive to negative forms and vice-versa.
- 6.2.2.33 Give meanings of words from a given context.
- 6.2.2.34 Use adjectives to qualify as nouns.
- 6.2.2.35 Write words or names that have been adapted from other languages, e.g. spoon-sipunu (Chitonga) (Zambian Languages).
- 6.2.2.36 Use correct conjunctions to connect parts of a sentence.
- 6.2.2.37 Use prefixes and their concords.

## GRADE 7

### 7.1 LANGUAGE

#### General Outcomes:

- Develop listening, speaking, reading and writing skills.
- Develop appreciation of literature and culture and life skills.

#### 7.1.1 Listening and Speaking:(English, Zambian Languages, French and languages)

##### Specific Outcomes:

- 7.1.1.1 Identify the themes of plays and stories and retell the narratives.
- 7.1.1.2 Use and explain riddles, proverbs, satire and idioms in songs.
- 7.1.1.3 Identify and discuss the customs of a particular group of people.
- 7.1.1.4 Make a speech, an apology, an introduction and a vote of thanks.
- 7.1.1.5 Deliver a complex message from one person to another.
- 7.1.1.6 Understand and demonstrate the difference between assertive and aggressive speech.
- 7.1.1.7 Practise skills in public speaking.
- 7.1.1.8 Debate issues of national importance such as Corruption, Governance, Child abuse, Substance abuse, Human Rights, Environmental issues, HIV/AIDS using formal procedures.
- 7.1.1.9 Act in a play emphasising voice projection, articulation and enunciation.
- 7.1.1.10 Identify, classify and use information to do with study, research, enquiring, different religions, communication through media, natural science, living and working in a modern community.
- 7.1.1.11 Describe, narrate and report own and other people's experiences, past events, arrangements and intentions.
- 7.1.1.12 Find out thoughts, feelings and beliefs of other people.
- 7.1.1.13 Deny, affirm or correct facts and popular opinions.
- 7.1.1.14 Express personal opinions through stating preferences, approval and disapproval, indifference, enthusiasm, intentions and future arrangements.
- 7.1.1.15 Use language socially in situations such as making complaints and enquiries.
- 7.1.1.16 Express concepts about relationships – cause and effect, purposes, comparisons, contrasts, conditions, definitions.
- 7.1.1.17 Talk about quality and quantity.
- 7.1.1.18 Demonstrate understanding of all grammatical terms.
- 7.1.1.19 Influence other people through polite requests, persuasions, refusing permission, or giving advice.
- 7.1.1.20 Identify main points of a conversation, e.g. on consumer education.
- 7.1.1.21 Give a title of a passage or a story, e.g. on Guidance and counselling services.
- 7.1.1.22 Brief other people about the major points of a speech, e.g. on environmental education.

- 7.1.1.23 Narrate stories, tales, legends and myths on Gender, HIV/AIDS, etc.
- 7.1.1.24 Discuss characters, places that are mentioned in the stories, tales, legends and myths.
- 7.1.1.25 Analyse songs, stories, events and praises.
- 7.1.1.26 Review an event, story or incident.

## **7.2 LITERACY**

### **7.2.1 Reading:**

- 7.2.1.1 Read different types of text and do follow-up activities.
- 7.2.1.2 Read silently passages on socially important matters and express opinions and value judgements about what has been read.
- 7.2.1.3 Read aloud in a lively and expressive manner.
- 7.2.1.4 Answer and pose questions on any crosscutting issue (HIV/AIDS, Gender, Substance abuse, Child abuse, Water and Sanitation etc.)
- 7.2.1.5 Use reference and textbooks effectively.
- 7.2.1.6 Read materials from other subject areas with understanding.
- 7.2.1.7 Answer multiple, surface and inference questions on any crosscutting issues.

### **7.2.2 Writing:**

- 7.2.2.1 Write compositions or essays on a given topic using the correct form of introduction: evidence/discussion: conclusion.
- 7.2.2.2 Write sentences in both direct and indirect speech.
- 7.2.2.3 Write interrogatives.
- 7.2.2.4 Write nouns in both singular and plural forms.
- 7.2.2.5 Write sentences in active and passive forms.
- 7.2.2.6 Write formal and informal letters.
- 7.2.2.7 Summarise any given story.
- 7.2.2.8 Translate words, sentences and paragraphs from English, French and other languages into Zambian languages, and vice versa.
- 7.2.2.9 Write notices, announcements, advertisements, obituaries, etc.
- 7.2.2.10 Practice various forms of note taking.
- 7.2.2.11 Extract information from various sources, e.g. charts, tables, maps, graphs.
- 7.2.2.12 Use a variety of writing styles such as personal (diaries, letters, notes); imaginative, narrative, descriptive (stories).
- 7.2.2.13 Write notes about a meeting attended and brief others about the main issues discussed.
- 7.2.2.14 Identify different types of nouns.
- 7.2.2.15 List nouns in each noun class prefixes (Zambian languages, French, and other languages).
- 7.2.2.16 Identify compound and reduplicated words (Zambian languages, French and other languages).
- 7.2.2.17 Identify and use nouns, adjectives, verbs and pronouns whose prefixes are determined by other nouns in a sentence.

- 7.2.2.18 Use adjectives to qualify nouns and adverbs to qualify verbs.  
Write words both conjunctively and disjunctively, e.g. pano (here) (conjunctive), pa mutenge (disjunctive).
- 7.2.2.19 Use both active and passive.
- 7.2.2.20 Punctuate sentences or paragraphs correctly.
- 7.2.2.21 Tabulate, indent, title and paraphrase a passage.
- 7.2.2.22 Write from dictation.
- 7.2.2.23 Spell words correctly.
- 7.2.2.24 Identify interrogative indicators of the language.
- 7.2.2.25 Identify and use singular and plural form of nouns.
- 7.2.2.26 Use proverbs, sayings, praises, idioms, satire, simile and metaphor in writing.



- 7.1.1.23 Narrate stories, tales, legends and myths on Gender, HIV/AIDS, etc.
- 7.1.1.24 Discuss characters, places that are mentioned in the stories, tales, legends and myths.
- 7.1.1.25 Analyse songs, stories, events and praises.
- 7.1.1.26 Review an event, story or incident.

## 7.2 LITERACY

### 7.2.1 Reading:

- 7.2.1.1 Read different types of text and do follow-up activities.
- 7.2.1.2 Read silently passages on socially important matters and express opinions and value judgements about what has been read.
- 7.2.1.3 Read aloud in a lively and expressive manner.
- 7.2.1.4 Answer and pose questions on any crosscutting issue (HIV/AIDS, Gender, Substance abuse, Child abuse, Water and Sanitation etc.)
- 7.2.1.5 Use reference and textbooks effectively.
- 7.2.1.6 Read materials from other subject areas with understanding.
- 7.2.1.7 Answer multiple, surface and inference questions on any crosscutting issues.

### 7.2.2 Writing:

- 7.2.2.1 Write compositions or essays on a given topic using the correct form of introduction: evidence/discussion: conclusion.
- 7.2.2.2 Write sentences in both direct and indirect speech.
- 7.2.2.3 Write interrogatives.
- 7.2.2.4 Write nouns in both singular and plural forms.
- 7.2.2.5 Write sentences in active and passive forms.
- 7.2.2.6 Write formal and informal letters.
- 7.2.2.7 Summarise any given story.
- 7.2.2.8 Translate words, sentences and paragraphs from English, French and other languages into Zambian languages, and vice versa.
- 7.2.2.9 Write notices, announcements, advertisements, obituaries, etc.
- 7.2.2.10 Practice various forms of note taking.
- 7.2.2.11 Extract information from various sources, e.g. charts, tables, maps, graphs.
- 7.2.2.12 Use a variety of writing styles such as personal (diaries, letters, notes); imaginative, narrative, descriptive (stories).
- 7.2.2.13 Write notes about a meeting attended and brief others about the main issues discussed.
- 7.2.2.14 Identify different types of nouns.
- 7.2.2.15 List nouns in each noun class prefixes (Zambian languages, French, and other languages).
- 7.2.2.16 Identify compound and reduplicated words (Zambian languages, French and other languages).
- 7.2.2.17 Identify and use nouns, adjectives, verbs and pronouns whose prefixes are determined by other nouns in a sentence.

- 7.2.2.18 Use adjectives to qualify nouns and adverbs to qualify verbs.  
Write words both conjunctively and disjunctively, e.g. pano (here) (conjunctive), pa mutenge (disjunctive).
- 7.2.2.19 Use both active and passive.
- 7.2.2.20 Punctuate sentences or paragraphs correctly.
- 7.2.2.21 Tabulate, indent, title and paraphrase a passage.
- 7.2.2.22 Write from dictation.
- 7.2.2.23 Spell words correctly.
- 7.2.2.24 Identify interrogative indicators of the language.
- 7.2.2.25 Identify and use singular and plural form of nouns.
- 7.2.2.26 Use proverbs, sayings, praises, idioms, satire, simile and metaphor in writing.

**SECTION B**

**INTEGRATED SCIENCE**

## **INTRODUCTION**

The contributing subjects to this learning area are Environmental Science, Home Economics and Agricultural Science. It also integrates other cross cutting issues such as Environment, Reproductive Health, HIV/AIDS, Hygiene, Nutrition, Substance Abuse, Water and Sanitation.

## **METHODOLOGY**

The success of Integrated Science can be achieved by maximum participation by learners. This learning area, that enhances creativity, analysis, problem solving and an investigative approach, can be taught effectively using a variety of methods both in the classroom and outside. Learners are expected to conduct experiments, study tours, fieldwork and project work.

## **GENERAL OUTCOMES FOR GRADES 1 - 7**

Integrated Science is an area in which learners are required to develop scientific knowledge, skills and attitudes that will help them to explore and understand their immediate environment and the world at large.

By the end of Grade 7 learners are expected to develop:

- an attitude of scientific curiosity and enquiry;
- the ability to generate new ideas;
- ability to co-operate;
- willingness to share knowledge;
- an understanding of human beings and their environment;
- awareness of a variety of life;
- an understanding of the relationship of living things in their environment; and
- knowledge and skills in health and nutrition.

# GRADE 1

## 1.1 THE HUMAN BODY

### General Outcomes:

- **Demonstrate understanding of the basic facts about the human body**
- **Develop investigative skills.**

### Specific Outcomes

- 1.1.1 Identify the external parts of the human body.
- 1.1.2 Name the five senses.
- 1.1.3 Relate the pulse in the wrist to the heartbeat.
- 1.1.4 Explain how the heart beats when they rest, run or are afraid.
- 1.1.5 Explain how the nose and the lungs work when they breathe.
- 1.1.6 Find out the rate of breathing when they run or sleep.
- 1.1.7 Name the stages in the human life cycle (baby, toddler, infant, child, teenager, adult, aged person).
- 1.1.8 State what a human being can do at different stages of growth (e.g. baby – sitting; toddler- crawling; infant - standing;, child- running).
- 1.1.9 Explain the importance of monitoring the growth of a child from 0 to 5 years.
- 1.1.10 Observe and record their own growth in terms of height and weight over a period of time (from term one to term three).
- 1.1.11 Mention what the clinic does for babies and children in the community (e.g. vaccinations).

## 1.2 HEALTH

### General Outcomes:

- **Recognise the importance of personal health**
- **Develop knowledge, positive attitudes and values for personal hygiene.**
- **Develop investigative skills.**

### Specific Outcomes

- 1.2.1 Discuss the importance of keeping the body clean.
- 1.2.2 Demonstrate how to clean the face, teeth, hands and feet.
- 1.2.3 Explain the importance of washing hands after using the toilet and before eating food.
- 1.2.4 State the value of eating food.
- 1.2.5 Explain the importance of keeping the surroundings clean.
- 1.2.6 State what the letters HIV and AIDS stand for.
- 1.2.7 Mention ways through which HIV can be passed on from an infected person to a person who is not infected.

- 1.2.8 Discuss how some methods of traditional healing can pass on HIV.
- 1.2.9 Discuss how HIV transmission can be prevented.
- 1.2.10 Discuss First Aid procedures with regard to handling blood.

### 1.3 THE ENVIRONMENT

#### General Outcomes:

- **Develop knowledge, positive attitudes and values for the immediate environment.**
- **Develop investigative skills.**

#### Specific Outcomes

- 1.3.1 Identify the main features of the local environment.
- 1.3.2 Distinguish between the natural and unnatural environment.
- 1.3.3 Discuss the range of environments in which Zambians live (urban/rural; dry/wet; upland/lowland; crowded/isolated).
- 1.3.4 Discuss the importance of the environment to (people, animals and plants).

### 1.4 PLANTS AND ANIMALS

#### General Outcomes:

- **Demonstrate knowledge, attitudes and values about plants and animal life.**
- **Develop investigative skills.**

#### Specific Outcomes

##### Plants

- 1.4.1 Identify plants in the local environment (e.g. food crop, weed, decorative plant).
- 1.4.2 Observe and record the early stages of plant growth from a seed.
- 1.4.3 Explain the difference between wild and cultivated plants.
- 1.4.4 Identify and name plants in the local environment (e.g. black jack)
- 1.4.5 Discuss the different types of plants observed (e.g. non-woody, woody).
- 1.4.6 Classify different types of plants observed (e.g. evergreen and deciduous trees, bushes and grasses).

##### Animals

- 1.4.7 Identify and name animals in the local environment.
- 1.4.8 Draw different animals in the local environment.
- 1.4.9 Name five things that all animals do (move, eat, respire, grow, reproduce).
- 1.4.10 Explain the difference between a wild animal and a domestic animal.
- 1.4.11 Care for a tortoise or a rabbit in a nature shelter in the school.

## 1.5 MATERIALS AND ENERGY

### General Outcomes:

- Acquire knowledge and values of materials and energy.
- Develop investigative skills.

### Specific Outcomes

- 1.5.1 Identify different types of materials: wood, metal, plastic, stone, mud and textile.
- 1.5.2 Distinguish between the following terms rough and smooth; hard and soft; flexible and rigid; strong and fragile.
- 1.5.3 Discuss different uses of materials.
- 1.5.4 Experiment to find out which of the following materials float or sink (wood, metal, concrete block, cork).
- 1.5.5 Distinguish between a push and a pull.

## GRADE 2

### 2.1 THE HUMAN BODY

#### General Outcomes:

- Demonstrate understanding of the basic facts about the human body
- Develop investigative skills.

#### Specific Outcomes

##### Structure of the Body

- 2.1.1 Demonstrate the movement of arms and legs.
- 2.1.1 Name the major movable and immovable joints in the body.
- 2.1.2 Explain the role played by bones, joints and muscles in movement.
- 2.1.3 Explain what happens if a bone gets broken (arm or leg).
- 2.1.4 Label the major parts of the human skeleton (e.g. skull, neck, arms, ribs, hip, legs, feet and spine).

##### Reproductive health

- 2.1.6 Discuss where babies come from (mother).
- 2.1.7 Discuss what adults should do to keep you healthy and happy.

### 2.2 HEALTH

#### General Outcomes:

- Recognise the importance of personal health
- Develop knowledge, positive attitudes and values for personal hygiene.
- Develop investigative skills.

#### Specific Outcomes

##### Personal hygiene

- 2.2.1 Explain the need for keeping our bodies clean.
- 2.2.2 Discuss ways of maintaining our bodies clean.
- 2.2.3 Explain the importance of washing hands before preparing and eating food.
- 2.2.4 Discuss the importance of washing hands after using the toilet.
- 2.2.5 Explain the importance of washing certain types of food before eating them.
- 2.2.6 Explain the need to drink clean and safe water.
- 2.2.7 Discuss the danger of eating exposed food (e.g. exposed to flies, cockroaches, dust, rats).



## **HIV/AIDS**

- 2.2.9 State what HIV and AIDS stand for.
- 2.2.10 Discuss how HIV transmission through blood can be prevented.
- 2.2.11 Explain why it is not good to touch human blood and to share sharp instruments (razor blades, needles).

## **2.3 ENVIRONMENT**

### **General Outcome**

- **Develop knowledge, positive attitudes and values for the immediate environment.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Our environment**

- 2.3.1 Distinguish between the natural and the unnatural environment.
- 2.3.2 Draw things that are from the natural environment and the unnatural environment.
- 2.3.3 List things that are harmful to human beings and the environment (e.g. waste dumps, toxic fumes from factories and automobiles).
- 2.3.4 Explain what is done to the waste materials produced at home and at school.
- 2.3.5 Explain why wastes should be deposited in the right places.
- 2.3.6 Discuss why people should value and care for their environment (e.g. animals and forests).
- 2.3.7 Discuss the importance of keeping our homes and schools clean.
- 2.3.8 Explain what people in the community do to care for their immediate environment.

#### **Forests**

- 2.3.9 Explain the importance of forests in the local area.
- 2.3.10 Discuss the effects of deforestation.
- 2.3.11 Discuss ways in which forests can be preserved.

#### **The air we breathe**

- 2.3.12 Explain why it is important to breathe clean air.
- 2.3.13 Discuss ways in which we can provide good ventilation in our homes and classrooms.

#### **Weather**

- 2.3.14 Discuss the seasons in Zambia (rainy, cold, dry and hot).
- 2.3.15 Draw pictures to show what people do during each season.
- 2.3.16 Explain how we can measure the temperature and the rainfall.
- 2.3.17 Design and make a class weather chart.

## 2.4 PLANTS AND ANIMALS

### General Outcomes:

- Demonstrate knowledge, attitudes and values about plants and animal life.
- Develop investigative skills.

### Specific Outcomes

#### Plants

- 2.4.1 Draw and label the different parts of a plant: root, stem, leaf, flowers, fruits and seed.
- 2.4.2 Explain why plants produce seed.
- 2.4.3 Name some wild plants in the environment.
- 2.4.4 Keep a record of known varieties of plants.
- 2.4.5 Explain the importance of removing weeds around crops.

#### Animals

- 2.4.6 Name some birds, insects, and animals in the environment.
- 2.4.7 Keep a record of known varieties of animals.
- 2.4.8 Mention some animals, which depend on each other for food.
- 2.4.9 Mention some animals, which live on grass and crop plants.
- 2.4.10 Mention places where wild animals are found (zoo, game reserve, bush).
- 2.4.11 List some of the wild animals that are found in Zambia.
- 2.4.12 Discuss how animals protect themselves from their enemies (adaptation, camouflage).
- 2.4.13 Discuss how human beings threaten the existence of wild life.
- 2.4.14 Discuss methods used to conserve wild life in your area.
- 2.4.15 Explain the importance conserving wild life.
- 2.4.16 Keep a classroom chart of wild life.

## 2.5 MATERIALS AND ENERGY

### General Outcomes:

- Acquire knowledge and values of materials and energy.
- Develop investigative skills.

### Specific Outcomes

- 2.5.1 Discover the effect of heat on water, ice, candle wax.
- 2.5.2 Demonstrate the existence of materials in solid, liquid or gas forms.
- 2.5.3 Experiment to show that some materials are soluble and others are insoluble (sugar, salt, sand).
- 2.5.4 Show that some materials dissolve more quickly in hot water than in cold water.
- 2.5.5 Distinguish between different sounds (loud/soft, high pitch/low pitch, plucked/struck/blown).

- 2.5.6 List the sources of natural light and unnatural (sun, electricity).
- 2.5.7 Classify the sources of light: (natural and unnatural).
- 2.5.8 Relate different positions of the source of light to shadow and shade.
- 2.5.9 Relate the length of the shadow to time.

## GRADE 3

### 3.1 THE HUMAN BODY

#### General Outcomes:

- Demonstrate understanding of the basic facts about the human body.
- Develop investigative skills.

#### Specific Outcomes

##### The Heart

- 3.1.1 State the function of the heart.
- 3.1.2 Describe the composition of blood (red and white blood cells).
- 3.1.3 State the main functions of blood e.g. moves food and oxygen to cells.
- 3.1.4 Take the pulse rate.

### 3.2 HEALTH

#### General Outcomes:

- Recognise the importance of personal health
- Develop knowledge, positive attitudes and values for personal hygiene.
- Develop investigative skills.

#### Specific outcomes:

##### Food

- 3.2.1 State the importance of the following nutrients: carbohydrate, protein and vitamins.
- 3.2.2 Classify foods according to the following groups of nutrients carbohydrate, protein and vitamins.
- 3.2.3 Choose a balanced diet from the foods available locally.

##### Substance Abuse

- 3.2.4 Identify some common drugs in the community.
- 3.2.5 Discuss how people who take harmful drugs behave.
- 3.2.6 Explain the effects of drinking too much alcohol.

##### Illnesses and diseases

- 3.2.9 Discuss the common causes of disease (parasites, bacteria and viruses).
- 3.2.10 List common diseases in your community (e.g. malaria, cholera, dysentery, bilharziasis).
- 3.2.11 Distinguish between infectious and non-infectious diseases (TB, AIDS, measles and malaria).

- 3.2.12 Discuss different ways of preventing diseases;( personal hygiene, good sanitation, vaccination).
- 3.2.13 Discuss the importance of drinking plenty of safe and clean water.

### 3.3 THE ENVIRONMENT

#### General Outcomes:

- Develop knowledge, positive attitudes and values for the immediate environment.
- Develop investigative skills.

#### Specific Outcomes

##### Rocks and Soil

- 3.3.1 Discover which rocks weather more easily e.g. sedimentary.
- 3.3.2 Explain the term weathering.
- 3.3.3 Explain how weathering takes place through wind, water, sun, plants and animals to form soil.

### 3.4 PLANTS AND ANIMALS

#### General Outcomes:

- Demonstrate knowledge, attitudes and values about plants and animal life.
- Develop investigative skills.

#### Specific Outcomes

##### Plants

- 3.4.1 Explain the meaning of plant classification.
- 3.4.2 Classify plants into flowering and non flowering.
- 3.4.3 Give examples of flowering and non flowering plants in the local environment.
- 3.4.4 Explain seed dispersal in flowering and non flowering plants.

##### Animals

- 3.4.5 Classify animals into vertebrates and invertebrates.
- 3.4.6 Classify vertebrates into mammals, birds, amphibians, fish, reptiles.
- 3.4.7 Give examples of vertebrates found in Zambia (e.g. mammals- human being, birds- chicken).
- 3.4.8 Give examples of invertebrates (e.g. spiders, insects, worms).

## **Habitat**

- 3.4.9 Explain the term habitat.
- 3.4.10 Discuss adaptation of living things in their habitats (climate, availability of nutrients and danger from predators).

## **3.5 MATERIALS AND ENERGY**

### **General Outcomes:**

- Acquire knowledge and values of materials and energy.
- Develop investigative skills.

### **Specific Outcomes**

#### **Heat**

- 3.5.1 Show how we measure heat using a thermometer
- 3.5.2 Read the temperature of human body and that of boiling water.
- 3.5.3 Measure the temperature of the air inside the classroom and outside (in the shade, in the sun).
- 3.5.4 Identify good and bad conductors of heat.
- 3.5.5 Explain the uses of good and bad conductors of heat.
- 3.5.6 Demonstrate the effect of heat on solids, liquids and gases.
- 3.5.7 Demonstrate the effects of cooling liquids and gases.
- 3.5.8 Demonstrate the processes of evaporation and condensation.

#### **Forces**

- 3.5.9 Distinguish between pushing and pulling forces.
- 3.5.10 Name objects which depend on a push or pull force to operate.
- 3.5.11 Discuss ways in which animals or machines can help us to push or pull.

#### **Pressure**

- 3.5.12 Show pressure on an object.
- 3.5.13 Discuss why tools and implements should be sharp.
- 3.5.14 Explain why water tanks are placed on a higher level.
- 3.5.15 Explain why pumping a bicycle tube becomes more difficult as the tube gets inflated.

## GRADE 4

### 4.1 THE HUMAN BODY

#### General Outcomes:

- Demonstrate understanding of the basic facts about the human body
- Develop investigative skills.

#### Specific Outcomes

- 4.1.1 Discuss the physical changes that take place at puberty.
- 4.1.2 Discuss the changes in mood and feelings, which accompany adolescence.
- 4.1.3 Explain what is meant by unprotected sex.
- 4.1.4 Explain what is meant by the terms conception and pregnancy.
- 4.1.5 Explain the term sexually transmitted infections.
- 4.1.6 Discuss how HIV/AIDS and Sexually Transmitted Infections are contracted.

### 4.2 HEALTH

#### General Outcomes:

- Recognise the importance of personal health
- Develop knowledge, positive attitudes and values for personal hygiene.
- Develop investigative skills.

#### Specific Outcomes

##### Personal Hygiene

- 4.2.1 Draw and label the external features of an eye.
- 4.2.1 Discuss the importance of eyes.
- 4.2.2 Discuss the care of eyes.
- 4.2.3 Draw and label the external features of an ear.
- 4.2.4 Explain the importance of ears.
- 4.2.5 Discuss the care of ears.
- 4.2.6 Explain the importance of feet.
- 4.2.7 Discuss the care of the feet.
- 4.2.8 Discuss how we contract water-borne diseases, such as cholera, bilharzia, typhoid.
- 4.2.9 Discuss preventive measures to stop water contamination by disease causing organisms.
- 4.2.10 Discuss preventive measures to stop water contamination by chemical effluents.

## **Illnesses and sickness**

- 4.2.11 Discuss dehydration and how to prevent it.
- 4.2.12 Discuss the value of traditional and non traditional medicine.

## **4.2 THE ENVIRONMENT**

### **General Outcomes:**

- **Develop knowledge, positive attitudes and values for the immediate environment.**
- **Develop investigative skills.**

### **Specific outcomes**

#### **Forests**

- 4.3.1 Discuss the importance of forests to people and other forms of life.
- 4.3.2 Explain the effects of human activities on forests.
- 4.3.3 Discuss ways of conserving forests.

#### **Game Management Areas (GMA)**

- 4.3.4 Explain how to control the wild animal population in the Game Management Areas.
- 4.3.5 Discuss threats to wildlife (danger of extinction).
- 4.3.6 Discuss the effects of poaching on wildlife.
- 4.3.7 Discuss the importance of conserving wildlife.

#### **Soils**

- 4.3.8 Collect soil samples and classify them according to type (clay, loam, sand).
- 4.3.9 Discuss the presence of water in the soil.
- 4.3.10 Explain the importance of water retention in the soil to plants.
- 4.3.11 Discuss soil fertility and how it can be improved using natural and artificial methods.
- 4.3.12 Explain why natural methods of improving soil fertility are better than artificial methods.

## **4.4 PLANTS AND ANIMALS**

### **General Outcomes:**

- **Demonstrate knowledge, attitudes and values about plants and animal life.**
- **Develop investigative skills.**

### **Specific Outcomes**



### **Crops**

- 4.4.8 State the main crops grown in Zambia (e.g. cassava, maize, sorghum, and finger millet).
- 4.4.9 Name the crops grown primarily for consumption by the farmers and their families (emphasize household production of crops).
- 4.4.10 Name the crops grown for sale (e.g. cotton, coffee, beans, sunflower, cassava, maize, groundnuts).
- 4.4.13 Explain why some crops grown elsewhere in Zambia are not grown in your area.
- 4.4.14 Name main parts of the flowering plants and discuss the importance of each part.
- 4.4.15 Explain how different parts of a plant can be used

### **Livestock**

- 4.4.16 List the main animals kept by farmers in Zambia.
- 4.4.17 Discuss why some animals are kept in certain areas only.
- 4.4.18 Discuss the importance of animals in the community.

## **4.5 MATERIALS AND ENERGY**

### **General Outcome:**

- Acquire knowledge and values of materials and energy.
- Develop investigative skills.

### **Specific Outcomes**

#### **Air**

- 4.5.1 Explain the importance of air to living things.
- 4.5.2 Discuss the value of good ventilation in a home or classroom.
- 4.5.3 Explain the effects of polluted air on living things.
- 4.5.5 Discuss advantages and disadvantages of strong winds.

#### **Light**

- 4.5.6 Experiment with different materials to show whether light can pass through them (clear glass, smoked glass, wood, iron sheet).

#### **Heat**

- 4.5.7 Distinguish between good and bad conductors of heat.
- 4.5.8 Identify materials that are good insulators.
- 4.5.9 Discuss the uses of good and bad conductors of heat.

#### **Machines**

- 4.5.10 Discuss the types of machines used in the home and school.
- 4.5.11 Explain how the machines in the home and school are used.

## GRADE 5

### 5.1 THE HUMAN BODY

#### General Outcomes:

- Demonstrate understanding of the basic facts about the human body
- Develop investigative skills.

#### Specific Outcomes

##### The Digestive System

- 5.1.1 Identify and label the main parts of the digestive system in the human body (mouth, stomach, small intestine, large intestine and rectum).
- 5.1.2 Identify the four types of teeth (incisor, canine, premolar, molar).

##### Digestion

- 5.1.3 Discuss the functions of the four types of teeth.

##### Water in the body

- 5.1.4 Discuss the importance of water in the body.
- 5.1.5 Explain the effects of dehydration.
- 5.1.6 Discuss how to prevent and treat dehydration.

### 5.2 HEALTH

#### General Outcomes:

- Recognise the importance of personal health
- Develop knowledge, positive attitudes and values for personal hygiene.
- Develop investigative skills.

#### Specific Outcomes

##### Ventilation

- 5.2.1 Discuss the need for fresh air (school, home).
- 5.2.2 Identify and draw some common ventilators used in school and at home.
- 5.2.3 Discuss effects of poor ventilation.
- 5.2.4 Discuss ways of treating a suffocated person.

##### Accidents and First Aid

- 5.2.5 Identify the common causes of accidents in the home, school and community.
- 5.2.6 Discuss ways of preventing accidents in the home, school and community.

- 5.2.7 State the items found in a First Aid Kit.
- 5.2.8 Relate each item of a First Aid Kit to its use.
- 5.2.9 Discuss the basic rules of First Aid.
- 5.2.10 Demonstrate how to apply First Aid.

### **Diseases**

- 5.2.11 Discuss causes of airborne and water borne diseases in Zambia (tuberculosis, pneumonia, cholera, typhoid, dysentery, measles and bilharzia).
- 5.2.12 Discuss signs and symptoms of air borne and water borne diseases.
- 5.2.13 Discuss how to prevent and treat tuberculosis, pneumonia, cholera, typhoid, dysentery, measles, bilharzia, and diarrhoea.

### **HIV/AIDS**

- 5.2.14 Discuss ways in which HIV and STIs are transmitted.
- 5.2.15 Discuss what happens to the body when an HIV positive person develops AIDS.
- 5.2.16 Discuss the care and treatment of AIDS patients (nutritious meals).

### **Substance Abuse**

- 5.2.17 List the drugs, which are harmful to the human body (cocaine, mandrax, heroin, dagga).
- 5.2.18 List the substances, which are harmful to the human body (petrol, alcohol).
- 5.2.19 Discuss the harmful effects of substance abuse on the body.
- 5.2.20 Discuss how substance addicts can be helped.

## **5.3 THE ENVIRONMENT**

### **General Outcomes:**

- **Develop knowledge, positive attitudes and values for the immediate environment.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Soil**

- 5.3.1 Discuss how soil is formed by the agents of weathering (wind, water, temperature, trees).
- 5.3.2 Compare the soil samples collected from different locations.
- 5.3.3 Show the presence of water in a sample of soil (by carrying out an experiment).
- 5.3.4 Explain the importance of water in the soil.
- 5.3.5 List ways in which water can be retained in the soil.
- 5.3.6 Demonstrate that clay, loamy and sandy soils have different rates of drainage.

## **Fertilisers**

- 5.3.7 Explain what organic and inorganic fertilisers are.
- 5.3.8 Discuss various ways of preparing compost manure.
- 5.3.9 Discuss the importance of maintaining a supply of composted materials.
- 5.3.10 Discuss the advantages and disadvantages of chemical fertilisers to plant growth and agriculture.

## **5.4 PLANTS AND ANIMALS**

### **General Outcomes:**

- **Demonstrate knowledge, attitudes and values about plants and animal life.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Pests**

- 5.4.5 Identify common insect pests in the local environment.
- 5.4.6 Discuss the harm caused by pests on plants and animals.
- 5.4.7 Discuss how pests can be controlled using local plant materials.
- 5.4.8 Discuss how chemical pesticides can cause harm to the environment.

## **5.5 MATERIALS AND ENERGY**

### **General Outcomes:**

- **Acquire knowledge and values of materials and energy.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Electricity**

- 5.5.1 Discuss sources of electricity (hydro, thermal, solar).
- 5.5.2 List sources of electricity at school, home and in the community.
- 5.5.3 Discuss how a simple electric circuit works.
- 5.5.4 Draw and label a circuit diagram.
- 5.5.5 Identify electrical appliances used at home, school and in the community.
- 5.5.6 Identify good conductors of electricity
- 5.5.7 Identify bad conductors of electricity.
- 5.5.8 Discuss the uses of good and bad conductors of electricity.

#### **Insulators**

- 5.5.9 Identify good insulators.
- 5.5.10 Identify poor insulators.
- 5.5.11 Discuss uses of good and poor insulators.

## **Heat**

- 5.5.12 Identify sources of heat.
- 5.5.13 Discuss how heat is transferred (radiation, conduction, convection).
- 5.5.14 Identify good conductors of heat.
- 5.5.15 Identify poor conductors of heat
- 5.5.16 Discuss the uses of good and poor conductors of heat at home, school and community.

## **Weight**

- 5.5.17 Identify various weight balances.
- 5.5.18 Demonstrate the weight of various materials.
- 5.5.19 Compare the weight of various substances at sea level and on the moon.
- 5.5.20 Discuss advantages and disadvantages hand weight measurements.

## **Volume**

- 5.5.21 Identify various instruments and apparatus used to measure volume
- 5.5.22 Measure the volume of various regular solid objects.
- 5.5.23 Measure the volume of various irregular solid objects.
- 5.5.24 Measure the volume of liquids.

## **Mass**

- 5.1.23 Measure mass of various substances.

## GRADE 6

### 6.1 THE HUMAN BODY

#### General Outcomes:

- **Demonstrate understanding of the basic facts about the human body**
- **Develop investigative skills.**

#### The Circulatory System

- 6.1.1 Identify organs of the circulatory system.
- 6.1.2 Draw and label a diagram to show the heart, lungs, arteries and veins.
- 6.1.3 Discuss how the blood circulates in the body.
- 6.1.4 Describe the functions of blood in the body.

#### The Digestive System

- 6.1.5 Identify the organs of the alimentary canal (mouth, gullet, stomach, small and large intestine).
- 6.1.6 Draw and label a diagram of the human alimentary canal.
- 6.1.7 Mention parts of the alimentary canal where food digestion takes place.
- 6.1.8 Identify parts of the alimentary canal where digested food is absorbed.
- 6.1.9 Explain the importance of eating clean food.
- 6.1.10 Discuss what happens to food materials that have not been absorbed in the alimentary canal.

### 6.2 HEALTH

#### General Outcomes:

- **Recognise the importance of personal health**
- **Develop knowledge, positive attitudes and values for personal hygiene.**
- **Develop investigative skills.**

#### Specific Outcomes

##### Food Nutrients:

##### Carbohydrates, proteins, fats, Vitamins and minerals

- 6.2.1 Identify food sources rich in carbohydrates, proteins and fats.
- 6.2.2 Discuss the importance of carbohydrates, proteins and fats in a diet.
- 6.2.3 Discuss the importance of vitamins and minerals in a diet.
- 6.2.4 List foods which are good sources of vitamins and minerals.
- 6.2.5 Discuss the importance of eating a variety of foods.
- 6.2.6 Discuss the importance of food labelling and packaging.
- 6.2.7 Discuss common deficiency diseases in the home, school and community.
- 6.2.8 Interpret children's clinic cards.

## **Substance Abuse**

- 6.2.9 Explain how substance abuse can damage the body.
- 6.2.10 Explain how substance abuse can ruin the lives of people.
- 6.2.11 Discuss how substance addicts can be helped.

## **6.3 THE ENVIRONMENT**

### **General Outcomes:**

- **Develop knowledge, positive attitudes and values for the immediate environment.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **The water cycle**

- 6.3.1 Describe the rain cycle.
- 6.3.2 Discuss water vapour.
- 6.3.3 Describe evaporation.
- 6.3.4 Discuss the importance of evaporation in everyday life.
- 6.3.5 State how the rate of evaporation is affected by weather changes.
- 6.3.6 Discuss the condensation of water.
- 6.3.7 Record rainfall.
- 6.3.8 Convert rainfall records into bar charts.
- 6.3.9 Describe the effects of rain on the environment.

## **6.4 PLANTS AND ANIMALS**

### **General Outcomes:**

- **Demonstrate knowledge; attitudes and values about plants and animal life.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Plants**

- 6.4.1 Identify plants in the local environment.
- 6.4.2 Classify plants into flowering and non-flowering plants.
- 6.4.3 Discuss reproduction in flowering plants and non-flowering plants.
- 6.4.4 Compare reproduction in flowering and non-flowering plants.
- 6.4.5 Discuss some useful and some harmful fungi.
- 6.4.6 Discuss the importance of water to plant growth.
- 6.4.7 Explain how dissolved mineral salts reach the leaves.
- 6.4.8 Carry out an experiment to show how water is lost through the leaves (transpiration).
- 6.4.9 Describe the process by which plants make food (Photosynthesis).

## **Livestock**

- 6.4.10 Explain the basic needs of livestock.
- 6.4.11 Discuss the importance of cleanliness in the care of livestock.
- 6.4.12 Discuss the advantages of keeping livestock together.
- 6.4.13 Discuss the disadvantages of crowding livestock.

## **Fish**

- 6.4.14 Draw and label the external parts of a fish (scales, fins).
- 6.4.15 Identify the internal parts of a fish (gills, intestines, swim bladder, air sac).
- 6.4.16 State what fish feed on.
- 6.4.17 Describe how fish breathe air dissolved in water.
- 6.4.18 Describe how fish swim in water.
- 6.4.19 Discuss the effects of overcrowding in a fish pond.
- 6.4.20 State ways of conserving fish.
- 6.4.21 State the effects of water pollution on fish.
- 6.4.22 State the importance of fish in a diet.

## **Amphibians and reptiles**

- 6.4.7 Name animals classified as amphibians and reptiles.
- 6.4.8 Describe adaptations shown by reptiles and amphibians.
- 6.4.9 Name common varieties of poisonous snakes.
- 6.4.10 Explain how snake bites should be treated.
- 6.4.11 Describe the life cycle of a lizard.
- 6.4.12 Describe the life-cycle of a frog or a toad.
- 6.4.13 Compare the features of a frog or toad with those of a lizard or gecko.
- 6.4.14 State methods of conserving amphibians and reptiles.

## **6.5 MATERIALS AND ENERGY**

### **General Outcomes:**

- Acquire knowledge and values of materials and energy.
- Develop investigative skills.

### **Specific Outcomes**

#### **Magnets**

- 6.5.1 Discuss what a magnets is.
- 6.5.2 Identify materials that can be attracted by a magnet
- 6.5.3 Demonstrate how to make a magnet by the electromagnetic and stroking methods.
- 6.5.4 Identify the poles of a magnet.
- 6.5.5 Demonstrate the laws of repulsion and attraction.
- 6.5.6 Distinguish a magnet from a non-magnet.
- 6.5.7 State the uses of a magnet.



## **Air**

- 6.5.8 Discuss the composition of air.
- 6.5.9 Demonstrate that air contains more than one substance.
- 6.5.10 Discuss the physical properties of air.
- 6.5.11 Demonstrate that air has weight and mass.
- 6.5.12 Demonstrate that air exerts pressure.

## **Sound**

- 6.5.13 Demonstrate how sound is produced.
- 6.5.14 State how a sound can be made louder.
- 6.5.15 Describe how sound travels from one place to another.

## **Communication**

- 6.5.16 State different methods of communication using sound ( phones, drums, radio, television,)
- 6.5.17 Describe components of the telephone.
- 6.5.18 Describe how to make a telephone call.
- 6.5.19 Draw a diagram of the components of a telephone.
- 6.5.20 Discuss how radio messages are sent and received.

## GRADE 7

### 7.1 THE HUMAN BODY

#### General Outcomes:

- Demonstrate understanding of the basic facts about the human body
- Develop investigative skills.

#### Specific Outcome

##### The skin

- 7.1.1 Identify the parts of the skin.
- 7.1.2 Discuss the functions of the skin.
- 7.1.3 Discuss diseases of the skin.

### 7.2 HEALTH

#### General Outcomes:

- Recognise the importance of personal health
- Develop knowledge, positive attitudes and values for personal hygiene.
- Develop investigative skills.

#### Specific Outcomes

##### Personal hygiene

- 7.2.1 Explain the importance of personal hygiene.
- 7.2.2 Explain the importance of wearing clean clothes.
- 7.2.3 Discuss cosmetics available on the market.
- 7.2.4 Discuss the effects of the lightening creams on the skin.
- 7.2.3 Discuss the importance of good grooming in relation to self-confidence and self-esteem.

##### Substance abuse

- 7.2.4 Discuss the dangers of substance abuse.

##### Disease

- 7.2.5 Explain the difference between a virus and a bacterium.
- 7.2.6 Discuss how a viruses and bacteria can affect health.
- 7.2.7 Discuss the effects of cholera, tuberculosis, malaria, HIV and AIDS on individuals and families.
- 7.2.8 Explain why HIV and AIDS is a threat to Zambians.

## **Population**

- 7.2.9 Discuss the effects of diseases on the population (cholera, tuberculosis, malaria, HIV/AIDS).
- 7.2.10 Discuss the prevalence of diseases in relation to the provision of health services.
- 7.2.11 Explain the effects of rapid population growth on health facilities.

## **7.3 THE ENVIRONMENT**

### **General Outcome:**

- **Develop knowledge, positive attitudes and values for the immediate environment.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Water supply**

- 7.3.1 Discuss water supply system in the village.
- 7.3.2 Describe water supply systems in towns (urban areas).
- 7.3.3 Discuss different types of water treatment.
- 7.3.4 Describe how to make water clean and safe to drink.
- 7.3.5 Discuss the effects of water pollution on the quality of life.
- 7.3.6 Name common water-borne diseases.
- 7.3.7 Discuss the effects of water-borne diseases on the population.
- 7.3.8 Explain how to prevent water-borne diseases.

## **7.4 PLANTS AND ANIMALS**

### **General Outcomes:**

- **Demonstrate knowledge, attitudes and values about plants and animal life.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **The flower**

- 7.4.1 Identify the parts of a flower.
- 7.4.2 Draw a flower and label it.

#### **Pollination and fertilisation**

- 7.4.3 Discuss pollination.
- 7.4.4 Discuss the part played by wind and insects in pollination.
- 7.4.5 Discuss fertilisation in plants.

### **Fruits and seeds**

- 7.4.6 Identify fruits used as food.
- 7.4.7 Classify seeds used as food (legumes, cereals).
- 7.4.8 Discuss how legumes and cereals can be preserved to enhance food security.
- 7.4.9 Discuss the importance of food in relation to diseases (e.g. HIV/AIDS, malaria).

### **Seed dispersal**

- 7.4.10 Discuss the various ways in which seeds are dispersed.
- 7.4.11 Discuss the importance of seed dispersal in the survival of plant species.

### **Propagation**

- 7.4.12 Discuss various methods of plant propagation.
- 7.4.13 Demonstrate how to propagate some plants in the local area.

## **7.5 MATERIALS AND ENERGY**

### **General Outcome:**

- **Acquire knowledge and values of materials and energy.**
- **Develop investigative skills.**

### **Specific Outcomes**

#### **Energy**

- 7.5.1 Demonstrate the function of conductors and insulators.
- 7.5.2 Discuss insulating materials used for making cables.
- 7.5.3 Explain why electric wires are insulated.
- 7.5.4 Explain how electrical energy can be converted into other forms of energy.

#### **Circuits**

- 7.5.4 Identify the components of a circuit.
- 7.5.5 Discuss the action of a fuse and a strip switch in a circuit.
- 7.5.6 Explain why some electrical appliances should be earthed.
- 7.5.7 Demonstrate wiring of a three-pin plug.
- 7.5.8 Identify a short circuit in an actual circuit.
- 7.5.9 Identify a short circuit in a circuit diagram using appropriate symbols.
- 7.5.10 Draw a simple circuit diagram with bulbs using appropriate symbols.

#### **Conserving electricity**

- 7.5.11 Discuss sources of electricity.
- 7.5.12 Explain methods of conserving electricity in homes and schools.

### **Lightning**

- 7.5.13 Discuss the causes of lightning.
- 7.5.14 Explain the effects of lightning on plants, animals and buildings.
- 7.5.15 Demonstrate how to prevent damage caused by lightning.

### **Mining**

- 7.5.16 Discuss minerals mined in Zambia
- 7.5.17 Discuss the uses of minerals mined in Zambia.
- 7.5.18 List the properties of copper.
- 7.5.19 Explain how copper is extracted.
- 7.5.20 Discuss how copper is refined.
- 7.5.21 Discuss the impact of mining on the environment.
- 7.5.22 Explain the importance of copper mining to the Zambian economy.

### **The solar system**

- 7.5.23 Explain what is meant by “the solar system”.
- 7.5.24 Explain the differences between luminous and reflective surfaces.
- 7.5.25 State different sources of light in the solar system.
- 7.5.26 Explain the reason for solar eclipses.
- 7.5.27 Discuss the reasons for space exploration.

**SECTION: C**

**CREATIVE AND TECHNOLOGY STUDIES**

## **INTRODUCTION**

The Creative and Technology Studies syllabus reflects a Learning Area where the following subjects have been integrated: Industrial Arts, Art and Design, Home Economics, Physical Education and Music. This Learning Area emphasizes on developing creativity, analysis, problem solving and investigation in learners.

## **METHODOLOGY**

In order to help the learners acquire the above stated skills, the following are some of the teaching/learning methods that can be used:

- Demonstration
- Co-operative learning
- Direct instruction
- Independent study
- Project work
- Enquiry
- Observation
- Apprenticeship
- Field work
- Research
- Practical
- Portfolio's
- Group work

## GENERAL OUTCOMES FOR GRADE 1 - 7

### General Outcomes:

- Appreciate and maintain traditional arts and crafts of Zambia.
- Demonstrate craft and technical skills in making artefacts and systems found in their environment.
- Exhibit musical talent, creativity, self-expression and aesthetic sensitivity.
- Demonstrate specific skills, techniques and values in sport.
- Understand and demonstrate entrepreneurial skills.
- Maintain safety, health and personal hygiene.
- Develop skills of manipulation, co-ordination, correlation, imagination, observation and self-expression.
- Communicate effectively using visual, symbolic and language skills in various modes.
- Use an approach to practical tasks based on a process of “design, experimentation, production and evaluation.”
- Use practical approaches to solve practical tasks based on design process; experimentation; exploration; production and evaluation.



# GRADE 1

## 1.1 SAFETY

### General Outcomes:

- Acquire knowledge, attitudes and values on safety, health and personal hygiene.
- Develop skills in maintaining safety, health and personal hygiene.

### Specific Outcomes

- 1.1.1 Identify dangerous objects around the work environment.
- 1.1.2 Demonstrate good working habits in the work environment.

## 1.2 HEALTH

- 1.2.1 Observe healthy habits and personal hygiene in their environment.

## 1.3 PERCEPTUAL MOTOR SKILLS

### General Outcomes:

- Develop skills in manipulation, co-ordination, correlation, observation and self-expression.

### Specific Outcomes

#### Locomotor and non-locomotor skills

- 1.3.1 Develop locomotor skills.
- 1.3.2 Demonstrate non-locomotor skills.

#### Gymnastics

- 1.3.3 Perform simple gymnastics

#### Games

- 1.3.4 Play simple games.

#### Drawing

- 1.3.5 Draw different lines and basic shapes.
- 1.3.6 Draw simple patterns.
- 1.3.7 Develop letters of the alphabet from lines and shapes.

### **Painting**

- 1.3.8 Paint simple patterns.
- 1.3.9 Paint simple basic shapes.

### **Tracing, Tearing and Pasting**

- 1.3.10 Trace simple shapes and patterns.
- 1.3.11 Tear simple shapes and patterns.
- 1.3.12 Paste simple shapes and patterns.

### **Weaving**

- 1.3.13 Weave simple items using suitable materials.

## **1.4 DESIGN AND CONSTRUCTION**

### **General Outcomes:**

- Acquire knowledge attitudes and values of the design and construction processes.
- Develop design and construction skills.

### **Specific Outcomes**

- 1.4.1 Design basic solid shapes and structures.
- 1.4.2 Make basic solid shapes and structures.
- 1.4.3 Decorate basic solid shapes and structures.

## **1.4 MODELLING**

- 1.4.4 Model simple items in the environment using various materials.
- 1.4.5 Model moving objects.

## **1.5 APPLIED MUSIC – PERFORMANCE**

### **General Outcomes:**

- Acquire knowledge, attitudes and values in music.
- Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.

### **Specific Outcomes**

#### **Exploration of sounds**

- 1.5.1 Listen to different sounds in the environment.
- 1.5.2 Use different sounds in the environment to produce music.

### **Singing**

- 1.5.3 Sing traditional songs on HIV/AIDS, Gender and Child abuse.

### **Movement and dance**

- 1.5.4 Perform body movements and dance to traditional songs.
- 1.5.5 Demonstrate poetic body movements through poetic songs and role-play.

## **GRADE 2**

### **2.1 SAFETY**

#### **General Outcome:**

- **Acquire knowledge, attitudes and values on safety, health and personal hygiene.**
- **Develop skills in maintaining safety, health and personal hygiene.**

#### **Specific Outcomes**

2.1.1 Demonstrate good working habits in the work environment.

#### **Health**

2.1.2 Observe healthy habits and personal hygiene in their environment.

2.1.3 Discuss HIV/AIDS.

2.1.4 Discuss how to prevent HIV infections.

### **2.2 PERCEPTUAL MOTOR SKILLS**

#### **General Outcome:**

- **Develop skills in manipulation, co-ordination, correlation, observation and self-expression.**

#### **Specific Outcomes**

#### **Locomotor and non-locomotor skills**

2.2.1 Develop locomotor skills (e.g. running).

2.2.2 Develop non-locomotor skills (e.g. bending).

#### **Gymnastics**

2.2.3 Perform simple gymnastics.

#### **Games**

2.2.4 Perform simple games.

#### **Relays**

2.2.5 Demonstrate relay skills.

#### **Swimming**

2.2.6 Perform orientation activities in water.

### **Drawing**

2.2.7 Draw a variety of patterns based on objects in the environment.

### **Tracing and cutting**

2.2.8 Trace letters of the alphabet.

2.2.9 Cut out the letters of the alphabet.

### **Painting**

2.2.10 Paint a variety of patterns found in their immediate environment.

2.2.11 Discuss lines, shapes and colours on identified natural objects in their environment.

2.2.12 Identify primary colours.

2.2.13 Mix primary colours to make secondary colours.

### **Weaving**

2.2.14 Weave different items using suitable materials found in the environment.

### **Plaiting**

2.2.15 Plait different items using suitable materials found in their homes.

## **2.3 DESIGNS AND CONSTRUCTION**

### **General Outcomes:**

- Acquire knowledge, attitudes and values of the design and construction processes.
- Develop design and construction skills.

### **Specific Outcomes**

#### **Modelling**

2.3.1 Model various items in their environment using suitable materials.

2.3.2 Decorate the models using simple patterns.

2.3.3 Discuss the purpose of the models.

2.3.4 Assess the models.

2.3.5 Model moving objects.

2.3.6 Construct different objects or prototypes in their homes using suitable materials.

### **Design and construction**

- 2.3.7 Design different items in their local environment.
- 2.3.8 Construct different designed items using suitable materials.
- 2.3.9 Decorate the constructed items using different techniques.
- 2.3.10 Use the items for the intended purpose.

## **2.4 APPLIED MUSIC-PERFORMANCE**

### **General Outcome:**

- **Acquire knowledge, attitudes and values in music.**
- **Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.**

### **Specific Outcomes**

#### **Exploration of sound**

- 2.4.1 Compose tunes and songs using sounds from nature.

#### **Singing**

- 2.4.2 Sing a variety of songs and perform in a group.
- 2.4.3 Sing songs that express facts on HIV/AIDS, evils of corruption, Child abuse.

#### **Movement and dance**

- 2.4.4 Dance to traditional and contemporary music.

#### **Instrument playing**

- 2.4.5 Play simple musical instruments.

## **2.5 COLLAGE**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values of traditional arts and crafts of Zambia.**
- **Develop skills in traditional arts and crafts of Zambia.**

### **Specific Outcomes**

- 2.5.1 Make a collage using different materials found in their environment.

#### **Dyes**

- 2.5.2 Use natural dyes to produce different artefacts.
- 2.5.3 Use water based dyes in producing different artefacts.

## **GRADE 3**

### **3.1 SAFETY**

#### **General Outcomes:**

- **Acquire knowledge, attitudes and values on safety, health and personal hygiene.**
- **Develop skills in maintaining safety, health and personal hygiene.**

#### **Specific Outcomes**

- 3.1.1 Demonstrate good working habits in their environment.
- 3.1.2 Observe general safety.

#### **Health**

- 3.1.3 Observe healthy habits and personal hygiene in the environment.

### **3.2 PERCEPTUAL MOTOR SKILLS**

#### **General Outcome:**

- **Develop skills in manipulation, co-ordination, correlation, observation and self-expression.**

#### **Specific Outcomes**

#### **Locomotor and non-locomotor skills**

- 3.2.1 Perform loco-motor skills.
- 3.2.2 Perform non-loco-motor skills.

### **3.3 SPORTS SKILLS DEVELOPMENT**

#### **General Outcome:**

- **Acquire knowledge, positive attitudes and values in sports.**
- **Develop sports skills**

#### **Specific Outcomes**

#### **Relays**

- 3.3.1 Demonstrate relay skills.

#### **Gymnastics**

- 3.3.2 Perform gymnastics.

### **Swimming**

- 3.3.2 Develop swimming skills.
- 3.3.4 Participate in individual and group competitive games.

### **3.4 PERCEPTUAL MOTOR SKILLS**

#### **General Outcome:**

- **Develop skills in manipulation, co-ordination, correlation, observation and self-expression.**

#### **Specific Outcomes**

##### **Drawing**

- 3.4.1 Draw pictures based on a given theme (HIV/AIDS, Gender, governance, water and sanitation)

##### **Painting**

- 3.4.2 Paint pictures based on a given theme (child abuse, substance abuse or Road Safety).
- 3.4.3 Use different techniques and various colours to print repeat patterns on paper.

##### **Plaiting**

- 3.4.4 Plait various items for a specific purpose using various materials found in their environment.

##### **Knitting**

- 3.4.5 Knit various items for a specific purpose using various materials found in their environment.

##### **Sewing**

- 3.4.6 Sew various items for a specific purpose using various materials and seams.

### **3.5 DESIGNS AND CONSTRUCTION**

#### **General Outcome:**

- **Acquire knowledge, attitudes and values of the design and construction processes.**
- **Develop design and construction skills.**

#### **Specific Outcome**



### **Modelling**

- 3.5.1 Model various items in the environment.
- 3.5.2 Decorate the models using various techniques.
- 3.5.3 Assess the modelled products.
- 3.5.4 Discuss the purpose of the models.
- 3.5.5 Use the modelled products.

### **Design and construction**

- 3.5.6 Identify the shapes and patterns made by buildings and natural objects in their environment.
- 3.5.7 Construct artefacts with moving parts using various materials and techniques.
- 3.5.8 State the parts of a bulb.
- 3.5.9 State the functions of the main parts of a torch.
- 3.5.10 Use batteries to show how they can light a bulb.

## **3.6 APPLIED MUSIC-PERFORMANCE**

### **General Outcomes:**

- Acquire knowledge, attitudes and values in music.
- Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.

### **Specific Outcomes**

- 3.6.1 Listen to different elements of sound.
- 3.6.2 Explore different means of producing sounds.

### **Singing**

- 3.6.3 Sing a variety of traditional and contemporary songs on HIV/AIDS, Gender, child abuse, road safety, substance abuse and governance.
- 3.6.4 Sing different traditional songs and perform body movements to create a dance.

### **Movement and dancing**

- 3.6.5 Perform body movements to create a dance.
- 3.6.6 Sing different traditional songs and perform body movements to create a dance.

### **Instrument playing**

- 3.6.7 Play various local and contemporary musical instruments accompanied by dance or body movement.

## **GRADE 4**

### **4.1 SAFETY**

#### **General Outcomes:**

- **Acquire knowledge, attitudes and values on safety, health and personal hygiene.**
- **Develop skills in maintaining safety, health and personal hygiene.**

#### **Specific Outcomes**

##### **Safety**

- 4.1.1 Demonstrate good working habits in their environment.
- 4.1.2 Use appropriate dress in sport and the work environment.
- 4.1.3 Discuss safety rules.
- 4.1.4 Observe general safety.

##### **Health**

- 4.1.5 Observe healthy habits and personal hygiene in sport.

##### **Environment**

- 4.1.6 Discuss how to care for the environment.
- 4.1.7 Demonstrate how to care for the environment.

### **4.2 PERCEPTUAL MOTOR SKILLS**

#### **General Outcome:**

- **Develop skills in manipulation, co-ordination, correlation, observation and self-expression.**

#### **Specific Outcomes**

##### **Loco motor and non-locomotor skills**

- 4.2.1 Demonstrate loco motor skills.
- 4.2.2 Demonstrate non-loco motor skills.

### **4.3 SPORTS SKILLS DEVELOPMENT**

#### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in sports.**
- **Develop sports skills**

## **Specific Outcomes**

### **Relays**

- 4.3.1 Discuss relay techniques and requirements.
- 4.3.2 Perform relay skills.

### **Gymnastics**

- 4.3.3. Discuss relay techniques and requirements.
- 4.3.4. Perform gymnastics individually and in groups.

### **Games**

- 4.3.5 Discuss different competitive games.
- 4.3.6 Play individual and group competitive games.
- 4.3.7 Use skills gained from games for economic value.

### **Swimming**

- 4.3.8 Demonstrate skills in swimming.
- 4.3.9 Perform swimming skills in individual and group competitions.

## **4.4 DRAWING**

### **General Outcomes:**

- Acquire knowledge, attitudes and values of effective communication using visual, symbolic and language skills.
- Develop skills of effective communication using visual, symbolic and language modes.

## **Specific Outcomes**

### **Drawing**

- 4.4.1 Discuss different objects in the environment.
- 4.4.2 Draw pictures on a given theme

## **4.5 CRAFTS**

### **General Outcomes:**

- Acquire knowledge, positive attitudes and values in making artefacts and systems in the environment.
- Develop craft skills in making artefacts and systems in the environment.

## **Specific Outcome**

### **Painting**

- 4.5.1 Discuss different objects in the environment.
- 4.5.2 Paint pictures on a given theme.
- 4.5.3 Evaluate the painted pictures economically.

### **Plaiting**

- 4.5.4 Discuss various plaiting materials in the environment.
- 4.5.5 Plait various items using a variety of materials in their environment.
- 4.5.6 Assess the value of their products economically.
- 4.5.7 Develop marketing skills for their products.

### **Knitting**

- 4.5.8 Identify various knitting techniques and processes.
- 4.5.9 Discuss different processes involved in knitting various items.
- 4.5.10 Knit various items using a variety of materials.
- 4.5.11 Assess the value and cost their products
- 4.5.12 Develop marketing skills for their products.
- 4.5.13 Discuss ways of eradicating poverty through the development of knitting skills.

### **Sewing**

- 4.5.14 Discuss different sewing techniques and processes.
- 4.5.15 Sew various items using a variety of materials and techniques.
- 4.5.16 Assess the value and cost their products.
- 4.5.17 Develop marketing skills for their products.
- 4.5.18 Discuss ways of eradicating poverty through the development of sewing skills.

## **4.6 DESIGNS AND CONSTRUCTION**

### **General Outcome:**

- **Acquire knowledge, attitudes and values of the design and construction processes.**
- **Develop design and construction skills.**

### **Specific Outcomes**

#### **Modelling**

- 4.6.1 Model various items using suitable materials (clay, plasticine, paper)
- 4.6.2 Decorate the models using various techniques and materials.

- 4.6.3 Assess the value and cost the products economically.
- 4.6.4 Develop marketing skills for their products.

#### **Design and construction**

- 4.6.5 Make pictures and decorative panels using a variety of materials and techniques.
- 4.6.6 Design and make posters on various crosscutting themes such as water and sanitation, nutrition and health and road safety.
- 4.6.7 Design and make various items using a variety of materials and techniques.
- 4.6.8 Design and build a shelter for a chosen purpose (kennel, rabbit house).

### **4.7 APPLIED MUSIC-PERFORMANCE**

#### **General Outcomes:**

- **Acquire knowledge, attitudes and values in music.**
- **Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.**

#### **Specific Outcomes**

##### **Singing**

- 4.7.1 Discuss the meanings of various traditional songs.
- 4.7.2 Sing a variety of traditional and contemporary songs on various crosscutting issues such as HIV/AIDS, gender, water and sanitation, nutrition, health and governance.

##### **Music composition**

- 4.7.3 Identify different musical tunes.
- 4.7.4 Compose tunes using sounds from nature.
- 4.7.5 Sing songs composed individually and in groups.

##### **Instrument playing**

- 4.7.6 Discuss the various musical instruments found in their environment.
- 4.7.7 Play various local and contemporary musical instruments.

## **GRADE 5**

### **5.1 SAFETY**

#### **General Outcomes:**

- **Acquire knowledge, attitudes and values on safety, health and personal hygiene.**
- **Develop skills in maintaining safety, health and personal hygiene.**

#### **Specific Outcomes**

##### **Safety**

- 5.1.1 Demonstrate good working habits in their environment.
- 5.1.2 Use appropriate dress in sport and work environment.
- 5.1.3 Observe general safety.

##### **Health**

- 5.1.4 Observe healthy habits and personal hygiene.

##### **Environment**

- 5.1.5 Discuss how to care for the environment.
- 5.1.6 Demonstrate how to care for the environment.

##### **Storage of tools**

- 5.1.7 Discuss different ways of storing tools.
- 5.1.8 Store tools correctly.

### **5.2 SPORTS SKILLS DEVELOPMENT**

#### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in sports.**
- **Develop sports skills**

#### **Specific Outcomes**

##### **Sports activities**

- 5.2.1 Discuss rules and techniques of different sports activities.
- 5.2.2 Perform sports activities.

## **Swimming**

- 5.2.3 Discuss the rules and techniques of swimming.
- 5.2.4 Perform swimming skills.
- 5.2.5 Perform life saving skills

## **5.3 DRAWING**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values of effective communication using visual, symbolic and language skills.**
- **Develop skills of effective communication using visual, symbolic and language modes.**

### **Specific Outcomes**

#### **Drawing**

- 5.3.1 Observe and discuss various objects in the environment.
- 5.3.2 Draw various pictures in still life.
- 5.3.3 Draw pictures based on imaginative composition.

#### **Painting**

- 5.3.4 Observe and discuss various objects in the environment.
- 5.3.5 Identify and mix colours.
- 5.3.6 Paint various pictures in still life.
- 5.3.7 Paint pictures based on imaginative composition.

## **5.4 CRAFTS**

### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in making artefacts and systems in the environment.**
- **Develop craft skills in making artefacts and systems in the environment.**

### **Specific Outcomes**

#### **Fabrics**

- 5.4.6 Identify sources of fabrics.
- 5.4.7 Discuss different techniques of printing fabrics
- 5.4.8 Print fabrics using different techniques.
- 5.4.9 Discuss care of different fabrics.

- 5.4.10 Assess the value and cost the printed fabrics economically.
- 5.4.11 Discuss marketing skills.

### **Weaving**

- 5.4.12 Discuss different types of weaving
- 5.4.13 Weave items using various materials.
- 5.4.14 Assess the value and cost the product items economically.
- 5.4.15 Discuss marketing skills.

### **Knitting**

- 5.4.16 Identify materials used in knitting.
- 5.4.17 Discuss different knitting techniques and processes.
- 5.4.18 Knit items using various materials.
- 5.4.19 Assess the value and cost the items economically.
- 5.4.20 Discuss marketing skills.

### **Crocheting**

- 5.4.21 Discuss crocheting techniques and processes.
- 5.4.22 Crotchet items using various materials.
- 5.4.23 Assess the value and cost the items economically.
- 5.4.24 Discuss marketing skills.

### **Needlework**

- 5.4.25 Identify needlework equipment.
- 5.4.26 Discuss different needlework techniques and processes.
- 5.4.27 Demonstrate how to use needlework equipment.
- 5.4.28 Maintain equipment used in needlework.

## **5.5 DESIGNS AND CONSTRUCTION**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values of the design and construction processes.**
- **Develop design and construction skills.**

### **Specific Outcomes**

- 5.5.1 Design and make paper items using various techniques.
- 5.5.2 Make patterns using geometrical shapes.



- 5.5.3 Make posters using different typefaces on different crosscutting issues such as HIV/AIDS, gender, substance abuse, child abuse, water and sanitation, nutrition and health.
- 5.5.4 Design useful items for daily use or sale.
- 5.5.5 Make and bind books using their posters in portfolio form.

## **5.6 CARVING**

### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in carving artefacts.**
- **Develop carving skills**

### **Specific Outcomes**

- 5.6.1 Discuss different traditional items in the environment
- 5.6.2 Carve traditional items from wood or stone.
- 5.6.3 Decorate the items.
- 5.6.4 Assess the value and cost them economically.
- 5.6.5 Develop marketing skills.

## **5.7 ENTREPRENEURIAL SKILLS**

### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in solving problems economically.**
- **Develop entrepreneurial skills**

### **Specific Outcomes**

- 5.7.1 Identify the needs of their local market.
- 5.7.2 Discuss the needs and the materials required.
- 5.7.3 Make the items and provide services to satisfy the needs of the market.
- 5.7.4 Cost the items made in class.
- 5.7.5 Demonstrate marketing skills.

## **5.8 APPLIED MUSIC-PERFORMANCE**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values in music.**
- **Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.**

### **Specific Outcomes**

- 5.8.1 Sing local songs with traditional harmonies.

## **Form**

- 5.8.2 Describe the form and style of popular Zambian music.
- 5.8.3 Compose music with form style and variation.
- 5.8.4 Use musical variations to improve on given tunes.

## GRADE 6

### 6.1 SAFETY

#### General Outcomes:

- Acquire knowledge, attitudes and values on safety, health and personal hygiene.
- Develop skills in maintaining safety, health and personal hygiene.

#### Specific Outcomes

- 6.1.1. Demonstrate good working habits in the environment.
- 6.1.2. Use appropriate dress in sport and work environment.
- 6.1.3. Observe general safety.

#### Health

- 6.1.4. Observe healthy habits and personal hygiene.

#### Environment

- 6.1.5. Discuss how to care for the environment.
- 6.1.6. Demonstrate how to care for the environment.
- 6.1.7. Discuss sources of pollution.
- 6.1.8. Explain the effects of pollution on the environment.

#### Storage of tools

- 6.1.9. Discuss various ways of storing tools.
- 6.1.10. Store tools correctly.
- 6.1.11. Care for the tools.

### 6.2 SPORTS SKILLS DEVELOPMENT

#### General Outcomes:

- Acquire knowledge, positive attitudes and values in sports.
- Develop sports skills

#### Specific Outcomes

#### Fitness activities

- 6.2.1. Perform fitness activities.

#### Sports activities

- 6.2.2 Discuss different sports activities.
- 6.2.3 Perform sports activities.

### **Swimming**

- 6.2.4 Discuss swimming skills.
- 6.2.5 Demonstrate swimming skills
- 6.2.6 Perform life saving skills.

## **6.3 DRAWING**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values of effective communication using visual, symbolic and language skills.**
- **Develop skills of effective communication using visual, symbolic and language modes.**

### **Specific Outcomes**

#### **Drawing**

- 6.3.1 Observe objects and discuss their characteristics.
- 6.3.2 Draw pictures based on imaginative composition.

#### **Painting**

- 6.3.3 Mix different colours to the required tone, texture and variation.
- 6.3.4 Paint pictures based on imaginative composition.
- 6.3.5 Assess the value and cost the pictures economically.
- 6.3.6 Develop marketing skills.

## **6.4 CRAFTS**

### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in making artefacts and systems in the environment.**
- **Develop craft skills in making artefacts and systems in the environment.**

### **Specific Outcomes**

#### **Plaiting**

- 6.4.1 Identify various materials used in plaiting different items.
- 6.4.2 Discuss materials used in plaiting different items.

- 6.4.3 Plait various items using different patterns.
- 6.4.4 Assess the value and cost the items economically.
- 6.4.5 Develop marketing skills.

#### **Needlework**

- 6.4.6 Use needlework equipment.
- 6.4.7 Maintain needlework equipment.
- 6.4.8 Design articles in needlework.
- 6.4.9 Make needlework articles using different processes.
- 6.4.10 Assess the value and cost the items economically.
- 6.4.11 Develop marketing skills.

### **6.5 DESIGNS AND CONSTRUCTION**

#### **General Outcomes:**

- **Acquire knowledge, attitudes and values of the design and construction processes.**
- **Develop design and construction skills.**

#### **Specific Outcomes**

- 6.5.1 Design patterns to decorate objects made from different materials.
- 6.5.2 Design artefacts, systems and environments used in daily life.
- 6.5.3 Assess the artefacts, systems and environment.
- 6.5.4 Discuss the purposes and functions of the made items.
- 6.5.5 Make pictures using various techniques.
- 6.5.6 Assess the value and cost the items economically.
- 6.5.7 Develop marketing skills.

### **6.6 CARVING**

#### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in carving artefacts.**
- **Develop carving skills**

#### **Specific Outcomes:**

- 6.6.1 Carve traditional items from wood or stone.
- 6.6.2 Decorate the items.
- 6.6.3 Assess the value and cost the items economically.
- 6.6.4 Develop marketing skills.

## **6.7 ENTREPRENEURIAL SKILLS**

### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in solving problems economically.**
- **Develop entrepreneurial skills**

### **Specific Outcomes**

- 6.7.1 Identify the needs of their local market.
- 6.7.2 Discuss the needs and the materials required.
- 6.7.3 Make the items and provide services to satisfy the needs of the market.
- 6.7.4 Cost the artefacts, systems, and environments made.
- 6.7.5 Demonstrate marketing skills.

## **6.8 APPLIED MUSIC – PERFORMANCE**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values in music.**
- **Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.**

### **Specific Outcomes**

#### **Form**

- 6.8.1 Listen to African music.
- 6.8.2 Analyse the form and style of African music.
- 6.8.3 Compose African music.

#### **Dancing**

- 6.8.4 Create dances and other body movements in response to music.

#### **Instrument playing**

- 6.8.5 Discuss different musical instruments.
- 6.8.6 Play musical instruments and sing individually and in groups.

#### **Music composition**

- 6.8.7 Compose songs based on various themes using rhythmic and harmonic melody lines (e.g. HIV/AIDS, child abuse, water sanitation, human rights, governance, gender, substance abuse, nutrition and health, road safety).

## **GRADE 7**

### **7.1 SAFETY**

#### **General Outcomes:**

- Acquire knowledge, attitudes and values on safety, health and personal hygiene.
- Develop skills in maintaining safety, health and personal hygiene.

#### **Specific Outcomes**

7.1.1 Demonstrate good habits in sport and the environment.

#### **Environmental hygiene**

- 7.1.2 Discuss environmental hygiene.  
7.1.3 Maintain environmental hygiene.

### **7.2 SPORTS SKILLS DEVELOPMENT**

#### **General Outcomes:**

- Acquire knowledge, positive attitudes and values in sports.
- Develop sports skills

#### **Specific Outcomes**

#### **Fitness activities**

- 7.2.1 Discuss fitness activities.  
7.2.2 Perform fitness activities.

#### **Sports activities**

7.2.3 Perform fitness activities.

#### **Swimming**

- 7.2.4 Perform swimming skills.  
7.2.5 Perform life saving skills.  
7.2.6 Demonstrate life saving skills

### **7.3 DRAWING**

#### **General Outcomes:**

- Acquire knowledge, attitudes and values of effective communication using visual, symbolic and language skills.

- **Develop skills of effective communication using visual, symbolic and language modes.**

**Specific Outcomes:**

7.3.1 Draw pictures based on a given theme.

**Painting**

7.3.2 Paint pictures based on a given theme.

**7.4 DESIGNS AND CONSTRUCTION**

**General Outcomes:**

- **Acquire knowledge, attitudes and values of the design and construction processes.**
- **Develop design and construction skills.**

**Specific Outcomes**

7.4.1 Design posters using different typefaces.

7.4.2 Design products that meet the needs in the home or school.

7.4.3 Make products that meet the needs in the home or school.

7.4.4 Design, make and decorate artefacts, systems and environments using clay or paper mash.

**7.5 GRAPHICAL COMMUNICATION**

**General Outcomes:**

- **Acquire knowledge, attitudes and values to communicate effectively using visual, symbolic and language modes**
- **Develop skills to communicate effectively using visual, symbolic and language modes.**

**Specific Outcomes**

**Orthographic projection**

7.5.1 Discuss different objects and their shapes in the environment.

7.5.2 Develop different ideas graphically in orthographic projection.

**7.6 CARVING**

**General Outcomes:**

- **Acquire knowledge, positive attitudes and values in carving artefacts.**
- **Develop carving skills**



## **Specific Outcomes**

### **Carvings**

- 7.6.1 Discuss different carved items in the environment.
- 7.6.2 Carve different items using stone or wood
- 7.6.3 Assess the value and cost the items economically.
- 7.6.4 Develop marketing skills.

## **7.7 ENTREPRENEURIAL SKILLS**

### **General Outcomes:**

- **Acquire knowledge, positive attitudes and values in solving problems economically.**
- **Develop entrepreneurial skills**

### **Specific Outcomes:**

- 7.7.1 Identify the needs of their local market.
- 7.7.2 Discuss the needs of the market and materials required.
- 7.7.3 Make the items and provide services to satisfy needs of the market.
- 7.7.4 Cost the artefacts, systems, and environments made.
- 7.7.5 Demonstrate marketing skills.

## **7.8 APPLIED MUSIC AND PERFORMANCE**

### **General Outcomes:**

- **Acquire knowledge, attitudes and values in music.**
- **Develop musical skills to enhance musical talents, creativity, self-expression and aesthetic sense.**

### **Specific Outcomes**

#### **Form**

- 7.8.1 Listen to popular world music.
- 7.8.2 Analyse the form and style of popular world music.

#### **Instrument playing**

- 7.8.2 Play musical instruments and sing in a group.

#### **Music Composition**

- 7.8.3 Compose own songs using variations of world music and create a dance.

**SECTION: D**  
**MATHEMATICS**

## **INTRODUCTION**

This syllabus aims at enabling the learners acquire mathematical knowledge and develop skills necessary for application in their everyday lives.

The skills to be imparted to learners at this level should focus on encouraging communication of mathematical ideas among learners, problem solving and application to real life situations as well as developing interest in Mathematics.

### **Mathematical Skills**

#### **Numeracy**

- An ability to make use of mathematical knowledge and skills with ease and confidence in everyday life.
- An ability to understand and appreciate information, which is presented in various forms such as graphs, charts, tables and percentages.

#### **Communication**

- Reading
- Writing
- Listening
- Speaking
- Use of written information

In addition, the development of social skills and attitudes such as confidence, commitment and motivation are encouraged.

## **METHODOLOGY**

The teacher is expected to use a variety of approaches for teaching that are learner-centred, activity based, participatory and context based. These include problem solving, group work, role-play, fieldwork, case study and project work.

### **Practical Work**

- Distinguish between objects according to shape, size and colour.
- Handle tools and instruments.
- Use tools and instruments.
- Classify objects according to given properties.
- Plan activities in sequence (order).

## GENERAL OUTCOMES FOR GRADES 1 - 7

By the end of Grade 7, learners should be able to:

- Develop mathematical knowledge and skills.
- Communicate mathematical ideas effectively.
- Develop skills in problem solving.
- Develop skills for use in social and commercial Mathematics.
- Develop and foster order, speed and accuracy in problem solving.
- Apply mathematical concepts in their environment.
- Develop interest in mathematical skills for everyday use.
- Develop understanding of measurements and shapes.
- Apply mathematical operations in problem solving.

## GRADE 1

### 1.0 SET, NUMBERS, ADDITION, SUBTRACTION, MEASUREMENT AND ARITHMETIC

#### General Outcomes:

- Develop mathematical knowledge and skills.
- Develop interest in Mathematics for everyday use.

#### Specific Outcomes

### 1.1 SETS

- 1.1.1 Sort objects according to size, colour and shape.
- 1.1.2 Match sets into one-to-one correspondence.
- 1.1.3 State that a set has more members, less members or as many members as another.
- 1.1.4 Place sets in order according to their cardinal numbers.
- 1.1.5 Associate the number of elements in a set with numerals 0 to 10.

### 1.2 NUMBERS AND NOTATION

#### Specific Outcomes

- 1.2.1 Count, read and write numbers from 1 to 100.
- 1.2.2 State that one number is one more than the other or one less than the other.
- 1.2.3 Count in tens up to ten tens (100).

### 1.3 ADDITION

#### Specific Outcomes

- 1.3.1 Add numbers within the range 0 to 100.
- 1.3.2 Complete addition of number sentences (horizontal addition).
- 1.3.3 Carry out vertical addition up to 100 involving grouping.

### 1.4 SUBTRACTION

#### Specific Outcomes

- 1.4.1 Subtract numbers within the range 0 to 100.
- 1.4.2 Complete subtraction of number sentences, (horizontal subtraction).

## **1.5 MEASUREMENT**

### **Specific Outcomes**

- 1.5.1 Recognise shapes.
- 1.5.2 Draw squares, circles, rectangles and triangles.
- 1.5.3 Make shapes of squares, circles, rectangles and triangles.
- 1.5.4 Tell the time of the day.

## **1.6 ARITHMETIC**

### **Specific Outcomes**

- 1.6.1 Carry out simple practical shopping activities involving money.
- 1.6.2 Carry out vertical addition and subtraction of money.

## GRADE 2

### 2.0 SETS, NUMBERS, ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, ARITHMETIC, MEASUREMENT AND NUMBER PATTERNS

#### General Outcomes:

- Develop mathematical knowledge and skills.
- Develop interest in Mathematics for everyday use.

### 2.1 SETS

#### Specific Outcomes

- 2.1.1 Describe sets.
- 2.1.2 State membership of a set using symbols.
  - $\in$  a member of
  - $\notin$  not a member of
  - $\{ \}$  no member in the set

### 2.2 NUMBERS AND NOTATION

#### Specific Outcomes

- 2.2.1 Count, read and write numbers up to 1000.
- 2.2.2 Count in tens, hundreds up to 1000.

### 2.3 ADDITION

#### Specific Outcomes

- 2.3.1 Add numbers within the range 1-1000 without regrouping.
- 2.3.2 Add numbers (1-1000) by regrouping ones, tens, hundreds and thousands expanded notation.
- 2.3.3 Use number trees, number wheels, and magic squares to add numbers.

### 2.4 SUBTRACTION

#### Specific Outcomes

- 2.4.1 Subtract whole numbers up to 1000.

## **2.5 MULTIPLICATION**

### **Specific Outcomes**

- 2.5.1 State multiplication as repeated addition.
- 2.5.2 Group items/objects in twos (2s), threes (3s), up to tens (10s) and find their value.
- 2.5.3 Multiply numbers between 0 and 10 by 2.

## **2.6 DIVISION**

### **Specific Outcomes**

- 2.6.1 Divide whole numbers ranging from 1 to 100 by 2, 4, 5 and 10 without leaving a remainder.

## **2.7 ARITHMETIC**

- 2.7.1 Carry out simple and practical shopping and marketing activities.
- 2.7.2 Carry out addition and subtraction involving money.

## **2.8 MEASUREMENTS**

### **Specific Outcomes**

- 2.8.1 Draw squares, circles, rectangles and triangles.
- 2.8.2 Draw pictures using shapes of squares, circles and triangles.
- 2.8.3 Measure length of a given object.
- 2.8.4 Compare sizes, length and weight of different objects.
- 2.8.5 Read and tell time in full hours.

## **2.9 NUMBER PATTERNS**

### **Specific Outcomes**

- 2.9.1 Recognise and use number patterns involving the four mathematical operations (+, -,  $\times$ ,  $\div$ ).
- 2.9.2 Identify and use mathematical symbols, "=", "<math>\neq</math>" and "<math>\neq</math>" appropriately.



## GRADE 3

### 3.0 SETS, NUMBERS, ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, ARITHMETIC, MEASUREMENT, NUMBER PATTERNS AND FRACTIONS

#### General Outcomes:

- Develop mathematical knowledge and skills.
- Develop interest in Mathematics for everyday use.

### 3.1 SETS

#### Specific Outcomes

- 3.1.1 State membership of a set ( $\in, \notin, \{ \}$ ).
- 3.1.2 Describe a set by listing its members.

### 3.2 NUMBERS AND NOTATION

#### Specific Outcome

- 3.2.1 Read and write numbers up to 10,000.

### 3.3 ADDITION

#### Specific Outcomes

- 3.3.1 Add numbers within the range 1-10,000 without regrouping.
- 3.3.2 Add numbers within the range 1-10,000 by regrouping (Expanded notation).
- 3.3.3 Use number trees, number wheels and magic squares to add numbers.

### 3.4 SUBTRACTION

#### Specific Outcomes

- 3.4.1 Subtract whole numbers in the range 0-10,000 by regrouping.
- 3.4.2 Use number trees, number wheels and magic squares to subtract numbers.

### 3.5 MULTIPLICATION

#### Specific Outcome

- 3.5.1 Multiply three digit numbers by a single digit number (2 to 9).

### **3.6 DIVISION**

#### **Specific Outcome**

- 3.6.1 Divide whole numbers up to 1000 by a number not greater than 10.

### **3.7 ARITHMETIC**

#### **Specific Outcomes**

- 3.7.1 Demonstrate mathematical skills in shopping and marketing activities.  
3.7.2 Carry out addition and subtraction involving money.

### **3.8 MEASUREMENT**

#### **Specific Outcomes**

- 3.8.1 Measure length and width of given shapes and objects.  
3.8.2 Find the perimeter of a plane figure by measuring.  
3.8.3 Use basic standard units to measure length and weight.  
3.8.4 Tell time to half an hour, quarter of an hour and five minute intervals.  
3.8.5 Read and use the calendar.

### **3.9 NUMBER PATTERNS**

#### **Specific Outcomes**

- 3.9.1 Recognise number patterns involving the four mathematical operations (+, -, ×, ÷).  
3.9.2 Use number patterns involving the four mathematical operations.  
3.9.3 Use mathematical symbols " + ", " - ", " × " and " ÷ ".

### **3.10 FRACTIONS**

#### **Specific Outcomes**

- 3.10.1 Draw and shade fractions.  
3.10.2 Identify simple fractions.  
3.10.3 Add and subtract fractions having a common denominator.

## GRADE 4

### 4.0 SETS, NUMBERS, ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, ARITHMETIC, MEASUREMENT, NUMBER PATTERNS AND FRACTIONS

#### General Outcomes:

- Develop mathematical knowledge and skills.
- Develop interest in Mathematics for everyday use.

### 4.1 SETS

#### Specific Outcomes

- 4.1.1 Describe a set using set notation ( $\in, \notin, \{ \}$ ).
- 4.1.2 Recognise and use the symbols: "=" equal to, " $\neq$ " not equal to, " $\in$ " member of, " $\notin$ " not a member of, " $\{ \}$ " braces.

### 4.2 NUMBERS AND NOTATION

#### Specific Outcomes

- 4.2.1 Read and write numbers up to 10,000.

### 4.3 ADDITION

#### Specific Outcomes

- 4.3.1 Add numbers in the range 1-10,000 in expanded form by regrouping ones, tens, hundreds, and thousands.
- 4.3.2 Add whole numbers from 2-10,000.

### 4.4 SUBTRACTION

#### Specific Outcomes

- 4.4.1 Subtract whole numbers in the range 1-10,000.

### 4.5 MULTIPLICATION

#### Specific Outcomes

- 4.5.1 Multiply whole numbers by 10 and 20 using short multiplication.
- 4.5.2 Multiply whole numbers by 2 digit numbers up to 29.

## **4.6 DIVISION**

### **Specific Outcomes**

- 4.6.1 Divide whole numbers in the range 1- 10,000 by any number less than 30 using vertical division.

## **4.7 ARITHMETIC**

### **Specific Outcomes**

- 4.7.1 Use appropriate mathematical operations to solve problems involving money.  
4.7.2 Add money up to K10, 000.

## **4.8 MEASUREMENT**

### **Specific Outcomes**

- 4.8.1 Use standard unit to measure capacity (litre), length (metre and centimetre) and mass (kilogram).  
4.8.2 Convert measurements of length from one unit to another using basic standard units (kilometre, metre, centimetre).  
4.8.3 Demonstrate skills of measurement using appropriate units.  
4.8.4 Apply mathematical operations (+, -, ×, ÷) in solving problems involving length, capacity and mass.  
4.8.5 Find the area of a square and rectangle.

## **4.9 NUMBER PATTERNS**

### **Specific Outcome**

- 4.9.1 Demonstrate mathematical skills by completing number sequences.

## **4.10 FRACTIONS**

### **Specific Outcomes**

- 4.10.1 Draw and shade fractions.  
4.10.2 Identify equivalent fractions.  
4.10.3 Add and subtract fractions with a common denominator.

## GRADE 5

### 5.0 SETS, NUMBER AND NOTATION, ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, ARITHMETIC, NUMBER PATTERNS, FRACTIONS, DECIMALS, FACTORS, MEASUREMENT, SHAPES AND GRAPHS

#### General Outcomes:

- Develop mathematical knowledge and skills.
- Develop interest in Mathematics for everyday use.
- Develop understanding of measurements and shapes.

### 5.1 SETS

#### Specific Outcomes

- 5.1.1 Use set notations.
- 5.1.2 Identify subsets.
- 5.1.3 Use the subset symbol " $\subset$ ".

### 5.2 NUMBERS AND NOTATION

#### Specific Outcomes

- 5.2.1 Read and write whole numbers in figures and words up to 100,000.
- 5.2.2 Express six digit numbers in expanded notation.
- 5.2.3 Arrange whole numbers in order of size (magnitude).

### 5.3 ADDITION

#### Specific Outcomes

- 5.3.1 Add whole numbers up to 100,000.
- 5.3.2 Add numbers using the number line.

### 5.4 SUBTRACTION

#### Specific Outcomes

- 5.4.1 Subtract whole numbers up to 100,000.
- 5.4.2 Subtract numbers using a number line.

## **5.5 MULTIPLICATION**

### **Specific Outcomes**

- 5.5.1 Multiply whole numbers up to 100,000.
- 5.5.2 Apply the properties of multiplication by zero.

## **5.6 DIVISION**

### **Specific Outcome**

- 5.6.1 Divide whole numbers by 100 and multiples of 100 with dividends up to 100,000.

## **5.7: ARITHMETIC**

### **Specific outcomes**

- 5.7.1 Prepare simple household bills.
- 5.7.2 Solve simple problems involving money.
- 5.7.3 Simple application of a ready reckoner (pupils will not be asked to prepare their own ready reckoners at this level)

## **5.8 NUMBER PATTERNS**

### **Specific outcomes**

- 5.8.1 Demonstrate mathematical skills by completing number sequences.

## **5.9 FRACTIONS**

### **Specific Outcomes**

- 5.9.1 Apply the basic operations of addition and subtraction on fractions.
- 5.9.2 Convert mixed fractions to improper fractions and vice versa.
- 5.9.3 Multiply whole numbers by fractions.
- 5.9.4 Divide whole numbers by fractions.

## **5.10 DECIMALS**

### **Specific Outcomes**

- 5.10.1 Identify decimal numbers.
- 5.10.2 State decimal names (names for 0.1, 0.01).
- 5.10.3 Convert common fractions to decimals up to 2 decimal places.

- 5.10.4 Add and subtract decimal numbers up to 2 decimal places.
- 5.10.5 Multiply decimal numbers by whole numbers with one or two digits.
- 5.10.6 Divide decimal numbers by whole numbers with one or two digits.

## **5.11 FACTORS**

### **Specific Outcomes**

- 5.11.1 Define prime and composite numbers.
- 5.11.2 Identify the Lowest Common Multiple (LCM).
- 5.11.3 Identify the Highest Common Factor (HCF) or the Greatest Common Denominator (GCD).

## **5.12 MEASUREMENT**

### **Specific Outcomes**

- 5.12.1 Apply the basic mathematical operations of addition, subtraction, multiplication and division on measurements of length, mass and capacity.
- 5.12.2 Read and write time using the 24-hour clock.
- 5.12.3 Read temperatures using the Celsius thermometer.
- 5.12.4 Calculate perimeter of a rectangle by formula.
- 5.12.5 Calculate area of a rectangle by formula.

## **5.13 SHAPES**

### **Specific Outcomes**

- 5.13.1 Identify and draw nets of cuboids.
- 5.13.2 Identify and draw nets of pyramids.

## **5.14 GRAPHS**

### **Specific Outcomes**

- 5.14.1 Read picture graphs involving whole numbers using a scale of 1 picture to 1 object.
- 5.14.2 Draw picture graphs using a scale of 1 picture to 1 object.

## GRADE 6

### 6.0 SETS, NUMBER AND NOTATION, ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, NUMBER PATTERNS, FRACTIONS, DECIMALS, PERCENTAGES, RATIO AND PROPORTION, AVERAGES, FACTORS, EQUALITIES AND INEQUALITIES, MEASUREMENT AND DRAWING, ARITHMETIC AND SHAPES

#### General Outcomes:

- Apply mathematical operations in solving problems.
- Develop interest in Mathematics for everyday use.

### 6.1 SETS

#### Specific Outcomes

- 6.1.1 Recognise the intersection, union and subset symbols in a Venn diagram.
- 6.1.2 Use symbols of intersection " $\cap$ ", union " $\cup$ " and subset " $\subset$ ".
- 6.1.3 List sub sets of a given set, excluding the set itself and the empty set.
- 6.1.4 Illustrate the following terms using appropriate symbols: **membership of a set, equal sets, empty set, intersection of sets and union of sets.**

### 6.2 NUMBERS AND NOTATION

#### Specific Outcomes

- 6.2.1 Read numbers in numerals and words up to 1,000,000.
- 6.2.2 Write numbers in numerals and words up to 1,000,000.
- 6.2.3 Arrange whole numbers in order of value.
- 6.2.4 Read Roman numerals.

### 6.3 ADDITION

#### Specific Outcomes

- 6.3.1 Add whole numbers up to 1,000,000.
- 6.3.2 Add integers using the number line.



## **6.4 SUBTRACTION**

### **Specific Outcomes**

- 6.4.1 Subtract whole numbers up to 100,000.
- 6.4.2 Subtract integers using the number line.

## **6.5 MULTIPLICATION**

### **Specific Outcomes**

- 6.5.1 Multiply whole numbers by three and four digit numbers.
- 6.5.2 Multiply whole numbers by 1000 and multiples of 1000.
- 6.5.3 Use short and long methods of multiplication.

## **6.6 DIVISION**

### **Specific Outcomes**

- 6.6.1 Divide whole numbers by 1000 and multiples of 1000 with dividends up to 1,000,000.
- 6.6.2 Use short methods of division by numbers such as 5, 25, 50, 125, and 250.

## **6.7 NUMBER PATTERNS**

### **Specific outcomes**

- 6.7.1 Demonstrate mathematical skills by recognizing number sequences.

## **6.8 FRACTIONS**

### **Specific Outcomes**

- 6.8.1 Apply the basic mathematical operations of addition and subtraction on mixed fractions.
- 6.8.2 Divide a fraction by another fraction.

## **6.9 DECIMALS**

### **Specific Outcomes**

- 6.9.1 Add, subtract, multiply and divide decimals up to 4 decimal places.
- 6.9.2 Solve simple problems involving rounding off decimals to required number of decimal places.

- 6.9.3 Convert common fractions to decimals.
- 6.9.4 Convert decimals to common fractions.

## **6.10 PERCENTAGES**

### **Specific Outcomes**

- 6.10.1 Solve simple problems involving percentages.
- 6.10.2 Convert common fractions to percentages.
- 6.10.3 Convert percentages to common fractions.

## **6.11 RATIO AND PROPORTION**

### **Specific Outcomes**

- 6.11.1 Solve simple and practical problems using given ratios.
- 6.11.2 Calculate quantities using a given ratio.

## **6.12 AVERAGES**

### **Specific Outcomes**

- 6.12.1 Calculate simple averages.
- 6.12.2 Find simple averages involving age, height, class attendance, marks, clinic attendance (exclude speed)

## **6.13 FACTORS**

### **Specific Outcomes**

- 6.13.1 Find the LCM and HCF using the multiples and prime factors method.

## **6.14 EQUALITIES AND INEQUALITIES**

### **Specific Outcomes**

- 6.14.1 Use equality and inequality symbols to show order of size.

## **6.15 MEASUREMENT AND DRAWING**

### **Specific Outcomes**

- 6.15.1 Measure length, width, height and areas using basic units.
- 6.15.2 Find the perimeter of a rectangle, square and triangle practically and by formulae.

- 6.15.3 Find the volume of regular solids practically and by formulae.
- 6.15.4 Solve problems involving length, capacity, mass, time and temperature.
- 6.15.5 Draw accurately squares and rectangles using a ruler and set square.

## **6.16 ARITHMETIC**

### **Specific Outcomes**

- 6.16.1 Apply positive and negative numbers in the calculation of profit and loss.
- 6.16.2 Apply positive and negative numbers to the measurement of temperature.
- 6.16.3 Carry out calculations involving money.
- 6.16.4 Prepare simple shopping lists.

## **6.17 SHAPES**

### **Specific Outcomes**

- 6.17.1 Draw squares and rectangles using a ruler and a setsquare.

## GRADE 7

### 7.0 SETS, NUMBERS, ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION, FRACTIONS, DECIMALS, PERCENTAGES, RATIO AND PROPORTION, AVERAGES, EQUATIONS, ARITHMETIC, GRAPHS, NUMBER BASES, MEASUREMENT, SHAPES AND ANGLES.

#### General Outcomes:

- Develop mathematical knowledge and skills.
- Apply mathematical operations in solving problems.
- Develop interest in Mathematics for everyday use.

### 7.1 SETS

#### Specific Outcomes

- 7.1.1 Use a Venn diagram to illustrate membership of a set, empty set, equal set, intersection and union of a set.
- 7.1.2 Use a formula to find the number of subsets in a given set.
- 7.1.3 List all the subsets of a given set, including the set itself and the empty set.
- 7.1.4 Illustrate the following terms using appropriate symbols: **membership of a set, equal sets, empty set, intersection of sets and union of sets**

### 7.2 NUMBERS AND NOTATION

#### Specific Outcomes

- 7.2.1 State the value of a digit in a given number up to 1,000,000.
- 7.2.2 Read Roman numerals.
- 7.2.3 Write using Roman numerals.

### 7.3 ADDITION

#### Specific Outcomes

- 7.3.1 Add whole numbers up to the sum of 1,000,000.
- 7.3.2 Add integers using the number line.
- 7.3.3 Add mixed numbers.

## **7.4 SUBTRACTION**

### **Specific Outcomes**

- 7.4.1 Subtract whole numbers up to 1,000,000.
- 7.4.2 Subtract mixed numbers.
- 7.4.3 Subtract integers using the number line.

## **7.5 MULTIPLICATION**

### **Specific Outcomes**

- 7.5.1 Multiply whole numbers by three (3) and four (4) digit numbers.
- 7.5.2 Multiply mixed numbers.

## **7.6 DIVISION**

### **Specific Outcome**

- 7.6.1 Divide whole numbers by three and four-digit numbers.
- 7.6.2 Divide mixed numbers.

## **7.7 FRACTIONS**

### **Specific Outcomes**

- 7.7.1 Solve problems involving addition, subtraction, multiplication and division of fractions.

## **7.8 DECIMALS**

### **Specific Outcomes**

- 7.8.1 Add, subtract, multiply and divide decimals up to 4 decimal places.
- 7.8.2 Convert common fractions to decimals.
- 7.8.3 Convert decimals to common fractions.

## **7.9 PERCENTAGES**

### **Specific Outcomes**

- 7.9.1 Convert common fractions to percentages.
- 7.9.2 Convert decimals to percentages.
- 7.9.3 Solve problems involving addition, subtraction, multiplication and division of percentages.

## **7.10 RATIO AND PROPORTION**

### **Specific Outcomes**

- 7.10.1 Calculate a quantity in a given ratio.
- 7.10.2 Calculate known quantities according to ratios with two whole numbers.
- 7.10.3 Solve problems involving ratio and proportion.
- 7.10.4 Find direct and inverse proportion using the fraction method.

## **7.11 AVERAGES**

### **Specific Outcomes**

- 7.11.1 Calculate averages as applied to mass, money, time, temperature and speed.

## **7.12 EQUATIONS**

### **Specific Outcomes**

- 7.12.1 Solve simple linear equations.

## **7.13 ARITHMETIC**

- 7.13.1 Prepare simple household accounts.
- 7.13.2 Carry out calculations involving money.
- 7.13.3 Calculate simple interest.
- 7.13.4 Read and interpret water and electricity bills.
- 7.13.5 Calculate profit and loss percentages.

## **7.14 GRAPHS**

### **Specific Outcomes**

- 7.14.1 Collect and present data on a picture, pie chart, bar and line graph.
- 7.14.2 Interpret pie chart data.
- 7.14.3 Read picture, bar and line graphs.

## **7.15 NUMBER BASES**

### **Specific Outcomes**

- 7.15.1 Convert from Base 5 and Base 8 to Base 10.
- 7.15.2 Convert from Base 10 to Base 5 and Base 8.
- 7.15.3 Add and subtract in Base 5 and Base 8.

## **7.16 MEASUREMENT**

### **Specific Outcomes**

- 7.16.1 Perform basic operations of addition, subtraction, multiplication and division involving length, mass, capacity, time and temperature
- 7.16.2 Find the perimeter, area and volume of solids practically and by formula.

## **7.17 SHAPES**

### **Specific Outcomes**

- 7.17.1 Construct geometrical shapes and figures.
- 7.17.2 Identify vertical, horizontal and parallel lines.
- 7.17.3 State the number of lines of symmetry in a given shape.

## **7.18 ANGLES**

### **Specific Outcomes**

- 7.18.1 Define an angle, right angle, acute angle, straight angle and a complete revolution.
- 7.18.2 Draw and measure angles of up to  $180^\circ$  using a protractor.

**SECTION: E**  
**SOCIAL AND DEVELOPMENT STUDIES**



## **INTRODUCTION**

The Social and Development Studies Syllabus attempts to cover a cross-section of social issues, which have come to the fore in the Zambian society in the last decade. The issues include HIV/AIDS, Human Rights, Democracy and Citizenship, Substance abuse, Life Skills, Education for Development, Environment Issues and Spiritual and Moral Education.

The syllabus has five themes running through from Grades 1-7. These are:

- Living Together
- Spiritual and Moral Education
- Food
- Environment
- Communication and Transport

In the early grades, more emphasis is put on the development of the child's understanding of his/her immediate environment. The understanding of the influence of cultural values on the behaviour of an individual and the community is important to enable the child appreciate and understand the importance of certain institutions in his/her community.

The personal and social development of the learner is the primary focus of this syllabus. It provides the learner with an opportunity to examine and explore issues at local, national and international levels. The understanding and appreciation of socio-cultural values in the community will further his/her understanding of the complex social, economic, political, geographic and international issues. On the latter, the syllabus is designed mainly on issues of concern to Zambia.

## **METHODOLOGY**

The methodologies recommended should be learner centred. These should include individual work, pair/group work, field trip, project work, drama, role-play, case studies, problem solving and demonstrations.

## GENERAL OUTCOMES FOR GRADES 1- 7

Social and Development Studies aims at preparing the learner physically, socially, culturally, emotionally, economically and spiritually. The course also provides opportunities for the development of skills, knowledge, values and attitudes necessary for survival of an individual in 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;
- Develop an understanding of their rights and responsibilities as citizens of the local, national, regional and global communities and of the need to eliminate all forms of discrimination and other threats to human rights and democracy;
- Develop an understanding of the relationship between Zambia and the International Community;
- Develop an understanding of the importance of ecological balance, effects of environmental destruction and the need to balance economic growth and conservation through a process of sustainable development;
- Develop moral and ethical qualities rooted in a spiritual dimension;
- Develop an understanding of the functions of social institutions and roles of the individuals and groups of different cultural settings in both the past and the present.
- Create an awareness of the interaction of human beings with the social, economic and biophysical environment.
- Create an awareness of the major prevalent diseases and harmful habits in the community and how to control and prevent them.
- Acquire knowledge, skills, attitudes and values necessary to understand and make informed decisions;
- Equip learners with the necessary understanding of contemporary issues such as HIV / AIDS, human rights, substance abuse, child abuse, water and sanitation, corruption and good governance.
- Acquire and apply basic social and development skills, methods and techniques;
- Evaluate the norms, values and beliefs which influence people's attitudes towards population issues and the environment;
- Develop an understanding of the relationship between population trends in Zambia and their impact on socio economic development.

## GRADE 1

### 1.1 LIVING TOGETHER

#### General Outcome:

- **Develop an understanding of social, cultural, civic and economic issues.**

#### Specific Outcomes

- 1.1.1 Identify important places around the home and school.
- 1.1.2 Tell the direction of home, village, school, clinic, post office and market.
- 1.1.3 Draw a picture showing the school and its immediate surrounding.
- 1.1.4 Identify family members and their relationship to each other.
- 1.1.5 Draw a family tree.
- 1.1.6 Discuss the need for roles in the home.
- 1.1.7 Name friends and classmates.
- 1.1.8 Discuss ways in which the class can work together.
- 1.1.9 Discuss the need for rules at home and school.
- 1.1.10 Demonstrate different ways of greeting.
- 1.1.11 Demonstrate different ways of calling and answering.
- 1.1.12 Discuss good eating habits.
- 1.1.13 Identify different ways of dressing, sitting, giving and receiving things.
- 1.1.14 Discuss why it is good to obey and to respect differences.
- 1.1.15 Name different ways of resolving conflict in the community.
- 1.1.16 Mention the names of the local community.
- 1.1.17 Name some economic activities that take place in the community.
- 1.1.18 Participate in civic issues in the local community.

### 1.2 GOD IN OUR LIVES

#### General Outcome:

- **Develop an understanding of spiritual and moral values.**

#### Specific Outcomes

- 1.2.1 Mention the different names of God.
- 1.2.2 Sing songs of praise.
- 1.2.3 Pray to God.
- 1.2.4 Mention what God does for them.
- 1.2.5 Mention what God does for others.
- 1.2.6 Discuss how one can help others.
- 1.2.7 Demonstrate how one can help other people.
- 1.2.8 Tell and act the story of the Good Samaritan.

## **Working for God and other people**

- 1.2.9 Describe different kinds of work done by adults and children.
- 1.2.10 Explain the importance of work in the family and community.
- 1.2.11 Discuss the advantages of working together.
- 1.2.12 Ask God to help people to work together peacefully.

### **1.3 FOOD**

#### **General Outcome:**

- **Develop an understanding of the importance and value of food**

#### **Specific Outcomes**

- 1.3.1 Name types of food eaten in the home and community.
- 1.3.2 Name the sources of food.
- 1.3.3 Explain the need for nutritious food.
- 1.3.4 Discuss the importance of sharing food with family members and friends.
- 1.3.5 Mention different types of food eaten at celebrations/festivals.
- 1.3.6 Explain the care and storage of food.

### **1.4 ENVIRONMENT**

#### **General Outcome:**

- **Develop an understanding of environmental issues.**

#### **Specific Outcomes**

- 1.4.1 Define the term environment.
- 1.4.2 Identify things in the home and surroundings.
- 1.4.3 Identify litter around the home.
- 1.4.4 Mention ways of disposing litter.
- 1.4.5 Identify dangerous things in the environment.
- 1.4.6 Explain how accidents can be prevented at home and school.
- 1.4.7 Participate in environmental protection activities.

### **1.5 COMMUNICATION AND TRANSPORT**

#### **General outcome:**

- **Develop an understanding of communication and transport systems.**

#### **Specific outcomes**

- 1.5.1 Name types of communication and transport.
- 1.5.2 Demonstrate safe ways of crossing the road and railway line.

## GRADE 2

### 2.0 LIVING TOGETHER

#### General Outcome:

- Develop an understanding of the social, cultural, civic and economic issues.

#### Specific Outcomes

### 2.1 Living Together

- 2.1.1 Explain the importance of living together in the community.
- 2.1.2 Tell the direction of the village, town, clinic, and church.
- 2.1.3 Mention names of their village, town, and district.
- 2.1.4 Draw plans of the classroom and school.
- 2.1.5 Tell the advantages of having a friend.
- 2.1.6 Mention characteristics of a good and a bad friend.
- 2.1.7 Give examples of how some people, especially children, can be badly
- 2.1.8 Discuss the work of the Police Service.
- 2.1.9 Demonstrate ways of greeting different categories of people.
- 2.1.10 Demonstrate different ways of calling and answering people.
- 2.1.11 State different ways of sitting, receiving and giving things.
- 2.1.12 Sing the National Anthem.
- 2.1.13 Draw and colour the National Flag.
- 2.1.14 Mention their basic rights at home and school.
- 2.1.15 Participate in civic issues in the local community.

### 2.2 RELIGION IN ZAMBIA

#### General Outcome:

- Develop an understanding of spiritual and moral values.

#### Specific Outcomes

- 2.2.1 Name different religions in Zambia.
- 2.2.2 Mention places where members of different religions worship (e.g. church, mosque, temple).
- 2.2.3 Discuss different ways of praying.

#### Love, friendship and conflict resolution

- 2.2.4 Discuss qualities of a good friend.
- 2.2.5 Relate stories of Jesus' friendship towards children.
- 2.2.6 Relate stories of Jesus and his disciples.

- 2.2.7 Explain why God's love and friendship is important to people.
- 2.2.8 Describe how people feel when they are praised.
- 2.2.9 Mention the causes of anger, jealousy, fighting, hatred, revenge and fear.
- 2.2.10 Dramatise situations of anger, fighting, hatred, jealousy, revenge and fear.
- 2.2.11 Discuss how anger, fighting, insulting and conflict can be resolved.
- 2.2.12 Discuss how we can help and comfort those who are afraid and angry.

## 2.3 FOOD

### General Outcome:

- Develop an understanding of the importance and value of food.

### Specific Outcomes

- 2.3.1 Name types of food eaten in the home and community.
- 2.3.2 Mention health risks of leaving food uncovered.
- 2.3.3 Mention diseases resulting from having unbalanced diet.
- 2.3.4 Discuss ways of preventing food from getting spoiled.

## 2.4 THE ENVIRONMENT

### General Outcome:

- Develop an understanding of environmental issues.

### Specific Outcomes

- 2.4.1 Identify living and non-living things around the home and school.
- 2.4.2 Discuss ways of keeping the surroundings clean.
- 2.4.3 Identify sources of water.
- 2.4.4 Discuss the importance of keeping drinking water clean and safe.
- 2.4.5 Mention ways of conserving water.
- 2.4.6 Mention traditional practices of water conservation.
- 2.4.7 Explain the causes of accidents in the home, school and community.
- 2.4.8 Mention ways of preventing accidents.
- 2.4.9 Name the common diseases in the community.
- 2.4.10 Explain the causes of common diseases.
- 2.4.11 Mention ways of preventing common diseases.
- 2.4.12 Participate in environmental protection activities.

## 2.5 COMMUNICATION AND TRANSPORT SYSTEMS

### General Outcome:

- Develop an understanding of communication and transport systems.

- 2.5.1 Identify communication and transport services in the community.
- 2.5.2 Mention road safety rules.

## GRADE 3

### 3.1 LIVING TOGETHER

#### General Outcome:

- Develop an understanding of social, cultural, civic and economic issues.

#### Specific Outcomes

- 3.1.1 Identify the location of the home, school and neighbourhood on a map.
- 3.1.2 Explain the characteristics of harmonious relationships in the community.
- 3.1.3 Identify leaders in the community.
- 3.1.4 Demonstrate respect for property and members of the community.
- 3.1.5 Discuss the need for rules in the community.
- 3.1.6 Identify people who need help in the community.
- 3.1.7 Identify persons or groups of people and institutions that help others in the community.
- 3.1.8 Mention basic human needs.
- 3.1.9 Mention children's rights.
- 3.1.10 Participate in decision making in the school and community.
- 3.1.11 Participate in civic issues in the local community.
- 3.1.12 Name some of the goods made and sold in the community.
- 3.1.13 Discuss developmental changes taking place in the community.
- 3.1.14 Draw the Zambian flag and explain the meaning of the colours.
- 3.1.15 Explain why Zambia celebrates Independence

### 3.2 CULTURAL AND RELIGIOUS CELEBRATIONS

#### General Outcome:

- Develop an understanding of spiritual and moral values.

#### Specific Outcomes

- 3.2.1 Mention occasions which community members celebrate.
- 3.2.2 Explain the importance of these occasions.
- 3.2.3 Describe what happens at Muslim and Hindu festivals.
- 3.2.4 Describe other religious festivals.

#### Punishment and Forgiveness

- 3.2.5 Explain the term punishment.
- 3.2.6 Give reasons why people are punished.
- 3.2.7 Mention different types of punishment.
- 3.2.8 Discuss different ways of showing that one is sorry.
- 3.2.9 Explain how people feel when they are praised.

3.2.10 Say the Lords' prayer and other prayers about forgiveness.

### **3.3 FOOD**

#### **General Outcome:**

- **Develop an understanding of the importance and value of food.**

#### **Specific Outcomes**

- 3.3.1 Name the staple foods eaten in the community.
- 3.3.2 Explain how the food is produced.
- 3.3.3 Identify other foods in the community.
- 3.3.4 Discuss the importance of eating clean food.
- 3.3.5 Discuss the importance of having a garden at home and school.

### **3.4 THE ENVIRONMENT**

#### **General Outcome:**

- **Develop an understanding of environmental issues.**

#### **Specific Outcomes**

- 3.4.1 Discuss the importance of living in a clean and safe environment.
- 3.4.2 Mention ways of waste disposal.
- 3.4.3 Mention sources of water.
- 3.4.4 Discuss the importance of water.
- 3.4.5 Discuss ways of improving water quality.
- 3.4.6 Mention ways of conserving water in the home and school.
- 3.4.7 Mention ways of protecting sources of water.
- 3.4.8 Explain the importance of water to plants and wildlife.
- 3.4.9 Discuss how human activities have degraded the environment.
- 3.4.10 Participate in environmental protection activities.

### **3.5 COMMUNICATION AND TRANSPORT SYSTEMS.**

#### **General Outcome:**

- **Develop an understanding of communication and transport systems.**

#### **Specific Outcomes**

- 3.5.1 Name types of transport in the community.
- 3.5.2 Mention types of communication systems in the community.
- 3.5.3 Draw pictures to illustrate different ways of travelling and communicating.
- 3.5.4 Identify institutions that provide communication and transport services in the community.



3.5.5 Discuss the role of the community in maintaining communication and transport infrastructure.

## GRADE 4

### 4.1 LIVING TOGETHER

#### General Outcome:

- Develop an understanding of social, cultural, civic and economic issues.

#### Specific Outcomes

- 4.1.1 Explain the meaning of the symbols on the Coat of Arms.
- 4.1.2 Describe life in the past in the district.
- 4.1.3 Name important places in the district.
- 4.1.4 Draw a map of the district showing major physical and cultural features.
- 4.1.5 Describe the cultural composition of the people.
- 4.1.6 Describe the activities carried out in the district.
- 4.1.7 Explain how adequate production of goods and services improves the quality of life.
- 4.1.8 Discuss how wealth promotes sport and leisure.
- 4.1.9 Discuss ways of helping the vulnerable in the district.
- 4.1.10 Name local organisations that help people in the district.
- 4.1.11 Explain the interdependence of rural and urban communities.
- 4.1.12 Discuss socio-economic problems in the district.
- 4.1.13 Mention basic needs and rights of a citizen.
- 4.1.14 Mention the obligations and duties of a citizen.
- 4.1.15 Discuss the responsibilities of children.
- 4.1.16 Discuss sex and gender roles.
- 4.1.17 Participate in civic issues in the local community.

### 4.2 COURAGE, FREEDOM AND JUSTICE

#### General Outcome:

- Develop an understanding of spiritual and moral values.

#### Specific Outcomes

- 4.2.1 Discuss how some Zambians risked their lives to help others achieve freedom and independence.
- 4.2.2 Explain why Zambia celebrates her Independence.
- 4.2.3 Tell stories of Africans who died because of their religious faith.
- 4.2.4 Describe the encounter between David and Goliath.
- 4.2.5 Describe how faith and prayer can help people to be brave.
- 4.2.6 Compose prayers which express respect and trust in God.
- 4.2.7 Describe how Jesus reacted to suffering during his trial and crucifixion.
- 4.2.8 Describe how people react to the death of a person they know or love.
- 4.2.9 Discuss traditional and religious teachings about life after death.

### **4.3 FOOD**

#### **General Outcome:**

- **Develop an understanding of the importance and value of food.**

#### **Specific Outcomes**

- 4.3.1 Define the terms subsistence and commercial farming.
- 4.3.2 Mention the conditions necessary for growing food crops.
- 4.3.3 Discuss the main factors influencing food production and supply
- 4.3.4 Discuss ways in which the government and other agencies help farmers to grow better crops.
- 4.3.5 Discuss the importance of food security.
- 4.3.6 Explain how people in the past obtained their food.
- 4.3.7 Draw the tools used in growing food crops, hunting and fishing in the past and present.

### **4.4 THE ENVIRONMENT**

#### **General Outcome:**

- **Develop an understanding of environmental issues.**

#### **Specific Outcomes**

- 4.4.1 Discuss the importance of forests to human beings and other forms of life.
- 4.4.2 Discuss how human activities affect forests and other forms of life.
- 4.4.3 Explain ways of conserving and managing forests and wildlife
- 4.4.4 Define poaching.
- 4.4.5 Explain the effects of poaching
- 4.4.6 List some of the things eaten by different animals.
- 4.4.7 Explain how pollution breaks the food chain.
- 4.4.8 Discuss the need for good sanitation.
- 4.4.9 Discuss different ways of providing good sanitation in the community.
- 4.4.10 Participate in environmental protection activities.

### **4.5 COMMUNICATION AND TRANSPORT SYSTEMS**

#### **General Outcome:**

- **Develop an understanding of communication and transport systems.**

#### **Specific Outcomes**

- 4.5.1 Explain the importance of communication and transport in the district.
- 4.5.2 Discuss communication and transport problems in the district.
- 4.5.3 Discuss the advantages of good communication and transport systems.

- 4.5.4 Discuss ways in which the community can participate in maintaining communication and transport services.
- 4.5.5 Draw a map showing the transport network in the district.

## GRADE 5

### 5.1 LIVING TOGETHER

#### General Outcome:

- Develop an understanding of social, cultural, civic and economic issues.

#### Specific Outcomes

- 5.1.1 Mention the origins of different ethnic groups in the province.
- 5.1.2 Discuss names of historical and cultural sites and their significance.
- 5.1.3 Discuss the importance of preserving the sites.
- 5.1.4 Describe life in the past in the province.
- 5.1.5 Discuss the roles of men, women and children during the Iron Age.
- 5.1.6 Describe the methods used in producing some traditional products during the Iron Age.
- 5.1.7 Identify changing patterns of living in the province.
- 5.1.8 Discuss social and economic activities in the province.
- 5.1.9 Discuss social and economic problems in the province.
- 5.1.10 Discuss possible solutions to social and economic problems.
- 5.1.11 Explain the rights and responsibilities of a citizen.
- 5.1.12 Discuss the right to inheritance and maintenance.
- 5.1.13 Discuss examples of violations of human rights.
- 5.1.14 Identify organisations in their society which protect human rights.
- 5.1.15 Participate in civic issues in the local community.
- 5.1.16 Locate on the map of Zambia the position of the province and its physical features.
- 5.1.17 Discuss population distribution in the province in terms of size, age and sex composition.
- 5.1.18 Explain how the size and composition of the family affect its economic needs.
- 5.1.19 Discuss factors that determine family size in their society.
- 5.1.20 Discuss the advantages and disadvantages of a given family size in traditional and modern societies.
- 5.1.21 Identify livestock in the province.
- 5.1.22 Discuss the conditions necessary for rearing livestock.

### 5.2 TRADITIONAL AND INITIATION CEREMONIES

#### General Outcome:

- Develop an understanding of spiritual and moral values.

#### Specific Outcomes

- 5.2.1 Describe the traditional ceremonies a Zambian girl or boy goes through when they reach puberty.

- 5.2.2 Discuss the significance of these ceremonies.
- 5.2.3 Describe how other children are taught their religion.
- 5.2.4 Relate the story from Luke 2: 41-51 about Jesus when he was twelve years old.
- 5.2.5 Illustrate how young Zambian Christians today learn about traditional teachings and practices of their particular churches.

### **5.3 THE BIBLE AND OTHER SCRIPTURES**

- 5.3.1 Mention examples from the Bible of history, letters, sermons, songs and parables.
- 5.3.2 Explain why the Bible is written in different languages.
- 5.3.3 Explain why the Bible is divided into Old and New Testaments.
- 5.3.4 Describe the Holy writings of the other religions.
- 5.3.5 Compare the main teachings of the New Testament to other religions.

### **5.4 FOOD**

#### **General Outcome:**

- **Develop an understanding of the importance and value of food.**

#### **Specific Outcomes**

- 5.4.1 Identify subsistence and commercial crops in the province.
- 5.4.2 State the growing conditions of selected crops.
- 5.4.3 Explain the importance of food security.
- 5.4.4 Identify livestock kept in the province.
- 5.4.5 Discuss the conditions necessary for rearing livestock.
- 5.4.6 Locate on a map of Zambia sites of Early Iron Age farmers in the province.

### **5.5 THE ENVIRONMENT**

#### **General Outcome:**

- **Develop an understanding of environmental issues.**

#### **Specific Outcomes**

- 5.5.1 Discuss factors influencing the development of settlements.
- 5.5.2 Discuss the effects of human settlements on the environment.
- 5.5.3 Discuss the causes and effects of rural-urban migration.
- 5.5.4 Suggest possible solutions.
- 5.5.5 Participate in environmental protection activities.

### **5.6 COMMUNICATION AND TRANSPORT SYSTEMS**

#### **General Outcome:**

- **Develop an understanding of the importance of communication and transport systems.**

### Specific Outcomes

- 5.6.1 Describe the development of communication and transport services in the province.
- 5.6.2 Discuss how improved communication and transport services contribute to social and economic development in the province.
- 5.6.1 Draw a map of the province showing all major transport systems.

## GRADE 6

### 6.1 LIVING TOGETHER

#### General Outcome:

- **Develop an understanding of social, cultural, civic and economic issues.**

#### Specific Outcomes

- 6.1.1 Describe the history of Zambia from 1890 to 1964.
- 6.1.2 Explain the causes and course of Bantu migration from 1000-1800 AD.
- 6.1.3 Explain how women contributed to the production of wealth in the past.
- 6.1.4 Discuss women's changing roles in production today.
- 6.1.5 Discuss how the distribution of wealth in the country causes rural-urban migration.
- 6.1.6 Identify local voluntary organisations that help the needy in the country.
- 6.1.7 Explain how voluntary organisations carry out their work.
- 6.1.8 Explain how international organisations promote peace and co-operation.
- 6.1.9 Discuss leadership qualities that promote development.
- 6.1.10 Describe the Laws enacted by the colonial government.
- 6.1.11 Describe the structure and functions of the local government.
- 6.1.12 Define democracy.
- 6.1.13 Discuss the characteristics of democracy.
- 6.1.14 Explain how democracy protects and promotes human rights.
- 6.1.15 Discuss ways in which women and girls are discriminated against.
- 6.1.16 Identify organisations in Zambia which protect human rights.
- 6.1.17 Discuss child abuse and child labour.
- 6.1.18 Participate in civic issues in the local community.

### 6.2 PRAYER AND WORSHIP

#### General Outcome:

- **Develop an understanding of spiritual and moral values.**

#### Specific Outcomes

- 6.2.1 Describe how people pray and worship in Zambia today.
- 6.2.2 Recall some religious proverbs and stories used in Zambian tradition.
- 6.2.3 Describe different kinds of prayers and worship by people in traditional Zambian life.
- 6.2.4 Discuss reasons why people pray and worship.
- 6.2.5 Compare and contrast the work of Jesus as a teacher with that of a preacher in Zambia today.



## **Happiness**

- 6.2.6 Discuss what made people happy in traditional Zambian life.
- 6.2.7 Identify events and relationships which make people happy today.
- 6.2.8 Discuss how happiness can be shared.
- 6.2.9 Compare and contrast Christian happiness to other religions.

## **6.3 FOOD**

### **General outcome:**

- **Develop an understanding of the importance and value of food.**

### **Specific Outcomes**

- 6.3.1 Describe food production methods.
- 6.3.2 Compare and contrast commercial and subsistence farming.
- 6.3.3 Explain how food is preserved.
- 6.3.4 Discuss coping strategies during food shortages.
- 6.3.5 Mention food stuffs that Zambia imports and exports.
- 6.3.6 Explain how the country benefits from imports and exports.

## **6.4 THE ENVIRONMENT**

### **General Outcome:**

- **Develop an understanding of environmental issues.**

### **Specific Outcomes**

- 6.4.1 Outline the elements of weather and climate.
- 6.4.2 Observe, measure and record prevailing weather conditions in the local area.
- 6.4.3 Discuss the influence of weather and climate on human activities.
- 6.4.4 Discuss the effects of human activities on climate.
- 6.4.5 Explain the impact of weather on the buildings and environment.
- 6.4.6 Discuss possible solutions to environmental problems.
- 6.4.7 Participate in environmental protection activities.

## **6.5 COMMUNICATION AND TRANSPORT SYSTEMS**

### **General Outcome:**

- **Develop an understanding of communication and transport systems.**

### **Specific Outcomes**

- 6.5.1 Describe the modes of communication and transport in the country.
- 6.5.2 Discuss the advantages and disadvantages of different modes of communication and transport.

- 6.5.3 Explain factors affecting road safety.
- 6.5.4 Discuss the development of transport in Zambia and the neighbouring countries.
- 6.5.5 Draw a map of Southern Africa showing communication and transport links.

## GRADE 7

### 7.1 LIVING TOGETHER

#### General Outcome:

- Develop an understanding of social, cultural, civic and economic issues.

#### Specific Outcomes

- 7.1.1 Identify major organs of the government.
- 7.1.2 Describe the functions of the legislature, executive and judiciary.
- 7.1.3 Discuss the importance of a constitution.
- 7.1.4 Describe the functions of government ministries and local authorities.
- 7.1.7 Discuss how the United Nations promotes peace and co-operation.
- 7.1.8 Discuss the origins and development of some international organisations.
- 7.1.9 Discuss the importance of membership to international organisations.
- 7.1.10 Identify the continents of the world.
- 7.1.11 Locate on a world map major physical features.
- 7.1.12 Identify the factors influencing world population distribution.
- 7.1.13 Discuss the causes and effects of world population growth.
- 7.1.14 Discuss possible solutions to world population growth.
- 7.1.15 Discuss other world problems (war, famine).
- 7.1.16 Suggest possible solutions to world problems.
- 7.1.17 Distinguish between the different kinds of rights.
- 7.1.18 Discuss the rights of people with special needs.
- 7.1.19 Discuss the rights of refugees.
- 7.1.20 Demonstrate respect for other people's rights.
- 7.1.21 Discuss the forms of corruption.
- 7.1.22 Discuss the effects of corruption.
- 7.1.23 Discuss the role of the community in fighting corruption.
- 7.1.24 Participate in civic issues in the local community.

### 7.2 FAMILY LIFE

#### General Outcome:

- Develop an understanding of spiritual and moral values.

#### Specific Outcomes

- 7.2.1 Describe the importance of family life in Zambian society.
- 7.2.2 Discuss the values of marriage
- 7.2.3 Discuss the qualities of a marriage partner.
- 7.2.4 Mention the traditional customs involved in choosing a marriage partner
- 7.2.5 Discuss the need for a good relationship between husband and wife.
- 7.2.6 Discuss religious teachings about marriage.

- 7.2.7 Describe the relationship between parents and children in a Zambian family.
- 7.2.8 Discuss religious teachings about the relationship between parents and children.

### **7.3 FOOD**

#### **General Outcome:**

- **Develop an understanding of the importance and value of food.**

#### **Specific Outcomes**

- 7.3.1 Identify crops that are grown in different regions of Zambia.
- 7.3.2 Locate on the world map major farming regions.
- 7.3.3 Describe physical, social and economic factors influencing major world farming systems.
- 7.3.4 Discuss the relationship between food production and population growth.
- 7.3.5 Describe traditional and modern methods of processing and preserving food.
- 7.3.6 Discuss causes of food problems in some parts of the world.
- 7.3.7 Explain the importance of food security.
- 7.3.8 Explain the consequences of HIV/AIDS on food security.

### **7.4 THE ENVIRONMENT**

#### **General Outcome:**

- **Develop an understanding of environmental issues.**

#### **Specific Outcomes**

- 7.4.1 Explain the term pollution.
- 7.4.2 Identify types of pollution.
- 7.4.3 Discuss the causes of pollution.
- 7.4.4 Outline the effects of pollution on the environment.
- 7.4.5 Mention possible solutions to pollution.
- 7.4.6 Conduct an environmental audit (e.g. water quality).
- 7.4.7 Participate in environmental protection activities.

### **7.5 COMMUNICATION AND TRANSPORT SYSTEMS**

#### **General Outcome:**

- **Develop an understanding of communication and transport systems.**

#### **Specific Outcomes**

- 7.5.1 Identify the major communication and transport systems in Southern Africa Development Community (SADC) and Common Market for Eastern and Southern Africa (COMESA) countries.

- 7.5.2 Explain how the problems of communication and transport systems can be improved in SADC and COMESA countries.
- 7.5.3 Discuss the benefits of improved world communication and transport systems to Zambia.

**SECTION F**  
**COMMUNITY STUDIES GUIDELINES**  
**FOR**  
**SCHOOLS**

## **INTRODUCTION**

This Learning Area recognises the fact that communities around the school have their own way of life, and that they impart knowledge and skills to their children according to their own norms and values.

Many of the local skills, particularly those that relate to behaviour and survival, are passed on from generation to generation as part of the socialisation process. Examples of local skills are traditional dancing and ceremonies, fishing, bee keeping, salt making, weaving, basket making, carving and farming. A Community Studies programme focused on such skills is intended to complement those aspects of traditional education that a learner acquires from the community.

It is expected that through this Learning Area, learners will appreciate the value of their traditional culture and acquire knowledge and skills which will help them to participate in traditional ways of life in their community in terms of both its economic and its socio-cultural activities. By acquiring local skills, learners will be able to contribute to sustainable development in the locality through interaction with local people and participation in community activities.

The local community will have the opportunity to participate in the planning, development and implementation of the Community Studies Learning Area and thus will recognise their ownership of the curriculum in their local school. It is hoped that this will enhance a sense of shared responsibility and that learners will appreciate the involvement of their parents and other community members in their education.

Parents and others will also participate in delivering education to the learners. Community development will ultimately lead to improvement in the provision of basic amenities and this in turn will help to reduce rural-urban migration.

The Community Studies Learning Area has five components concerned with Socio-cultural, Economic, Aesthetic, Health and Environmental related issues within the community. Each component should be addressed through a series of topics and associated activities. For each of these topics, teachers and parents together should devise both General and Specific Outcomes that should state what children should be able to do, know and understand as a result of their learning. The suggested skills are not exhaustive and the Ministry welcomes imaginative and effective initiatives from the community.

The Community Studies Learning Area focuses on the localised curriculum, which constitutes 20% of the whole curriculum.

## **METHODOLOGY**

Both teachers and parents should be at liberty to adopt a variety of teaching methods such as inquiry, project work, apprenticeship, fieldwork, research and practical. The methods should also include flexible participatory approaches for the parents to use suitable language and practices.

## **GENERAL OUTCOMES FOR GRADE 1 - 7**

The General Outcomes for Community Studies should be based on the socio-cultural, economic, aesthetic, environmental and health aspects of the community.

By the end of Grade 7, learners should be able to:

- Appreciate traditional customs and beliefs.
- Demonstrate knowledge and skills in traditional customs and beliefs.
- Develop positive attitudes towards social and cultural activities such as succession and authority, traditional ceremonies, rites, and rule of law.
- Acquire knowledge and skills in economic activities of the community such as fishing, farming, bee keeping and crafts.
- Demonstrate knowledge and skills in economic activities of the community such as fishing, farming, bee keeping and crafts.
- Appreciate the economic, social and cultural values of the local environment.
- Acquire knowledge of the cultural and natural beauty in their locality.
- Appreciate cultural and natural beauty in their locality.
- Acquire knowledge and practical skills in fine arts and performing arts.
- Demonstrate practical skills in crafts, drama, music, dance and literature.
- Acquire knowledge and skills in sustainable management of the local environment.
- Demonstrate knowledge and skills in sustainable management of the local environment.
- Acquire basic knowledge of health issues.
- Demonstrate basic understanding of health issues.
- Develop positive attitudes towards health practices.
- Demonstrate positive attitudes towards health practices.

## **STEPS IN DEVELOPING A LOCALISED CURRICULUM**

In developing the localised curriculum, the following steps should be followed: identification of activities, planning, approval, implementation and assessment.

### **Identification of activities in the local community**

A localised Curriculum begins with a process of identifying types of common economic, socio-cultural, environmental, health and aesthetic activities that take place in a local Community in order to integrate them into the school Curriculum and thereby, foster education for community development. This can be done through the following methods:

- Interviews with stakeholders (e.g. Parents and Teachers' Association, Business Community, Teachers, Learners, Local Community, Education Board Members).



- Focused Group discussions
- Field Visits
- Observations

A needs assessment report on identified educational needs of the community should be produced by the teachers and the community and distributed to the School, District, Province and the Ministry of Education Headquarters.

## **Planning**

This will involve:

- Careful selection of activities and strategies to exploit the social, cultural, environmental, economic, aesthetic and health values of each activity.
- Breaking down of each activity into topics or sub activities and formulating general and specific learning outcomes.
- Arranging the sub activities or topics according to grade levels. In doing this those responsible will find it helpful to see at which grade level particular topics can be taught.
- Organising resources (human, financial and material) for the execution of programme.

## **Approval of the planned activities**

The school and local community should approve the planned learning activities and teaching strategies to ensure that they are suitable, feasible and relevant to the needs of the learner and the community.

The approved document should be sent to the district, province, the Examinations Council and the Ministry Headquarters.

## **Implementation**

Learners and teachers, in conjunction with members of the local community, should implement the planned activities. Community Studies should be given equal importance as the other Learning Areas.

## **Assessment**

Continuous assessment should be used to assess the learners' achievement in Community Studies. Learners should be assessed in terms of what they know, what they can do and how they do it. In addition, assessment should consider the development of positive attitudes and commitment towards the activity. They should be observed and assessed individually while carrying out their given tasks.

The teacher should keep a record of the assessment. The learning activities will be subject to external examination. The annual average should be recorded and submitted to the Examinations Council of Zambia (ECZ) for inclusion in the final examination results.

# APPENDIX: GUIDELINES ON ASSESSMENT

## INTRODUCTION

Assessment is an integral and important aspect of the learning process. It helps teachers to find out whether learners are achieving the outcomes in the particular Learning Area. It also helps teachers to find out how effective their teaching has been.

The aim of assessment is to help learners learn more effectively. It should be recognised that learners are different and achieve the outcomes according to their abilities. There are different ways of assessing learners.

## TYPES OF ASSESSMENT

There are two main types of assessment: **formative** and **summative**.

**Formative assessment** is the type of assessment that is done throughout the learning process. **Continuous assessment** is part of formative assessment. It enables the teacher to gather timely information on the learners' progress and put in place interventions to overcome learning difficulties. Continuous assessment should be done through daily class work and homework in order to decide whether or not learners have met the set learning outcomes.

**Summative assessment** is the type of assessment that is done at the end of the learning cycle such as at the end of the term or the year.

## FEEDBACK

Learners should be given feedback on their progress. They should also keep records of their experiences in a journal or diary.

## KEEPING RECORDS

Records of learners' performance should be kept carefully.