



MALAWI

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

PRIMARY SCHOOL TEACHING SYLLABUS

SOCIAL STUDIES

for

Standards 5-8

MALAWI INSTITUTE OF EDUCATION



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FOREWORD

Education is a prerequisite for both individual and national development. It prepares children to play their future roles effectively in an attempt to promote and sustain a country's socio-economic development. Nothing is more difficult in the field of education than to plan and develop an appropriate curriculum that addresses the prevailing political and socio-economic challenges to achieve the goals set for the individual and national development.

Every parent would like his/her child to develop to the full status of an adult with a sound mind and body, and acquire appropriate knowledge and skills that will enable the child to live a productive life for both himself/herself and the Malawian society and nation. The child should develop high standards of conduct, attitudes and sound judgement. These expectations are what educationists describe as individual development in cognitive, affective and psychomotor domains.

The cognitive domain deals with such behaviour as recall or recognition of knowledge and manifestation of intellectual abilities and skills; the affective domain is concerned with character, judgement, attitudes and interests, and the psychomotor domain deals with manual and motor skills. Bearing in mind that primary education is terminal for the majority of the children, there should be greater emphasis on those practical skills that would enable them to enter self-employment. Primary education should be broad-based, addressing the whole range of pupils' abilities and should aim at achieving permanent functional literacy and numeracy in order to promote personal, family, community and national development. Primary education should, therefore, equip children with the appropriate knowledge, skills, values and attitudes to enable them function as responsible and productive adult members in their society after completing and leaving the primary school, thus, fulfilling the expectations of the parents, learners, society and Government.

The rationale for the Malawi Government's decision to provide quality education by improving the curriculum among other things is documented in the 1985-1995 Education Development Plan, and abridged in the Malawi Government Statement of Development Policies 1987-1995. The Policy and Investment Framework (2002) and the National Strategy for Teacher Education in Malawi (2002 – 2012) further emphasize the need for quality education including civic education in the context of social studies.

The revised primary education social studies syllabuses for Standards 5-8 attempt to address the above issues as well as incorporating into the curriculum others that have emerged since the last review in 1991.

We are grateful to all those who were actively involved in the primary education social studies curriculum review process. We are also greatly indebted to GABLE/PPC project under Creative Associates International Inc. (CAII) and USAID – Malawi for their technical assistance and financial support that made it possible for the primary education social studies curriculum review to take place.

SA Hau (Dr)

SECRETARY FOR EDUCATION AND HUMAN RESOURCES DEVELOPMENT

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NATIONAL GOALS OF EDUCATION MALAWI

The national goals of education in Malawi fall under eight main categories of skills. They are:

- citizenship skills
- ethical and socio-cultural skills
- economic development and environmental management skills
- occupational and entrepreneurship skills
- practical skills
- creativity and resourcefulness skills
- scientific and technological development skills
- contemporary issues and coping skills

Citizenship skills

Education should:

- 1 promote national unity, patriotism and a spirit of leadership and loyalty to the nation in the learner
- 2 develop in the learner respect for the rule of law and good governance

Ethical and social-cultural skills

- 3 inculcate acceptable moral and ethical behaviour
- 4 develop in the learner an appreciation of one's culture and a respect for other peoples' cultures

Economic development and environmental management skills

- 5 create in the learner an awareness of the dependence of Malawi's economy on agriculture
- 6 develop in the learner an awareness of appropriate environmental resource utilization and management practices
- 7 develop an appreciation of the impact of rapid population growth on the environment and the delivery of social services
- 8 create skills and foster attitudes that promote entrepreneurship leading to self-employment

Occupational and entrepreneurship skills

- 9 develop an enterprising culture in the learner
- 10 impart vocational and entrepreneurship skills in the learner in order to raise personal income and improve living standards

Practical skills

- 11 develop in the learner respect for practical work in order to stimulate industrial development
- 12 encourage learners to utilize their physical potential

Creativity and resourcefulness skills

- 13 encourage in the learner the ability of maximizing the use of available resources
- 14 develop in the a spirit of inquiry, independent thinking and problem solving

Scientific and technological development skills

- 15 develop a spirit of scientific inquiry and practice in the learner
- 16 promote innovation and development of appropriate technologies

Contemporary issues and coping skills

- 17 develop in the learner an awareness of contemporary issues
- 18 acquire appropriate skills in coping with contemporary issues

PRIMARY SCHOOL EDUCATION OBJECTIVES

The primary school education objectives are as follows:

Citizenship skills

Pupils should:

- 1 develop a spirit of patriotism and national unity
- 2 develop a spirit of leadership and willingness to accept responsibilities
- 3 develop an awareness of their rights and responsibilities as citizens
- 4 develop tolerance for other people's views, beliefs and practices
- 5 participate in the civic affairs of their community
- 6 develop an understanding of the symbols of nationhood
- 7 develop an appreciation and respect for personal and public property
- 8 show respect for the rule of law
- 9 develop an understanding of the principles and practices of good governance
- 10 develop a spirit of self reliance
- 11 demonstrate the spirit of cooperation in communal affairs
- 12 show respect for other people's rights

Ethical and socio-cultural skills

- 13 develop acceptable standards of behaviour
- 14 develop an appreciation of the value of the individual in society
- 15 develop an appreciation and respect for one's culture and other people's cultures
- 16 develop moral, spiritual and ethical values
- 17 develop an awareness of the effects of beliefs, taboos and superstitions on national development
- 18 acquire skills for peaceful conflict resolution
- 19 develop a positive attitude towards work
- 20 acquire appropriate socio-cultural skills

Economic development and environmental management skills

- 21 develop a positive attitude towards manual work
- 22 develop an awareness of the options available for various occupations
- 23 understand economic opportunities stemming from various occupations
- 24 understand the role of agriculture in Malawi's economy
- 25 use various ways of paying for goods and services
- 26 develop an appreciation of Malawi's environmental resources
- 27 appreciate the potential of human resources development to Malawi's economy
- 28 acquire self employment skills

- 29 understand the effects of rapid population growth on environmental resources
- 30 develop an awareness of the dangers of environmental degradation
- 31 use various methods for conserving Malawi's natural resources
- 32 acquire appropriate practices on environmental resource utilization and management
- 33 recognize the importance of keeping the environment clean and safe
- 34 develop an awareness of tourism as an industry

Occupational and entrepreneurship skills

- 35 acquire entrepreneurship skills
- 36 develop effective communication skills
- 37 apply organizational, managerial and decision making skills in everyday life
- 38 develop appropriate vocational skills

Practical skills

- 39 develop study skills for intellectual growth and personal advancement
- 40 develop awareness of safety skills
- 41 apply safety precaution skills in everyday life
- 42 develop a strong and healthy body through hygiene, nutrition and proper sanitation
- 43 develop interest in physical exercise, sports and recreation

Creativity and resourcefulness skills

- 44 develop the ability to utilize available local resources
- 45 acquire basic research skills
- 46 apply problem-solving techniques to new situations
- 47 develop a spirit of inquiry and independent thinking
- 48 develop the ability to maximize the use of their potential capabilities
- 49 develop the spirit of hard work and perseverance
- 50 develop an inventive and innovative mind

Scientific and technological development skills

- 51 acquire literacy and numeracy in basic scientific concepts
- 52 acquire appropriate scientific and technological skills for development
- 53 apply basic scientific and technological skills in everyday life
- 54 apply mathematical concepts and skills in everyday life
- 55 apply scientific principles to explain natural phenomena

Contemporary issues and coping skills

56 develop an awareness of the impact of contemporary issues on national development

57 acquire skills for coping with contemporary issues

Rationale

The new social studies curriculum for Standards 5-8 includes elements of geography, history and civics. It covers these subjects in an integrated form. The subject uses a spiral approach starting with the district, followed by the country, Southern Africa, Africa and the world.

The curriculum is designed and planned to address the socio-economic and political challenges that the nation is facing. The challenges include misinterpretation of democracy and human rights, decline in respect for law, social and moral decay, the HIV/AIDS pandemic, gender equality and equity, drug and substance abuse, rapid population growth and unsustainable use of the environment. The goal of the new Social Studies curriculum, therefore, is to help learners to develop knowledge, skills and positive attitudes to function in the civic life of their communities, the nation and the world, and to develop a culture of responsible citizenship. It also aims at developing an understanding of the socio-economic and political systems of other communities in the world as well as the need for proper utilization and conservation of the environment.

Subject objectives

The subject objectives for primary school social studies are as follows:

Citizenship skills

By the end of the Standard 8 social studies course in primary school, pupils should be able to:

- 1 demonstrate a spirit of patriotism and national unity
- 2 accept leadership roles and responsibilities
- 3 exercise their rights and responsibilities as citizens
- 4 show tolerance for other people's views, beliefs and practices
- 5 participate in civic affairs of the community
- 6 explain the meanings of the symbols of nationhood
- 7 care for personal and public property
- 8 show respect for other people's property
- 9 show respect for the rule of law
- 10 describe the principles and practices of good governance

Ethical and socio-cultural skills

- 11 describe cultural aspects performed in the Malawian society
- 12 show respect for acceptable customs and beliefs in Malawian societies
- 13 explain the effects of beliefs, taboos and superstitions on personal advancement and national development
- 14 explain the need to uphold moral, spiritual and ethical values
- 15 demonstrate acceptable standards of behaviour in society
- 16 explain the importance of the individual in society
- 17 demonstrate skills for peaceful conflict resolution
- 18 show appropriate socio-cultural skills in the community
- 19 compare the customs and traditions of Malawi with those of other nations
- 20 show an appreciation for the contributions of early civilizations to Malawi, Africa and the world
- 21 assess the contributions of missionaries and colonial administrators to Malawi as a nation

Economic development and environmental management skills

- 22 show an appreciation of the importance of manual work
- 23 identify various occupations and options
- 24 describe options available for various occupations and economic opportunities
- 25 identify economic opportunities derived from the agricultural sector
- 26 identify various ways of paying for goods and services
- 27 describe Malawi's environmental resources
- 28 describe various activities that lead to environmental degradation
- 29 explain the effects of rapid population growth on environmental resources
- 30 identify various methods of conserving Malawi's natural resources
- 31 demonstrate appropriate practices on environmental resources utilization and management
- 32 explain the importance of keeping the environment clean

Occupational and entrepreneurship skills

- 33 identify entrepreneurship skills available in the home, community and society
- 34 use effective communication skills
- 35 demonstrate organizational, managerial and decision-making skills
- 36 identify vocational skills available in the home, community and society
- 37 develop an awareness of self-employment opportunities

Practical skills

- 38 demonstrate study skills for intellectual growth and personal advancement

- 39 provide first aid in time of accidents at home, school, and on the roads
- 40 practise safety measures on the roads
- 41 practise personal cleanliness
- 42 keep the environment clean and safe
- 43 practise good health habits
- 44 develop self-employment opportunities skills
- 45 develop map-making skills
- 46 acquire map interpretation skills
- 47 develop graph drawing skills
- 48 acquire graph interpretation skills

Creativity and resourcefulness skills

- 49 utilise the available local resources
- 50 conduct simple research
- 51 undertake measures to address issues and problems in the community
- 52 analyse and solve problems on their own
- 53 use their potential capabilities to the full
- 54 work hard and persevere in their activities
- 55 come up with new ideas and techniques of doing things

Scientific and technological development skills

- 56 explain the causes of some natural phenomena

Contemporary issues and coping skills

- 57 explain the dangers of drug, alcohol and substance abuse, and HIV/AIDS to national development
- 58 describe ways of avoiding drugs, alcohol and substance abuse, and HIV/AIDS
- 59 suggest ways of ensuring equality and equity among males and females
- 60 explain the importance of equality and equity among females and males

Suggested teaching and learning experiences

This section of the syllabus shows the suggested teacher and pupil activities which should help to achieve the preceding objectives. They are related to the corresponding content and objectives in the syllabus.

The activities are participatory and are designed to develop the desired knowledge, skills and positive attitudes. They are, however, not exhaustive. Teachers are, therefore, encouraged to be as innovative as possible. Wherever possible, they should select any other appropriate teaching and learning experiences which can contribute to the attainment of the objectives.

The teaching and learning activities included in this syllabus are: discussions, role plays, observation of the environment/field work, group work, verbal reports, demonstration, debates, dramatization, analyzing cases, action-oriented activities, brainstorming, developing futures wheels, research and problem-solving.

Suggested teaching and learning resources

The social studies curriculum lays emphasis on an in-depth study of Malawi, her neighbours, Africa and the world. It therefore requires resourcefulness in the preparation and acquisition of teaching learning resources on the part of the teacher.

Some of the teaching and learning resources that can be used include: maps, pictures/photographs, newspaper cuttings/news board, video films, TV and radio programmes, posters, charts, graphs and tables, samples, textbooks, models, the local environment, the globe, pupils' experiences, resource persons and case studies.

Suggested pupil assessment

The teaching syllabus has a section which can be used when assessing the attainment of the objectives. The assessment may be in the form of oral questions, short answer questions, short essays, teacher's observation of pupils' participation in the activities, sentence completion, multiple-choice questions, true/false items and objective tests.

**SCOPE AND SEQUENCE CHART FOR SOCIAL
STUDIES: STANDARDS 5-8**

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOPMENT	CIVIC RIGHTS AND RESPONSIBILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
<p>5</p> <p>Our District</p>	<ul style="list-style-type: none"> • Composition of the population in the district eg races and ethnic groups Background of the people in the district <ul style="list-style-type: none"> - origin of major ethnic groups - social and economic life • Number of people in the district and their distribution • Factors influencing population change in the district • Effects of population change in the district • Contributions of past and present prominent leaders in the district <ul style="list-style-type: none"> - traditional - religious - political 	<ul style="list-style-type: none"> • Physical features in the district <ul style="list-style-type: none"> - land forms - drainage - vegetation • Importance of the physical features in the district • Destructive agents of the environment (eg people, animals and natural causes ie wind, water, fires) • Conservation of the environment 	<ul style="list-style-type: none"> • Types of resources <ul style="list-style-type: none"> - human - natural • Farming practices • Manufacturing industry • Fishing industry • Transport and communication • Trade and commerce 	<ul style="list-style-type: none"> • Institutions in the district • District administrative structures • Representative government • Types of courts and their functions • Rights and responsibilities and freedoms for all citizens • Use and abuse of power and status 	<ul style="list-style-type: none"> • Customs and traditions in the district eg coming of age, initiation ceremonies, marriages and funeral rites, • Cultural expressions eg traditional songs, dances and dress • Beliefs, taboos and superstitions that promote or retard development • Human virtues <ul style="list-style-type: none"> - impartiality - tolerance - justice - prudence - honesty - fortitude - temperance 	<ul style="list-style-type: none"> • Gender roles family roles and responsibilities gender inequalities • Drug, alcohol and substance use and abuse <ul style="list-style-type: none"> - Appropriate use of drugs and substances - Abuse of drugs and substance - Effects of drug and substance abuse - Prevention of drug and substance abuse - Counselling and rehabilitation of alcoholics and drug addicts 	<ul style="list-style-type: none"> • Accidents <ul style="list-style-type: none"> - at the play ground - in the kitchen - at garden or field • Road safety <ul style="list-style-type: none"> - pedestrians - vendors - cyclists - motorists - animals

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOP- MENT	CIVIC RIGHTS AND RESPONSI- BILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
						<ul style="list-style-type: none"> • HIV/AIDS <ul style="list-style-type: none"> - cause of HIV/AIDS - spread of HIV/AIDS - misconceptions about HIV/AIDS - signs and symptoms of HIV/AIDS - prevention of HIV/AIDS - impact of HIV/AIDS - care of HIV/AIDS patients 	

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOPMENT	CIVIC RIGHTS AND RESPONSIBILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
6 Our country	<ul style="list-style-type: none"> • Composition of the population in the country • Origins of the population groups, their early settlements and contributions <ul style="list-style-type: none"> - Chewa - Ngoni - Tumbuka - Lomwe - Yao • Past and present prominent leaders <ul style="list-style-type: none"> - traditional - political - religious • Historical events and places in the country <ul style="list-style-type: none"> - Christianity - Islam • Colonial administration and influence on institutional development <ul style="list-style-type: none"> - role of the British and Portuguese - role of traditional chiefs • Population in the country 	<ul style="list-style-type: none"> • Location of Malawi <ul style="list-style-type: none"> - neighbouring countries • Major physical features of Malawi <ul style="list-style-type: none"> - land forms - rivers and lakes • Climate of Malawi <ul style="list-style-type: none"> - temperature - rainfall - seasons • Destructive agents of the environment <ul style="list-style-type: none"> - people - animals - natural causes • Conservation of the environment 	<ul style="list-style-type: none"> • Development of resources in Malawi <ul style="list-style-type: none"> - types of resources - renewable and non renewable • Industries <ul style="list-style-type: none"> - primary - secondary - tertiary • Importance of industries in development 	<ul style="list-style-type: none"> • Chieftaincy <ul style="list-style-type: none"> - types of succession - structure - duties and responsibilities • Social services <ul style="list-style-type: none"> - security - health - education - forestry - social welfare • Malawian constitution <ul style="list-style-type: none"> - outline of the constitution - function of the constitution 	<ul style="list-style-type: none"> • Factors which influence culture <ul style="list-style-type: none"> - language - religion - music - folklore - political ideas - economics • Cultural expression <ul style="list-style-type: none"> - stories - folklore - dance - songs - legends - myths - dress • Justice, equality and human dignity <ul style="list-style-type: none"> - institutions that safeguard justice, equality and human dignity - importance of observing justice, equality and human dignity • Respect for life <ul style="list-style-type: none"> - risky behaviour - strategies for preservation of life 	<ul style="list-style-type: none"> • Drug and substance use and abuse <ul style="list-style-type: none"> - causes - misconceptions - impact on the individual and nation - precautionary measures - counselling and rehabilitation of drug addicts and alcoholics • HIV/AIDS <ul style="list-style-type: none"> - risky behaviours - impact of HIV/AIDS in Malawi - living positively with HIV/AIDS • Gender <ul style="list-style-type: none"> - gender equity - gender equality 	<ul style="list-style-type: none"> • Road safety <ul style="list-style-type: none"> - signs and signals - reflectors on cars, carts, bicycles - traffic police and wardens - pedestrian crossing and traffic lights - precautionary measure - Accidents in sports and recreation - Precautionary measure - first aid

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOP- MENT	CIVIC RIGHTS AND RESPONSI- BILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
	<ul style="list-style-type: none"> • Population change in Malawi <ul style="list-style-type: none"> - increase and decrease - causes - effects 				<ul style="list-style-type: none"> • Peaceful conflict resolution <ul style="list-style-type: none"> - behaviours that lead to conflict - strategies for peaceful conflict resolution 	<ul style="list-style-type: none"> - prejudice and discrimination based on sex - respect for each other 	<ul style="list-style-type: none"> • Organisations dealing with road safety in Malawi <ul style="list-style-type: none"> - national road safety council of Malawi (NRSCM) - road traffic commission

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOPMENT	CIVIC RIGHTS AND RESPONSIBILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
7 Southern Africa	<ul style="list-style-type: none"> • Ancient African Kingdoms of Southern Africa <ul style="list-style-type: none"> - Mwenemutapa - Zulu - Bemba • The East and Central • African Slave Trade • The missionary factor <ul style="list-style-type: none"> - Christianity - Islam • Colonization of Nyasaland • Federation of Rhodesia and Nyasaland • Independence of Nyasaland, Northern Rhodesia and Southern Rhodesia • Population distribution in Southern Africa <ul style="list-style-type: none"> - impact on resources 	<ul style="list-style-type: none"> • The earth's surface <ul style="list-style-type: none"> - shape - latitudes and longitudes - location of Southern Africa • Southern Africa <ul style="list-style-type: none"> - physical features - climate and vegetation - natural resources - conservation and management of natural resources • Problems associated with using physical features as international boundaries <ul style="list-style-type: none"> - lakes - rivers 	<ul style="list-style-type: none"> • Economic development <ul style="list-style-type: none"> - transport - communication - trade • Developments in industry <ul style="list-style-type: none"> - farming - fishing - tourism - mining - commerce • Everyday economics: <ul style="list-style-type: none"> - supply and demand - work - money 	<ul style="list-style-type: none"> • Democratic ideals and values in government • The democratic process <ul style="list-style-type: none"> - structure of a democratic government - political parties and the election process • The role of the constitution in a democratic society • Types of government in Southern Africa • Social institutions in Southern Africa <ul style="list-style-type: none"> - NGOs - SADC - COMESA 	<ul style="list-style-type: none"> • Aspects of culture in Southern Africa • Unity in cultural diversity • Peaceful coexistence • Respect for life and for human dignity <ul style="list-style-type: none"> - social justice - tolerance - cooperation and collaboration - sharing - self sacrifice - patriotism • Respect for rule of law • Civil wars <ul style="list-style-type: none"> - causes - effects - peaceful conflict resolution 	<ul style="list-style-type: none"> • Gender <ul style="list-style-type: none"> - differences between sex and gender - gender equity - gender equality - effects of culture on gender - gender and development • HIV/AIDS <ul style="list-style-type: none"> - cause of AIDS - spread of HIV/AIDS - misconceptions and stereotypes about HIV/AIDS - signs and symptoms of HIV/AIDS in Southern Africa - prevention of HIV/AIDS care for HIV/AIDS patients 	<ul style="list-style-type: none"> • Safety rules <ul style="list-style-type: none"> - at home - at school - in public places - on the road • Natural disasters <ul style="list-style-type: none"> - earthquakes - floods - mud flows - drought • Road signs and signals • Traffic rules

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOP- MENT	CIVIC RIGHTS AND RESPONSI- BILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
						<ul style="list-style-type: none"> • Drug and substance use and abuse <ul style="list-style-type: none"> - use of drugs and substances - impact of drug and substance use on the individual, family and society - counselling and rehabilitation of alcoholics and drug addicts 	

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOPMENT	CIVIC RIGHTS AND RESPONSIBILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
8 Africa and the world	<ul style="list-style-type: none"> • Population composition of Africa <ul style="list-style-type: none"> - Bantu - Negroes - Nilotes - Hamites - Europeans - Asians • Early African civilizations <ul style="list-style-type: none"> - Egypt - Ghana - Mali - Songhai - Axum - Kush • Greek and Roman civilizations • The West African Slave Trade • Slavery in America • Partition of Africa • Liberation of Africa • Liberation strategies 	<ul style="list-style-type: none"> • Position of Africa in relation to the world • Major physical features of Africa and the world • World climates • Natural vegetation • Pollution and deforestation • Conservation and management of the global environment 	<ul style="list-style-type: none"> • Socio-economic activities <ul style="list-style-type: none"> - farming practices - fishing - mining - manufacturing • National income <ul style="list-style-type: none"> - sources - budgeting • Trade, transport and communication • Tourism • Insurance 	<ul style="list-style-type: none"> • Types of governments <ul style="list-style-type: none"> - monarchies - socialist - dictatorship - democracies • The role of citizens and leaders in a democracy • International and regional organizations <ul style="list-style-type: none"> - UNO - AU - EU - OPEC - Commonwealth of Nations • Human Rights <ul style="list-style-type: none"> - UN charter on human rights, rights of women, children and the disabled - consumer rights - Abuse of human rights 	<ul style="list-style-type: none"> • Cross-cultural expression <ul style="list-style-type: none"> - festivals - music/songs - dances - food - language - dress - education - sports • Cultural change • Organisations which promote cultural preservation <ul style="list-style-type: none"> - UNESCO - Commonwealth of languages and culture) • International relations and promotion of peace in the world • Respect for the dignity of the individual 	<ul style="list-style-type: none"> • Gender inequalities • World efforts for addressing gender inequalities • Gender and development • HIV/AIDS • risky behaviours <ul style="list-style-type: none"> - impact of HIV/AIDS in Africa and the world - awareness creation strategies for HIV/AIDS - world efforts to find vaccine and cure for HIV/AIDS • Drug and substance abuse <ul style="list-style-type: none"> • world efforts for combating drug and substance abuse 	<ul style="list-style-type: none"> • Organisations dealing with safety <ul style="list-style-type: none"> - Automobile Association (AA) - International Air Traffic Association (IATA) - International Maritime Organisation (IMO) • International Police (Interpol) • International Traffic Code • Firebrigades

STANDARD	POPULATION, PAST AND PRESENT EVENTS	PHYSICAL ENVIRONMENT	RESOURCE MANAGEMENT AND DEVELOP- MENT	CIVIC RIGHTS AND RESPONSI- BILITIES	SOCIAL ENVIRONMENT	EMERGING ISSUES	SAFETY
	<ul style="list-style-type: none"> • Prominent African leaders (past and present): Kwame Nkrumah, Jomo Kenyatta, Kamuzu Banda, Nelson Mandela, Bakili Muluzi, Robert Mugabe, Julius Nyerere, Keneth Kaunda 					<ul style="list-style-type: none"> - drug trafficking at global level - world efforts for combating drug trafficking 	

SOCIAL STUDIES TEACHING SYLLABUS

FOR

STANDARD 5

THEME: OUR DISTRICT

TERM 1

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 describe the composition of the population in their district 2 identify early settlers in their district 3 trace the origin of the early settlers in their district 4 examine the social and economic contributions of early settlers in their district 	<p><i>Population composition</i></p> <ul style="list-style-type: none"> • Composition of the population in their district <ul style="list-style-type: none"> – ethnic groups – races • Background of the people in their district <ul style="list-style-type: none"> – early settlers – origin of the early settlers • Social and economic contributions of early settlers in their district <ul style="list-style-type: none"> – hunting – farming – trade – culture 	<ul style="list-style-type: none"> • Discussing the composition of the population in their district • Surveying the local community • Brainstorming the origins of early settlers in their district • Discussing the origin of early settlers in their district • Analysing the social and economic contributions of early settlers • Role playing the contributions of early settlers 	<ul style="list-style-type: none"> • Historical map of Africa South of the Sahara • Artifacts/ • models 	<ul style="list-style-type: none"> • Oral questions • Observation reports • Short answer questions • Teacher’s observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Physical environment	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> locate their district on a map of Malawi locate the major physical features of their district describe the distribution of major physical features of their district explain the importance of the physical features in their district 	<p><i>Physical features</i></p> <ul style="list-style-type: none"> Location of the district <ul style="list-style-type: none"> – by cardinal points – using neighbouring districts Physical features of the district <ul style="list-style-type: none"> – land forms – rivers – lakes – vegetation Importance of the physical features in the district <ul style="list-style-type: none"> – Boundary makers – farming – sources of water – fishing – scenic beauty – tourist attraction – communication 	<ul style="list-style-type: none"> Describing the location of the district by cardinal points and using neighbouring districts Discussing the major physical features Observing major physical features in the local environment Locating the major physical features of the district Discussing the importance of physical features in their district Debating the importance of physical features in their district Surveying the local environment 	<ul style="list-style-type: none"> Maps of Malawi showing districts/political maps of Malawi Model maps of Malawi Physical maps of the district Local environment Pupils' experiences Physical maps of their district Local environment Pupils' experiences 	<ul style="list-style-type: none"> Short answer questions Map completion exercises Short answer questions Observation checklists

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Resource management and development	Pupils should be able to: 1 identify natural and human resources in the district 2 explain the importance of natural and human resources in the district	<i>Resources</i> <ul style="list-style-type: none"> • Types of resources in the district <ul style="list-style-type: none"> – natural – human • Importance of natural and human resources in the district <ul style="list-style-type: none"> – raw materials for development – expertise for development activities – scenic beauty – tourism 	<ul style="list-style-type: none"> • Observing natural and human resources in the local environment • Discussing natural and human resources in the district • Categorising resources into human and natural • Discussing the importance of human and natural resources in the district 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Physical maps of the district • Tourist maps of Malawi • Pupils' experiences 	<ul style="list-style-type: none"> • Short answer questions • Map completion exercises • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Civic rights and responsibilities	Pupils should be able to: 1 identify social institutions in the district 2 examine the functions of each of the social institutions in the district	<i>Social institutions</i> <ul style="list-style-type: none"> • Social institutions in the district <ul style="list-style-type: none"> – churches/mosques – police stations – post office – courts – health centres • Functions of the social institutions in the district <ul style="list-style-type: none"> – religion – security – communication – judicial – health 	<ul style="list-style-type: none"> • Brainstorming social institutions in the district • Discussing the functions of each of the social institutions • Visiting social institutions in their district 	<ul style="list-style-type: none"> • Local environment • Pupils’ experiences • Pupils’ experiences • Resource persons • Pictures/photographs of some of the social institutions 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short answer questions • Oral questions • Oral reports from visits

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>1 describe the structure of administration of their district</p> <p>2 explain the functions of various organizations of the district administration</p>	<p><i>District administration</i></p> <ul style="list-style-type: none"> • District administrative structure <ul style="list-style-type: none"> – chief executive – line ministries – traditional chiefs – District Executive Committee – District Development Committees – elected representatives – MPs • The functions of various organs of the district administration 	<ul style="list-style-type: none"> • Discussing the structure of administration of the district • Examining an organizational chart of the district administration structure • Brainstorming the functions of various organs of the district administration • Discussing the functions 	<ul style="list-style-type: none"> • Pupils' experiences • Resource persons • Organizational charts • Resource persons • Pupils' experiences • Organisational charts 	<ul style="list-style-type: none"> • Short answer questions • Completing organizational charts • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Social environment	Pupils should be able to: <ol style="list-style-type: none"> 1 identify customs and traditions practised in the district 2 demonstrate some of the customs and traditions practised in their district 3 identify cultural expressions practised in the district 4 demonstrate cultural expressions 	<i>Customs and traditions</i> <ul style="list-style-type: none"> • Customs and traditions in the district <ul style="list-style-type: none"> – coming of age – initiation ceremonies – marriages – funeral rites – courtships • Cultural expressions <ul style="list-style-type: none"> – traditional songs – dances – dress 	<ul style="list-style-type: none"> • Discussing customs and traditions practised in their district • Role playing the customs and traditions practised in their district • Brainstorming cultural expressions practised in the district • Role playing cultural expressions 	<ul style="list-style-type: none"> • Pupils’ experiences • Resource persons • Local communities • Local community • Pupils experiences • Pictures/photographs • Resource persons 	<ul style="list-style-type: none"> • Short answer questions • Oral questions • Teacher’s observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of the term <i>gender role</i> 2 describe family roles and responsibilities 3 examine the effects of gender inequalities on the community in the district 	<p><i>Gender</i></p> <ul style="list-style-type: none"> • Meaning of the term <i>gender role</i> • Family roles and responsibilities • Effects of gender inequalities on the community in the district 	<ul style="list-style-type: none"> • Discussing the meaning of the term <i>gender role</i> • Discussing family roles and responsibilities • Analysing effects of gender inequalities on the community in the district 	<ul style="list-style-type: none"> • Pupils' experiences • Books on gender • Resource persons <p>Local community</p>	<ul style="list-style-type: none"> • Oral questions <p>Short answer questions</p>
Safety	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify accidents occurring in the work place 2 explain the causes of accidents occurring in the work place 3 suggest precautionary measures against accidents occurring in the work place 	<p><i>Accidents in the work place</i></p> <ul style="list-style-type: none"> • Accidents occurring in <ul style="list-style-type: none"> – the play ground – the kitchen – the garden/field • Causes of accidents in the work place • Precautionary measures against accidents occurring in the work place 	<ul style="list-style-type: none"> • Brainstorming accidents occurring in the garden, kitchen and playground • Discussing causes of accidents occurring in different work places • Suggesting precautionary measures against accidents occurring in the work place 	<ul style="list-style-type: none"> • Pupils' experiences • Resource persons • Local environment • Pictures/photographs of accidents 	<ul style="list-style-type: none"> • Oral questions • Short answer questions

TERM 2

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 state the population in the district 2 identify areas with high and low population in the district 3 examine factors influencing population distribution in the district 	<p><i>Population distribution and change</i></p> <ul style="list-style-type: none"> • Current population in the district • Population distribution in the district • Factors that influence population distribution in the district <ul style="list-style-type: none"> – land forms – rivers and lakes – soil fertility – trading centres – communication 	<ul style="list-style-type: none"> • Calculating the population in the district from given figures • Discussing areas of high and low population • Visiting local areas to identify places of high and low population • Visiting local areas to identify places of high and low population • Drawing a sketch map of the district showing population distribution • Discussing factors that influence population distribution in the district 	<ul style="list-style-type: none"> • Population data • Local environment • Pupils' experiences • District population distribution maps • Physical maps of the district • Local environment • Pupils' experiences • District population distribution maps • Physical maps of their district 	<ul style="list-style-type: none"> • Short answer questions • Structured questions • Oral questions • Map completion exercises • Short answer questions • Structured questions • Oral questions • Map completion exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 explain factors that cause population change in the district</p> <p>5 Suggest effects of population change in the district</p>	<ul style="list-style-type: none"> • Factors influencing population change in the district <ul style="list-style-type: none"> – migration – birth and death rates • Effects of population change <ul style="list-style-type: none"> – shortage of land – shortage of labour force 	<ul style="list-style-type: none"> • Discussing factors that influence population change in the district • Brainstorming effects of population change in the district • Discussing the effects of population change in the district 	<ul style="list-style-type: none"> • Population data • Vital registers • Pupils' experiences • Population distribution maps 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short answer questions
Physical environment	<p>Pupils should be able to:</p> <p>1 identify the destructive agents of the environment</p> <p>2 describe how the agents destroy the environment</p>	<ul style="list-style-type: none"> • Destructive agents of the environment <ul style="list-style-type: none"> – people – animals – natural causes (wind, fire, water) 	<ul style="list-style-type: none"> • Surveying the environment to identify the destructive agents of the environment • Discussing how the agents destroy the environment 	<ul style="list-style-type: none"> • Local environment • Pupils experiences • Pictures or charts of destructive agents 	<ul style="list-style-type: none"> • Short answer questions
Resource management and development	<p>Pupils should be able to:</p> <p>1 identify types of socio-economic activities in the district</p>	<p><i>Socio-economic activities</i></p> <ul style="list-style-type: none"> • Socio-economic activities <ul style="list-style-type: none"> – farming activities 	<ul style="list-style-type: none"> • Surveying the local area for socio-economic activities 	<ul style="list-style-type: none"> • Local environment • Resource persons • Samples of locally manufactured product 	<ul style="list-style-type: none"> • Short answer questions • Survey reports • Short written exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 explain the importance of socio-economic activities for development in the district	<ul style="list-style-type: none"> – manufacturing industries – fishing industry – local industries (eg pottery, basket making, shoe-repairing and flour milling) • Importance of socio-economic activities in the district <ul style="list-style-type: none"> – improved standard of living – infrastructural development 	<ul style="list-style-type: none"> • Discussing the different types of socio-economic activities • Discussing the importance of socio-economic activities for development in the district 	<ul style="list-style-type: none"> • Pupils' experiences • Samples of items produced by the industries 	
Civic rights and responsibilities	Pupils should be able to: 1 explain the meaning of the term <i>representative government</i>	<i>Representative government</i> • The meaning of the term <i>representative government</i>	• Discussing the meaning of <i>representative government</i>	• Resource persons	• Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 describe the importance of representative government	<ul style="list-style-type: none"> The importance of representative government <ul style="list-style-type: none"> – fair representation of different parties – checking abuse of power by government – assurance of fair distribution of development 	<ul style="list-style-type: none"> Brainstorming the importance of representative government Discussing the importance of representative government 	<ul style="list-style-type: none"> Resource persons Pupils experiences Local environment Newspaper articles 	<ul style="list-style-type: none"> Short answer questions Oral questions
	3 explain the link between district administration and representative government	<ul style="list-style-type: none"> The link between district administration and representative government 	<ul style="list-style-type: none"> Discussing the link between representative government and district administration 	<ul style="list-style-type: none"> Resource persons Pupils' experiences 	<ul style="list-style-type: none"> Short answer questions Oral questions
Social environment	<p>Pupils should be able to:</p> <p>1 identify beliefs, taboos and superstitions that promote development in the district</p>	<p><i>Beliefs, taboos and superstitions</i></p> <ul style="list-style-type: none"> Beliefs, taboos and superstitions that promote development in the district 	<ul style="list-style-type: none"> Brainstorming beliefs, taboos and superstitions that promote development in the district 	<ul style="list-style-type: none"> Pupils' experiences Resource persons Local communities 	<ul style="list-style-type: none"> Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 identify beliefs, taboos and superstitions that retard development in the district	<ul style="list-style-type: none"> • Beliefs, taboos and superstition that retard development in the district 	<ul style="list-style-type: none"> • Discussing beliefs, taboos and superstitions that retard development in the district • Enquiring from parents and elders the beliefs, taboos and superstitions that retard development in the district • Reporting to the class results of their enquiry 	<ul style="list-style-type: none"> • Pupils' experiences • Resource persons • Local communities 	<ul style="list-style-type: none"> • Oral questions • Teacher observations

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	Pupils should be able to: <ol style="list-style-type: none"> 1 describe appropriate uses of drugs and substances 2 explain the ways in which drugs and substances can be abused 3 examine the effects of drug and substance abuse 4 suggest preventive measures against drug and substance abuse 	<i>Drug and substance use and abuse</i> <ul style="list-style-type: none"> • Appropriate uses of drugs and substances • Ways in which drugs and substances can be abused • Effects of drug and substance abuse <ul style="list-style-type: none"> – madness – violence – rape – vandalism – harassment • Prevention of drug and substance abuse 	<ul style="list-style-type: none"> • Discussing appropriate uses of drugs and substances • Discussing ways in which drugs and substances can be abused • Analysing the effects of drug and substance abuse • Brainstorming preventive measures against drug and substance abuse • Discussing preventive measures against drug and substance abuse 	<ul style="list-style-type: none"> • Pupils' experiences • Resources persons • Local environment • Literature on drugs and substance abuse 	<ul style="list-style-type: none"> • Short answer questions • Matching questions • Teacher's observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>5 explain the importance of counselling and rehabilitation of alcoholics and drug addicts</p> <p>6 identify counselling centres for alcoholics and drug addicts</p>	<ul style="list-style-type: none"> • Counselling and rehabilitation of alcoholics and drug addicts • Counselling centres for alcoholics and drug addicts 	<ul style="list-style-type: none"> • Discussing the importance of counselling and rehabilitation of alcoholics and drug addicts • Surveying the local areas for counselling centres for alcoholics and drug addicts 	<ul style="list-style-type: none"> • Resource persons • Literature on counselling and rehabilitation 	<ul style="list-style-type: none"> • Oral questions
Safety	<p>Pupils should be able to:</p> <p>1 identify different road users</p> <p>2 describe traffic regulations for road users</p> <p>3 identify road accidents</p> <p>4 examine causes of road accidents</p>	<p>Road safety</p> <ul style="list-style-type: none"> • Different road uses <ul style="list-style-type: none"> – pedestrians – vendors – cyclists – motorists – animals • Traffic rules for road users • Road accidents • Causes of road accidents 	<ul style="list-style-type: none"> • Identifying different road users through a survey • Discussing traffic regulations for road users • Listing road accidents • Analysing causes of road accidents 	<ul style="list-style-type: none"> • Pupils' experiences • The high way code • Resource persons • Local environment • Pupils' experiences • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Oral questions • Checklists

TERM 3

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify past and present prominent leaders in the district 2 describe the contributions of past and present prominent leaders in the district 	<p><i>Past and present prominent leaders</i></p> <ul style="list-style-type: none"> • Past and present prominent leaders in the district <ul style="list-style-type: none"> – traditional – religious – political • Contributions of past and present prominent leaders in the district <ul style="list-style-type: none"> – missionary work – leadership – promotion of unity – nationalism – cultural preservation – peaceful co-existence 	<ul style="list-style-type: none"> • identifying past and present prominent leaders in the district • Discussing the contributions of past and present prominent leaders in the district • Role playing leadership roles of past and present prominent leaders in the district 	<ul style="list-style-type: none"> • Local communities • Resource persons • Written records • Pupils' experiences • Pupils' experiences • Resource persons • Local communities 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Teacher's observation
Physical environment	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 describe environmental conservation measures in the district 	<p><i>Conservation</i></p> <ul style="list-style-type: none"> • Conservation of the environment <ul style="list-style-type: none"> – re-afforestation – making ridges across slopes 	<ul style="list-style-type: none"> • Discussing environmental conservation measures in the district 	<ul style="list-style-type: none"> • Local environment • Conservation map of the district • Pupils' experiences 	<ul style="list-style-type: none"> • Map completion exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 drawing a map of the district showing conservation areas	– establishing forests and game reserves	<ul style="list-style-type: none"> • Observing the environment to identify conservation measures • Drawing a map of the district showing conservation areas • Planting trees around the school to conserve the environment 		
Resource management and development	<p>Pupils should be able to:</p> <p>1 describe the means of transport and communication in the district</p> <p>2 identify problems of transport and communication in the district</p>	<p><i>Trade, transport and communication</i></p> <ul style="list-style-type: none"> • Transport and communication <ul style="list-style-type: none"> – road – water – rail – telecommunication • Problems of transport and communication in the district <ul style="list-style-type: none"> – poor road maintenance 	<ul style="list-style-type: none"> • Discussing means of transport and communication in the district • Observing means of transport and communication in the environment • Discussing problems of transport and communication in the district 	<ul style="list-style-type: none"> • Road map of Malawi • Local environment • Real objects • Maintenance schedule from National Roads Authority 	<ul style="list-style-type: none"> • Written exercises • Map completion exercises • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 suggest possible solutions to transport and communication problems in the district</p> <p>4 describe the nature of trade and commerce taking place in the district</p>	<ul style="list-style-type: none"> - vandalism - high cost of maintenance - poor enforcement of traffic regulations • Solutions to transport and communication problems <ul style="list-style-type: none"> - civic education - road maintenance - enforcement of road traffic regulations and laws • Trade and commerce <ul style="list-style-type: none"> - retail - wholesale - marketing 	<ul style="list-style-type: none"> • Discussing possible solutions of transport and communication problems • Brainstorming the nature of trade and commerce taking place in the district • Surveying the local environment on trade and commerce • Discussing the nature of trade and commerce taking place in the district 	<ul style="list-style-type: none"> • Resource persons • Pupils' experiences • Local environment • Local environment • Retail items 	<ul style="list-style-type: none"> • Short written exercises • Observation schedules/ • Checklists • Oral exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	5 explain the impact of trade and commerce in the development of the district	<ul style="list-style-type: none"> Impact of trade and commerce in the development of the district <ul style="list-style-type: none"> – infrastructural development – employment opportunities 	<ul style="list-style-type: none"> Brainstorming the impact of trade and commerce in the development of the district Discussing the impact of trade and commerce in the district 	<ul style="list-style-type: none"> Development map of the district Local environment Resource persons Pupils' experiences 	<ul style="list-style-type: none"> Written exercises
Civic rights and responsibilities	<p>Pupils should be able to:</p> <p>1 identify the types of courts in their district</p> <p>2 describe the functions of courts in the district</p>	<p>Courts</p> <ul style="list-style-type: none"> Types of courts <ul style="list-style-type: none"> – Magistrate court – High court – Supreme court The functions of different courts in the district 	<ul style="list-style-type: none"> Discussing the types of courts in the district Discussing the functions of the courts Visiting nearby courts Reporting on the functions of the courts Role playing the functions of the courts 	<ul style="list-style-type: none"> Pupils' experiences Local communities The Constitution of Malawi Resource persons Nearby court Newspaper articles Pupils' experiences 	<ul style="list-style-type: none"> Oral questions Short answer questions Verbal reports on the visits

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>1 explain the rights, responsibilities and freedoms for all citizens</p> <p>2 describe how power and status can be used or abused</p>	<p><i>Rights and responsibilities</i></p> <ul style="list-style-type: none"> • The rights, responsibilities and freedoms for all citizens <ul style="list-style-type: none"> – political rights, freedoms and responsibilities – social rights and responsibilities – economic rights • Proper use or abuse of power and status 	<ul style="list-style-type: none"> • Brainstorming the rights, responsibilities and freedoms for all citizens • Discussing the rights, responsibilities and freedoms for all citizens • Discussing how power and status can be used or abused • Role playing how power and status can be abused or used properly 	<ul style="list-style-type: none"> • Resource persons • Pupils’ experiences • Newspaper articles • Radio and TV programmes • Pupils’ experiences • Local environment • Newspaper articles 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Social environment	Pupils should be able to: 1 identify human virtues 2 explain the importance of human virtues as necessary ingredients in resolving conflicts peacefully 3 demonstrate human virtues needed in peaceful conflict resolution	<i>Human virtues</i> <ul style="list-style-type: none"> • Human virtues <ul style="list-style-type: none"> – impartiality – tolerance – justice – prudence – honesty – fortitude – temperance • Importance of human virtues <ul style="list-style-type: none"> – self contentment – reconciliation – fairness 	<ul style="list-style-type: none"> • Identifying human virtues • Discussing importance of human virtues as necessary ingredients in resolving conflicts peacefully • Role playing human virtues needed in peaceful conflict resolution 	<ul style="list-style-type: none"> • Pupils’ experiences • Resource persons • Pupils’ experiences • Resource persons • Pupils’ experiences • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Teacher’s observation • Oral questions • Teacher’s observation • Oral questions • Teacher’s observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	Pupils should be able to: <ol style="list-style-type: none"> 1 discuss the cause of AIDS 2 explain different ways in which HIV/AIDS is spread 3 identify misconceptions about HIV/AIDS 4 describe signs and symptoms of AIDS 5 explain ways of preventing HIV/AIDS 6 examine the impact of HIV/AIDS in the district 7 describe ways of caring for HIV/AIDS patients 	HIV/AIDS <ul style="list-style-type: none"> • Cause of AIDS • Spread of HIV/AIDS • Misconceptions about HIV/AIDS • Signs and symptoms of AIDS • Prevention of HIV/AIDS • Impact of HIV/AIDS in the district • Caring for HIV/AIDS patients 	<ul style="list-style-type: none"> • Discussing the cause of AIDS • Discussing different ways in which HIV/AIDS is spread • Discussing misconceptions about HIV/AIDS • Observing signs and symptoms of AIDS • Discussing signs and symptoms of AIDS • Discussing ways of preventing HIV/AIDS • Analysing the impact of HIV/AIDS in the district • Discussing ways of caring for HIV/AIDS patients 	<ul style="list-style-type: none"> • Pupils' experiences • Resource persons • Literature on HIV/AIDS • Pictures/photographs of AIDS patients 	<ul style="list-style-type: none"> • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Safety	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the importance of observing traffic regulations 2 suggest precautionary measures for minimizing road accidents 3 suggest what one needs to do in the event of accidents 	<p><i>Road safety</i></p> <ul style="list-style-type: none"> • Importance of observing traffic rules • Precautionary measures for minimizing road accidents • What to do in the event of an accident 	<ul style="list-style-type: none"> • Discussing the importance of observing traffic regulations • Brainstorming precautionary measures for minimizing road accidents • Discussing precautionary measures for minimizing road accidents • Suggesting what one needs to do in the event of accidents 	<ul style="list-style-type: none"> • Pupils' experiences • Resource persons • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Short answer quizzes

SOCIAL STUDIES TEACHING SYLLABUS

FOR

STANDARD 6

THEME: OUR COUNTRY

TERM 1

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <p>1 describe the population composition of Malawi</p> <p>2 trace the origins of various population groups in the country</p> <p>3 identify the settlements of early population groups</p>	<p><i>Early population groups</i></p> <ul style="list-style-type: none"> • Population composition of Malawi <ul style="list-style-type: none"> – ethnic groups – races • Origins of population groups <ul style="list-style-type: none"> – Chewa – Ngoni – Tumbuka – Lomwe – Yao • Early settlements <ul style="list-style-type: none"> – Chewa: central Malawi – Tumbuka: northern Malawi – Ngoni: northern, central and southern Malawi 	<ul style="list-style-type: none"> • Brainstorming the population composition of Malawi • Discussing the population composition of Malawi • Discussing the origins of population groups in Malawi • Discussing settlements of early population groups 	<ul style="list-style-type: none"> • Cultural maps of Malawi • Pupils’ experiences • Local environment • Maps of Africa showing South of the Sahara • Resource persons • Pupils’ experiences • Historical books • Distribution maps of ethnic groups • Pupils’ experiences • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Map completion exercises • Short answer questions • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	4 assess the contributions of early settlers in Malawi	<ul style="list-style-type: none"> – Yao: Southern and central Malawi – Lomwe: southern Malawi • Contributions of early settlers in Malawi <ul style="list-style-type: none"> – language – food – customs and traditions – trade – implements 	<ul style="list-style-type: none"> • Analyzing the contributions of various early settlers in Malawi • Role playing languages and dances from different groups 	<ul style="list-style-type: none"> • Resource persons • Pupils' experiences • Real objects 	<ul style="list-style-type: none"> • Teacher's observation • Short essays
	1 mention past prominent leaders in Malawi	<p><i>Past prominent leaders</i></p> <ul style="list-style-type: none"> • Past prominent leaders in Malawi <ul style="list-style-type: none"> – traditional (eg Kalonga, Chikulamayembe Makanjira, Mwase, Mbelwa I) – political (eg Manoa Chirwa, Chipembere, 	<ul style="list-style-type: none"> • Discussing past prominent leaders in Malawi 	<ul style="list-style-type: none"> • Historical records • Photographs/pictures of past prominent leaders • Resource persons • Local communities 	<ul style="list-style-type: none"> • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 assess the contributions of past prominent leaders in Malawi</p>	<ul style="list-style-type: none"> – Gadama, Orton Chirwa, Kamuzu Banda) – religious (eg Chilembwe, Kadalire, Hanoc Msokera Phiri, Jumbe) • Contributions of past prominent leaders in Malawi • <i>Traditional leaders</i> <ul style="list-style-type: none"> – maintenance of law and order – preservation of culture – opposition of federation • <i>Religious leaders</i> <ul style="list-style-type: none"> – missionary work • <i>Political leaders</i> <ul style="list-style-type: none"> – fight for independence and resisting federation of Rhodesia and Nyasaland 	<ul style="list-style-type: none"> • Analysing the contributions of past prominent leaders in Malawi 	<ul style="list-style-type: none"> • Historical records • Historical sites • Pupils’ experiences • Photographs/pictures • Resource persons 	<ul style="list-style-type: none"> • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Physical environment	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 locate Malawi on a map of Africa in relation to its neighbouring countries 2 draw a map of Southern Africa to show the position of Malawi 3 locate major physical features of Malawi 4 draw a map of Malawi showing major physical features 	<p><i>Physical features</i></p> <ul style="list-style-type: none"> • Location of Malawi on the map of Southern Africa • Major physical features of Malawi <ul style="list-style-type: none"> – land forms – rivers and lakes 	<ul style="list-style-type: none"> • Locating Malawi in relation to its neighbouring countries • Drawing a map of Southern Africa to show location of Malawi in relation to neighbouring countries • Locating major physical features of Malawi • Discussing the distribution of major physical features in Malawi • Drawing a sketch map of Malawi showing its major physical features • Observing major physical features in the local environment 	<ul style="list-style-type: none"> • Maps of Southern Africa • Maps of Malawi • Model maps of Malawi • Local environment 	<ul style="list-style-type: none"> • Teacher's observation • Map completion exercises • Map completion exercises • Observation reports

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Resource management and development	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify types of resources in Malawi 2 assess the importance of resources in Malawi 	<p><i>Development of resources in Malawi</i></p> <ul style="list-style-type: none"> • Types of resources <ul style="list-style-type: none"> – renewable – non-renewable • Importance of resources in Malawi <ul style="list-style-type: none"> – water for life – trees for life – animals: source of food – soil: source of farming – tourism 	<ul style="list-style-type: none"> • Observing the local environment to identify resources • Classifying the resources observed • Discussing the importance of resources in Malawi 	<ul style="list-style-type: none"> • Local environment • Environmental education leaflets • Local environment • Environmental education leaflets • Pupils' experiences 	<ul style="list-style-type: none"> • Short answer questions • Observation checklists • Short answer questions
Civic rights and responsibilities	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify types of succession to chieftaincy in Malawi 	<p><i>Chieftaincy</i></p> <ul style="list-style-type: none"> • Types of succession of chiefs <ul style="list-style-type: none"> – patrilineal – matrilineal 	<ul style="list-style-type: none"> • Discussing types of succession to chieftaincy in Malawi 	<ul style="list-style-type: none"> • Local communities • Pupils' experiences • Posters • News reports 	<ul style="list-style-type: none"> • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 draw the structure of chieftaincies in Malawi</p> <p>3 explain the duties and responsibilities of chiefs</p>	<ul style="list-style-type: none"> • Structure of chieftaincies <ul style="list-style-type: none"> – chief, sub chief, group village heads, village heads, counsellors • Duties and responsibilities of chiefs <ul style="list-style-type: none"> – land distribution – settling disputes – representing government at local level – initiating development activities 	<ul style="list-style-type: none"> • Drawing the structure of chieftaincies • Discussing the structure of chieftaincies • Discussing the duties and responsibilities of chiefs • Role playing the duties and responsibilities of chiefs 	<ul style="list-style-type: none"> • Chieftaincy structure charts • Resource persons • Local communities • Pupils' experiences • Pupils' experiences • Local communities • Resource persons • Newspaper reports 	<ul style="list-style-type: none"> • Chart completion exercises • Short answer questions • Short answer questions • Observation checklists
Social environment	<p>Pupils should be able to:</p> <p>1 outline the factors which influence culture in Malawi</p>	<p>Culture</p> <ul style="list-style-type: none"> • Factors which influence culture <ul style="list-style-type: none"> – language – religion – music – political ideas 	<ul style="list-style-type: none"> • Discussing factors which influence culture in Malawi • Role playing factors that influence culture in Malawi 	<ul style="list-style-type: none"> • Local communities • Pupils' experiences • Newspaper articles 	<ul style="list-style-type: none"> • Observation checklists • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 describe cultural expressions of the people in Malawi	<ul style="list-style-type: none"> • Cultural expression <ul style="list-style-type: none"> – stories – folklore – dance – songs – legends – myths – dress 	<ul style="list-style-type: none"> • Discussing cultural expressions of the people in Malawi • Role playing different cultural expressions in Malawi 	<ul style="list-style-type: none"> • Local environment • Pupils experiences • Resource persons • Models/real objects (drums, dresses) 	<ul style="list-style-type: none"> • Observation checklists • Short answer questions
Critical contemporary issues	Pupils should be able to: 1 explain the causes of drug and substance abuse	<p><i>Drug and substance abuse</i></p> <ul style="list-style-type: none"> • Causes of drug and substance abuse <ul style="list-style-type: none"> – peer pressure – lack of confidence – lack of self-control – insecurity – poverty 	<ul style="list-style-type: none"> • Discussing causes of substance and drug abuses • Debating on causes of drug and substance abuse • Conducting case studies on drug and substance abuse 	<ul style="list-style-type: none"> • Pupils' experiences • Case studies • Local environment • Resource persons 	<ul style="list-style-type: none"> • Observation checklists • Written exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 describe misconceptions about the use of drugs and substances</p> <p>3 explain the impact of drug and substance abuse on the individual and the nation</p> <p>4 describe precautionary measures against drug and substance abuse</p>	<ul style="list-style-type: none"> • Misconceptions about the use of drugs and substances <ul style="list-style-type: none"> – strength from drugs – intelligence from drugs – energizer • Impact of drugs and substance abuse on the individual and nation <ul style="list-style-type: none"> – unproductivity – crime – vandalism – death – mental derangement • Precautionary measures against drug and substance abuse <ul style="list-style-type: none"> – adherence to restrictions on drugs and substances – keeping away drug and substances from children 	<ul style="list-style-type: none"> • Discussing misconceptions about the use of drugs and substances • Discussing the impact of drugs and substance abuse on the individual and the nation • Conducting case studies on the impact of drugs and substance abuse • Suggesting precautionary measures against drugs and substances • Discussing precautionary measures against drugs and substance abuse 	<ul style="list-style-type: none"> • Pupils' experiences • Local environment • Case studies • Pupils' experiences • Local environment • Case studies • Pupil s' experiences • Local environment • Real objects • Resource persons 	<ul style="list-style-type: none"> • Short answer questions • Short answer questions • Short essays • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
		<ul style="list-style-type: none"> – proper warning labels for drugs and substances 			
	<p>5 identify counselling and rehabilitation centres for drug addicts and alcoholics</p> <p>6 explain the importance of counselling and rehabilitation of drug addicts and alcoholics</p>	<ul style="list-style-type: none"> • Counselling and rehabilitation of drug addicts and alcoholics <ul style="list-style-type: none"> – social welfare centres – health clinics • Importance of counselling and rehabilitation of drug addicts and alcoholics <ul style="list-style-type: none"> – saving life – reduction of mentally deranged persons 	<ul style="list-style-type: none"> • Brainstorming on centres for counselling and rehabilitation of drug addicts and alcoholics • Discussing activities of counselling and rehabilitation centres for drug addicts and alcoholics • Discussing the importance of counselling and rehabilitation of drug addicts and alcoholics 	<ul style="list-style-type: none"> • Local environment • Hospital reports • Pupils' experiences • Newspaper reports 	<ul style="list-style-type: none"> • Short answers • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Safety	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify road signs and signals 2 explain the importance of road signs and signals 3 care for road signs and signals 4 explain the importance of using reflectors on cars, carts and bicycles 	<p><i>Road safety</i></p> <ul style="list-style-type: none"> • Road signs and signals <ul style="list-style-type: none"> – warning signs – regulatory signs • Importance of road signs and signals <ul style="list-style-type: none"> – prevent accidents – regulate traffic • Road signs and signals • Reflectors on cars, carts and bicycles <ul style="list-style-type: none"> – warning – prevention of accidents 	<ul style="list-style-type: none"> • Discussing road signs and signals • Drawing the road signs identified • Demonstrating observance of road signs and signals • Discussing the importance of road signs and signals • Discussing ways of protecting road signs • Reporting cases of vandalism of road signs • Discussing the importance of using reflectors on vehicles, bicycles and carts 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Road traffic handbooks • Models of road signs • Local environment • Pupils' experiences • Resource persons • Local environment • Pupils experiences • Newspaper reports • Local environment • Real objects • Pictures • Posters 	<ul style="list-style-type: none"> • Written exercises • Observation checklists • Oral questions • Short answer questions • Short answer questions • Short answer questions • Oral questions

TERM 2

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <p>1 mention present prominent leaders in Malawi</p> <p>2 assess the contributions of present prominent leaders in Malawi</p> <p>3 mention major historical events and places in Malawi</p>	<p><i>Present prominent leaders</i></p> <ul style="list-style-type: none"> Present prominent leaders in Malawi <ul style="list-style-type: none"> – traditional – religious – political – judicial Contributions of present prominent leaders in Malawi <ul style="list-style-type: none"> – multiparty democracy – socio-political – moral, spiritual – legal <p><i>Historical events and places</i></p> <ul style="list-style-type: none"> Major historical events and places in Malawi <ul style="list-style-type: none"> – Christianity (eg UMCA, Blantyre 	<ul style="list-style-type: none"> Discussing present prominent leaders in Malawi Analysing contributions of present prominent leaders in Malawi Discussing historical events and places Surveying historical events and places 	<ul style="list-style-type: none"> Newspaper cuttings Newspaper articles Hansards Photographs/pictures Pupils experiences Resource persons Newspaper articles Resource persons Photographs/pictures Museums Historical records Pictures/photographs Pupils' experiences 	<ul style="list-style-type: none"> Short answer questions Short essays Oral questions Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 assess the influence of historical events and places in the development of Malawi</p> <p>5 describe the structure of the colonial administration in Malawi</p>	<ul style="list-style-type: none"> - Mission, Livingstonia Mission, Catholic missionaries, DRC) - Islam (Nkhotakota) <ul style="list-style-type: none"> • Influence of historical events and places in the development of Malawi <ul style="list-style-type: none"> - spread of Christianity - spread of Islam - education development - political change - health services - international recognition <p>Colonial administration</p> <ul style="list-style-type: none"> • Structure of the colonial administration in Malawi 	<ul style="list-style-type: none"> • Discussing the influence of historical events and places in the development of Malawi • Visiting historical places <ul style="list-style-type: none"> • Discussing the structure of the colonial administration in Malawi • Researching on colonial administration in Malawi 	<ul style="list-style-type: none"> • Museums • Historical sites • Photographs/pictures • Resource persons • Pupils' experiences <ul style="list-style-type: none"> • Historical records • Photographs/pictures • Resource persons 	<ul style="list-style-type: none"> • Short answer questions <ul style="list-style-type: none"> • Short answer questions • Research reports

	6 explain the influence of colonial administration on institutional development	<ul style="list-style-type: none"> • Influence of colonial administration on institutional development <ul style="list-style-type: none"> – role of the British – role of the Portuguese – role of traditional chiefs 	<ul style="list-style-type: none"> • Analysing influence of colonial administration on institutional development 	<ul style="list-style-type: none"> • Historical records • Museums • Historical sites • Photographs • Pictures 	<ul style="list-style-type: none"> • Short answer questions
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STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Physical environment	Pupils should be able to: <ul style="list-style-type: none"> • mention the climatic seasons of Malawi • describe the climatic conditions of Malawi in terms of temperature and rainfall 	<i>Climate of Malawi</i> <ul style="list-style-type: none"> • Climate of Malawi <ul style="list-style-type: none"> – temperature – rainfall – seasons (hot wet, cool dry, hot dry) 	<ul style="list-style-type: none"> • Identifying major seasons of Malawi • Discussing characteristics of seasons in Malawi in terms of temperature and rainfall • Observing the local environment 	<ul style="list-style-type: none"> • Local environment • Weather charts • Pictures • Climatic maps of Malawi 	<ul style="list-style-type: none"> • Observation reports • Short answer questions
Resource management and development	Pupils should be able to: <ol style="list-style-type: none"> 1 explain the proper use and care of resources in Malawi 	<ul style="list-style-type: none"> • Proper use and care of the resources <ul style="list-style-type: none"> – avoiding wastage of water – avoiding bush fires – avoiding poaching – observing environmental control measures strictly 	<ul style="list-style-type: none"> • Discussing the proper use and care of resources in Malawi • Demonstrating the proper use and care of resources 	<ul style="list-style-type: none"> • Local environment • Environmental map of Malawi • Posters 	<ul style="list-style-type: none"> • Short answer questions • Observation reports • Teacher’s observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Civic rights and responsibilities	Pupils should be able to: 1 identify social services in Malawi 2 explain the importance of social services 3 explain the responsibilities of individuals in relation to social services	<i>Social services</i> <ul style="list-style-type: none"> • Social services in Malawi <ul style="list-style-type: none"> – security – health – education – social welfare – legal aid services • Importance of social services <ul style="list-style-type: none"> – maintenance of law and order – raising standards of living – improving literacy rates • Responsibilities of individuals in relation to social services <ul style="list-style-type: none"> – care – maintenance 	<ul style="list-style-type: none"> • Brainstorming social services in Malawi • Discussing social services in Malawi • Discussing the importance of social services • Role playing the importance of social services • Discussing the responsibilities of individuals in relation to social services 	<ul style="list-style-type: none"> • Local communities • Malawi constitution • Newspaper reports • Pupils experiences • Local communities • Pupils’ experiences • Resource persons • Newspaper reports • Local communities • Resource persons • Pupils’ experiences • Posters 	<ul style="list-style-type: none"> • Short exercises • Observation checklists • Oral questions • Written exercises • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Social environment	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify institutions that safeguard justice, equality and human dignity 2 explain the importance of observing justice, equality and human dignity 3 show respect for life 	<p><i>Justice, equality and human dignity</i></p> <ul style="list-style-type: none"> • Institutions that safeguard justice, equality and human dignity <ul style="list-style-type: none"> – Judicature (courts) – Ombudsman – Human Rights Commission – Law Commission • Importance of observing justice, equality and human dignity <ul style="list-style-type: none"> – promotion of unity and stability • Respect for life <ul style="list-style-type: none"> – risky behaviour – strategies for preservation of life 	<ul style="list-style-type: none"> • Discussing institutions that safeguard justice, equality and human dignity • Identifying examples of unjust behaviours • Discussing the effects of unjust behaviours to the individual, communities and the country • Discussing how justice and equality promote unity and stability • Demonstrating how justice promotes unity and stability • Brainstorming behaviours that put life at risk • Discussing behaviours that put life at risk • Discussing strategies for preservation of life 	<ul style="list-style-type: none"> • The Constitution of Malawi • Pupils' experiences • Case studies • Local communities • Pupils' experiences • Resource persons • Case studies • Pupils' experiences • Case studies on abuse of life • Posters • Local communities 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short answer questions • Oral exercises • Short answer questions • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
			<ul style="list-style-type: none"> • Discussing the value of life with regards to development 		
Critical contemporary issues	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 Identify behaviours that promote the spread of HIV/AIDS 2 suggest ways of avoiding behaviours that promote the spread of HIV/AIDS 	<p>HIV/AIDS</p> <ul style="list-style-type: none"> • Behaviours that promote the spread of HIV/AIDS <ul style="list-style-type: none"> – prostitution – drug and substance abuse – promiscuity • Ways of avoiding the spread of HIV/AIDS <ul style="list-style-type: none"> – sticking to one uninfected partner – avoiding abuse of drugs and substances – abstinence 	<ul style="list-style-type: none"> • Brainstorming behaviours that promote the spread of HIV/AIDS • Discussing behaviours that promote the spread of HIV/AIDS • Brainstorming ways of avoiding behaviours that promote the spread of HIV/AIDS • Discussing ways of avoiding behaviours that promote the spread of HIV/AIDS • Visiting the hospital to observe HIV/AIDS patients 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Observation checklists

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
		<ul style="list-style-type: none"> – eating balanced foods – having enough rest 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
Safety	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the duties of traffic police and wardens 2 compare the duties of traffic police and wardens 3 explain the importance of observing pedestrian crossings and traffic lights 	<p>Road safety</p> <ul style="list-style-type: none"> • Duties of traffic police and wardens <ul style="list-style-type: none"> – regulate traffic – control traffic • Pedestrian crossing and traffic lights 	<ul style="list-style-type: none"> • Discussing the duties of traffic police and wardens • Comparing the duties of traffic police and wardens • Role playing duties of traffic police and wardens • Discussing the importance of observing pedestrian crossings and traffic lights • Demonstrating observance of pedestrian crossings and traffic lights 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Charts • Pictures • Resource persons • Local environment • Posters • Pupils' experiences • Models 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Observation checklists • Oral questions • Short answer questions • Observation checklists

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 describe the impact of HIV/AIDS in Malawi</p> <p>4 recognize that HIV/AIDS affects anyone</p> <p>5 suggest ways in which HIV/AIDS patients can live longer</p>	<ul style="list-style-type: none"> • Impact of HIV/AIDS in Malawi <ul style="list-style-type: none"> – reduced labour force – retarded development – increased expenditure on social services – increased orphanage – unstable families – broken marriages – sense of insecurity • Living positively with HIV/AIDS <ul style="list-style-type: none"> – accepting HIV/AIDS as any other disease – eating nutritious foods – avoiding stressful conditions – avoiding strenuous activities – abstaining from smoking and alcohol 	<ul style="list-style-type: none"> • Discussing the impact of HIV/AIDS in Malawi • Discussing instances of people of various status and age groups who died of AIDS • Discussing ways which can prolong the life of an HIV/AIDS patient • Visiting voluntary counselling and testing service centres 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Newspaper reports • Pamphlets on HIV/AIDS • Local environment • Pupils' experiences • Pamphlets of HIV/AIDS • Voluntary counselling and testing services centres 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short answer questions • Observation checklists

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 suggest precautionary measures to be observed on the road by drivers, cyclists, pedestrians and vendors</p> <p>5 demonstrate precautionary measures to be observed by drivers, cyclists, pedestrians and vendors</p>	<ul style="list-style-type: none"> • Precautionary measures on the road <ul style="list-style-type: none"> – stopping at pedestrian crossings – observing traffic lights – regular servicing of vehicles 	<ul style="list-style-type: none"> • Discussing precautionary measures to be observed by drivers, cyclists, pedestrians and vendors • Role playing precautionary measures to be observed on the road 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Charts • Pictures 	<ul style="list-style-type: none"> • Oral questions • Short answer questions

TERM 3

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	Pupils should be able to: 1 state the population of Malawi 2 identify areas of high and low population in Malawi 3 explain factors for the distribution of population in Malawi	<i>Population of Malawi</i> <ul style="list-style-type: none"> • Population of Malawi • Population distribution in Malawi • Factors for the distribution of population in Malawi <ul style="list-style-type: none"> – land forms – industries – plantation agriculture – soil fertility – fishing – water supplies – parks and game reserves 	<ul style="list-style-type: none"> • Calculating the population of Malawi given population figures of the districts • Locating areas of high and low population • Discussing factors for the distribution of population in Malawi 	<ul style="list-style-type: none"> • Population data • Population distribution maps of Malawi 	<ul style="list-style-type: none"> • Oral questions • Bar graph completion exercises • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 describe causes of population change in Malawi</p> <p>5 draw bar graphs from given population figures of two census years</p> <p>6 explain the effects of population change in Malawi</p>	<ul style="list-style-type: none"> • Population change in Malawi <ul style="list-style-type: none"> – migration – birth rate and death rate • Population bar graphs • Effects of population change in Malawi <ul style="list-style-type: none"> – decrease in population (reduced labour force) – increase in population (pressure on social services, land degradation, increased crime rate) 	<ul style="list-style-type: none"> • Discussing causes of population change • Drawing bar graphs • Analysing bar graphs • Discussing the effects of population change in Malawi • Observing the local environment for effects of population change 	<ul style="list-style-type: none"> • Vital registers • Records of births and deaths • Intercensal population distribution maps • Population figures of two census years • Local environment • Pupils' experiences • Newspaper reports 	<ul style="list-style-type: none"> • Short answer questions • Observation reports

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Physical environment	<p>Pupils should be able to:</p> <p>1 identify the destructive agents of the environment</p> <p>2 explain how each agent destroys the environment</p>	<p><i>Destruction of the environment</i></p> <ul style="list-style-type: none"> • Destructive agents of the environment <ul style="list-style-type: none"> – people – animals – natural causes • How the agents destroy the environment 	<ul style="list-style-type: none"> • Discussing destructive agents of the environment • Surveying the local environment to identify destructive agents • Discussing how each agent destroys the environment 	<ul style="list-style-type: none"> • Local environment • Pupils experiences • Physical maps of Malawi • Local environment • Pupils' experiences • Pictures/photographs of degraded areas 	<ul style="list-style-type: none"> • Oral questions • Map completion exercises • Observation reports • Written exercises • Short essays
	<p>1 explain the need for conserving the environment in Malawi</p>	<p><i>Conservation of the environment</i></p> <ul style="list-style-type: none"> • Conservation of the environment <ul style="list-style-type: none"> – preservation of plant and animal species – avoiding land degradation 	<ul style="list-style-type: none"> • Observing the local environment • Discussing the need for conserving the environment in Malawi 	<ul style="list-style-type: none"> • Local environment • Physical maps of Malawi • Newspaper articles • Pupils' experiences 	<ul style="list-style-type: none"> • Observation reports • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 suggest conservation measures for any given area</p> <p>3 carry out a conservation project in any given area</p>	<ul style="list-style-type: none"> • Conservation measures <ul style="list-style-type: none"> – planting trees and grass – making ridges across the slope – avoiding bush fires • Conservation of the environment 	<ul style="list-style-type: none"> • Discussing appropriate conservation measures for a given area • Implementing a conservation project in any given area 	<ul style="list-style-type: none"> • Pictures/photographs • Pupils experiences • Local environment • Local environment • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions • Project monitoring and evaluation
Resource management and development	<p>Pupils should be able to:</p> <p>1 identify various industries in Malawi</p>	<p><i>Industries in Malawi</i></p> <ul style="list-style-type: none"> • Types of industries <ul style="list-style-type: none"> – Primary: farming, fishing, forestry, mining – Secondary: cloth making, tobacco manufacturing, flour milling, tea manufacturing, soap making – tertiary: transport, shops 	<ul style="list-style-type: none"> • Discussing different types of industries in Malawi • Visiting local industries 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Industrial products 	<ul style="list-style-type: none"> • Short question answers • Observation reports

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 locate major industries on a map of Malawi</p> <p>3 explain the importance of the industries to the development of Malawi</p>	<ul style="list-style-type: none"> • Location of major industries in Malawi • Importance of industries <ul style="list-style-type: none"> – employment – improved – infrastructure – provision of goods 	<ul style="list-style-type: none"> • Locating major industries on a map of Malawi • Discussing the importance of industries to the development of Malawi 	<ul style="list-style-type: none"> • Maps of Malawi • Local environment • Pupils' experiences • Samples of products • Posters of products 	<ul style="list-style-type: none"> • Map completion exercises • Short answer questions
Civic rights and responsibilities	<p>Pupils should be able to:</p> <p>1 explain the term 'constitution'</p> <p>2 describe the main features of the Constitution of Malawi</p>	<p><i>Malawi constitution</i></p> <ul style="list-style-type: none"> • Meaning of the term <i>constitution</i> • Main features of the Constitution of Malawi <ul style="list-style-type: none"> – Supremacy – Sovereignty – Territorial entity – Human rights/bill of 	<ul style="list-style-type: none"> • Discussing the meaning of the term <i>constitution</i> • Discussing the main features of the Constitution of Malawi • Role-playing features of the Constitution of Malawi 	<ul style="list-style-type: none"> • Constitution of Malawi • Resource persons • Pupils experiences • Constitution of Malawi • Resource persons • Pupils' experiences • Newspaper articles • Radio/TV programmes 	<ul style="list-style-type: none"> • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 examine the functions of the Constitution of Malawi</p> <p>4 describe the structure of government in Malawi</p>	<ul style="list-style-type: none"> - rights - Will of the people - Governance - Rule of law - Right to vote • Functions of the Constitution of Malawi <ul style="list-style-type: none"> - guiding principle for functions of government - instrument for separation of power - control of abuse of power (checks and balance) - guarantee of basic human rights • Structure of government in Malawi <ul style="list-style-type: none"> - executive - legislative - judiciary 	<ul style="list-style-type: none"> • Discussing the importance of the Constitution of Malawi • Conducting a case study on the importance of the Constitution of Malawi • Discussing the structure of government in Malawi 	<ul style="list-style-type: none"> • Constitution of Malawi • Newspaper articles • Case studies • A charts showing the structure of government in Malawi • Pupil’s experiences • Resource persons • Constitution of Malawi 	<ul style="list-style-type: none"> • Short essays • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	5 explain the national symbols of Malawi	<ul style="list-style-type: none"> National symbols of Malawi <ul style="list-style-type: none"> – national flag – national coat of arms – national anthem – public seal 	<ul style="list-style-type: none"> Examining the various national symbols of Malawi Discussing the significance of the national symbols of Malawi 	<ul style="list-style-type: none"> Symbols of Malawi Pictures/photographs Pupils' experiences 	<ul style="list-style-type: none"> Short essays
Social environment	<p>Pupils should be able to:</p> <p>1 suggest behaviours that may lead to conflict</p> <p>2 explain strategies for peaceful conflict resolution</p>	<p><i>Peaceful conflict resolution</i></p> <ul style="list-style-type: none"> Behaviours that may lead to conflict <ul style="list-style-type: none"> – vandalism – drug and alcohol abuse – crime – land and property grabbing Strategies for peaceful conflict resolution <ul style="list-style-type: none"> – negotiation – guidance and counselling – peaceful coexistence – mediation 	<ul style="list-style-type: none"> Discussing behaviours that may lead to conflict Analysing a case study on behaviours that may lead to conflict Discussing ways of resolving conflict peacefully Role-playing resolving conflicts peacefully 	<ul style="list-style-type: none"> Pupils' experience Local communities Case studies Pupils' experiences Resource persons Case studies Newspaper articles 	<ul style="list-style-type: none"> Written short exercises Short answer questions Observation checklists

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	<p>Pupils should be able to:</p> <p>1 describe instances of gender equity and equality</p> <p>2 identify acts of prejudice and discrimination based on sex</p> <p>3 show respect for each other</p>	<p><i>Gender</i></p> <ul style="list-style-type: none"> • Gender equity and equality • Prejudice and discrimination based on sex • Respect for each other 	<ul style="list-style-type: none"> • Discussing instances of gender equity and equality • Role playing instances of gender equity and equality • Brainstorming examples of acts of prejudice and discrimination based on sex • Discussing how the acts of prejudice and discrimination affect relationships, self image and performance • Discussing how mutual respect for one another among boys and girls, men and women improves individual and communities relationships 	<ul style="list-style-type: none"> • Local environment • Pupils' experiences • Newspaper reports • Resource persons • Local communities • Pupils experiences • News paper reports • Local communities • Pupils experiences • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Observation checklists • Oral questions • Short answer questions • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Safety	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify accidents in sports and recreation places 2 provide first aid for various injuries 3 explain precautionary measures against accidents in sports and recreation places 4 identify organizations dealing with road safety in Malawi 	<p><i>Accidents in sports and recreation places</i></p> <ul style="list-style-type: none"> • Accidents in sports and recreation places • Provision of first aid for various injuries • Precautionary measures against accidents in sports and recreation places • Organisations dealing with road safety in Malawi <ul style="list-style-type: none"> – National Road Safety Council of Malawi (NRSCM) 	<ul style="list-style-type: none"> • Discussing accidents in sports and recreation places • Suggesting how to apply first Aid for various injuries • Demonstrating how to apply first aid for various injuries • Discussing precautionary measures against accidents in sports and recreation places • Discussing organizations dealing with road safety in Malawi 	<ul style="list-style-type: none"> • Local environment • Posters • Charts • Pupils’ experiences • Resource persons • Local environment • Newspaper reports • Pupils experience • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Observation checklists • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
		<ul style="list-style-type: none"> - Road Traffic Commission - National Roads Authority (NRA) 			
	<p>5 explain the responsibilities of organizations dealing with road safety in Malawi</p>	<ul style="list-style-type: none"> • Responsibilities of organizations dealing with road safety in Malawi <ul style="list-style-type: none"> - road maintenance - enforcement of laws and regulations - monitoring use of roads 	<ul style="list-style-type: none"> • Discussing the responsibilities of organizations dealing with road safety in Malawi • Role-playing responsibilities of organizations dealing with road safety in Malawi 	<ul style="list-style-type: none"> • Pupils' experiences • Local environment • Newspaper reports • Posters 	<ul style="list-style-type: none"> • Short answer questions • Observations checklists

SOCIAL STUDIES TEACHING SYLLABUS

FOR

STANDARD 7

THEME: SOUTHERN AFRICA

TERM 1

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify ancient kingdoms in southern Africa 2 explain factors for the rise and growth of the kingdoms 3 describe the socio-economic organization of the kingdoms 4 describe the political organization of the kingdoms 5 give reasons for the decline of the kingdoms 	<p><i>Ancient kingdoms</i></p> <ul style="list-style-type: none"> • Ancient African Kingdoms of southern Africa <ul style="list-style-type: none"> – Mwenemutapa – Zulu – Bemba • Factors for the rise and growth of the ancient kingdoms • Socio-economic organisation of the kingdoms • Political organization of the kingdoms • Reasons for the decline of the kingdoms 	<ul style="list-style-type: none"> • Brainstorming major ancient kingdoms in southern Africa • Locating major ancient kingdoms in southern Africa • Discussing factors for the rise and growth of the kingdoms • Discussing the socio-economic organization of the kingdoms • Discussing the political organization of the kingdoms • Explaining the decline of the kingdoms 	<ul style="list-style-type: none"> • Map of southern Africa • Pupils' experiences • Resource persons • Literature on ancient kingdoms of southern Africa 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	6 identify the contributions of the kingdoms to civilization	<ul style="list-style-type: none"> Contributions of the kingdoms to civilisation 	<ul style="list-style-type: none"> Discussing the contributions of the kingdoms to civilization 		
	<p>1 explain the meaning of the term <i>slave trade</i></p> <p>2 describe the background to the East and Central African Slave Trade</p> <p>3 identify people and countries involved in the slave trade in east and central Africa</p> <p>4 analyse the methods used to obtain slaves</p>	<p><i>East and Central African slave trade</i></p> <ul style="list-style-type: none"> Meaning of the term <i>slave trade</i> Background to the East and Central African Slave Trade People and countries involved in the slave trade in east and central Africa Methods used to obtain slaves 	<ul style="list-style-type: none"> Defining the term <i>slave trade</i> Discussing the background to the Slave Trade identifying people and countries involved in the slave trade Analysing the methods used to obtain slaves 	<ul style="list-style-type: none"> Resource persons Pictures/photographs depicting slave trade Map of southern Africa Local communities 	<ul style="list-style-type: none"> Oral questions Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Physical environment	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 describe the shape of the earth 2 explain the meanings of the terms <i>latitudes</i> and <i>longitudes</i> 3 identify the major latitudes and longitudes 4 explain the uses of latitudes and longitudes 5 calculate time using longitudes 6 locate the position of southern Africa using latitudes and longitudes 	<p><i>The earth's surface</i></p> <ul style="list-style-type: none"> • Shape of the earth • Latitudes and longitudes • Major latitudes and longitudes • Uses of latitudes and longitudes • Longitudes and time • Location of southern Africa 	<ul style="list-style-type: none"> • Discussing the shape of the earth • Demonstrating that the earth is round using a globe or any other models • Discussing the meaning of the terms <i>latitudes</i> and <i>longitudes</i> • Locating the major latitudes and longitudes on the globe • Discussing the uses of latitudes and longitudes • Calculating time using longitudes 	<ul style="list-style-type: none"> • Pupils' experiences • Photographs of the earth • Globes • Models of the earth's surfaces • Maps of southern Africa • Clock 	<ul style="list-style-type: none"> • Oral questions • Teacher's observation • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	7 draw map of southern Africa		<ul style="list-style-type: none"> Drawing map of southern Africa 		
Resource management and development	Pupils will be able to: 1 Explain the meaning of the term <i>economic development</i> 2 state indicators of economic development in a country	<i>Economic development</i> <ul style="list-style-type: none"> Meaning of the term <i>economic development</i> indicators of economic development in a country <ul style="list-style-type: none"> – transport – communication – trade 	<ul style="list-style-type: none"> Explaining the meaning of the term <i>economic development</i> Analysing indicators of economic development in a country 	<ul style="list-style-type: none"> Pupils’ experiences Resource persons Photographs/pictures of cars, aeroplanes, bicycles, ships 	<ul style="list-style-type: none"> Short answer questions Short essays
	Pupils should be able to: 1 explain the meaning of the term of <i>transport</i> 2 identify modes of transport in southern Africa	<i>Transport</i> <ul style="list-style-type: none"> Meaning of the term <i>transport</i> Modes of transport in southern Africa <ul style="list-style-type: none"> – bus – ships – car – aeroplane – motorcycle – bicycles 	<ul style="list-style-type: none"> Discussing the term <i>transport</i> Examining the modes of transport in southern Africa 	<ul style="list-style-type: none"> Pictures/photographs of modes of transport Pupils’ experiences 	<ul style="list-style-type: none"> Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 identify types of transport used in southern Africa</p> <p>4 explain the advantages and disadvantages of each type of transport</p>	<ul style="list-style-type: none"> Types of transport used in southern Africa <ul style="list-style-type: none"> – air – land – water Advantages and disadvantages of each type of transport 	<ul style="list-style-type: none"> Discussing the types of transport used in southern Africa Discussing the advantages and disadvantages of each type of transport 	<ul style="list-style-type: none"> Transport map of southern Africa 	<ul style="list-style-type: none"> Map completion exercises Short essays
	<p>Pupils should be able to:</p> <p>1 explain the meaning of the term <i>communication</i></p> <p>2 explain how people communicated with one another in the past</p> <p>3 identify modes of communication in southern Africa</p>	<p>Communication</p> <ul style="list-style-type: none"> Meaning of the term <i>communication</i> How people communicated with one another in the past Modes of communication <ul style="list-style-type: none"> – letters – telephones – telegraphs – telex – fax – e-mail 	<ul style="list-style-type: none"> Discussing the meaning of the term <i>communication</i> Discussing how people communicated with one another in the past Brainstorming modes of communication in southern Africa Analysing modes of communication in southern Africa 		<ul style="list-style-type: none"> Short answer questions Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	4 classify modes of communication in southern Africa 5 describe modes of communication 6 explain the importance of communication 7 examine problems associated with communication	<ul style="list-style-type: none"> • Importance of communication • Problems associated with communication 	<ul style="list-style-type: none"> • Discussing modes of communication • Discussing the importance of communication • Discussing problems associated with communication 	<ul style="list-style-type: none"> • Charts 	<ul style="list-style-type: none"> • Short answer questions • Short essays questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Civic rights and responsibilities	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meanings of the terms <i>individual rights</i>, <i>individual freedoms</i> and <i>individual responsibilities</i> 2 assess the importance of individual rights, freedoms and responsibilities 3 suggest how individual rights and freedoms can be safeguarded 4 suggest how an individual can fairly exercise his/her responsibilities 	<p><i>Rights, freedoms and responsibilities</i></p> <ul style="list-style-type: none"> • Meanings of the terms <i>individual rights</i>, <i>individual freedoms</i> and <i>individual responsibilities</i> • Importance of individual rights, freedoms and responsibilities • Safeguarding individual rights and freedoms • How an individual can fairly exercise his/her responsibilities 	<ul style="list-style-type: none"> • Discussing the meanings of the terms <i>individual rights</i>, <i>individual freedoms</i> and <i>individual responsibilities</i> • Analysing the importance of individual rights, freedoms and responsibilities • Discussing how individual rights and freedoms can be safeguarded • Discussing how an individual can fairly exercise his/her responsibilities 	<ul style="list-style-type: none"> • Resource persons • Literature on rights, freedoms and responsibilities • The Malawi constitution • Newspaper articles • TV/radio programmes • Checklists 	<ul style="list-style-type: none"> • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 describe the structure of a democratic government 2 explain the importance of separation of powers in a democratic government 	<p><i>Democratic government</i></p> <ul style="list-style-type: none"> • Structure of a democratic government <ul style="list-style-type: none"> – Legislature – Executive – Judiciary • Importance of separation of powers in a democratic government 	<ul style="list-style-type: none"> • Discussing the structure of the democratic government • Discussing the importance of separation of powers in a democratic government 	<ul style="list-style-type: none"> • Resource persons • The national constitution • Literature on types of governments 	<ul style="list-style-type: none"> • Oral questions • Short answer questions
Social environment	<p>Pupils will be able to:</p> <ol style="list-style-type: none"> 1 identify aspects of culture in southern Africa 	<p><i>Aspects of culture</i></p> <ul style="list-style-type: none"> • Aspects of culture in southern Africa <ul style="list-style-type: none"> – songs, dances, marriage, language, funeral rites, respect, art and craft, political organization, economic activities, folklore, stories, myths, legends, religious, initiation ceremonies 	<ul style="list-style-type: none"> • Discussing aspects of culture in southern Africa 	<ul style="list-style-type: none"> • Pictures and photographs showing different cultural aspects • Art and craft items 	<ul style="list-style-type: none"> • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 describe cultural expressions in southern Africa</p> <p>3 identify aspects of culture which promote unity in a nation</p> <p>4 explain how variation in culture promote unity</p>	<ul style="list-style-type: none"> • Cultural expressions in southern Africa • Aspects of culture which promote unity in a nation • How variation in culture promotes unity 	<ul style="list-style-type: none"> • Classifying cultural expressions in southern Africa • Describing cultural expression in southern Africa • Discussing aspects of culture which promote unity in a nation • Discussing how variations in culture promote unity 	<ul style="list-style-type: none"> • Recorded songs for different ceremonies • Resource persons • Pupils' experiences • Local environment/communities • Radio cassettes • Samples of cultural expressions • Pupils' experiences 	<ul style="list-style-type: none"> • Quizzes • Short essays • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	Pupils should be able to: 1 explain the difference between <i>sex</i> and <i>gender</i> 2 identify differences between boys and girls 3 appreciate the sex differences between boys and girls 4 outline areas which encourage gender equity and equality 5 suggest strategies for promoting gender equality 6 assess the influence of culture on the determination of gender roles	<i>Gender issues</i> <ul style="list-style-type: none"> • Difference between <i>sex</i> and <i>gender</i> • Differences between boys and girls • Sex differences between boys and girls • Gender equity and equality • Strategies for promoting gender equality • Influence of culture on the determination of gender roles 	<ul style="list-style-type: none"> • Discussing the difference between <i>sex</i> and <i>gender</i> • Analysing the differences between boys and girls • Discussing the value of respecting sex differences between boys and girls • Identifying areas which encourage gender equity and equality • Discussing strategies for promoting gender equality • Analysing the influence of gender stereotyping on development • Debating the influence of gender stereotyping on development 	<ul style="list-style-type: none"> • Pupils' experiences • Local communities • Resource persons • Resource persons • Pupils' experiences • Resource persons 	<ul style="list-style-type: none"> • Short answer questions • Teacher's observation • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	7 suggest ways of overcoming gender stereotypes 8 assess the effects of gender stereotyping on development 9 explain the importance of gender equity and equality 10 appreciate the importance of gender equity and equality	<ul style="list-style-type: none"> Ways of overcoming gender stereotypes Effects of gender stereotyping on development Importance of gender equity and equality 	<ul style="list-style-type: none"> Discussing ways of overcoming cultural gender stereotypes Analysing the effects of gender stereotyping on development Discussing the importance of gender equity and equality 	<ul style="list-style-type: none"> Newspaper articles Radio/TV programmes Resource persons Literature on gender issues 	<ul style="list-style-type: none"> Short answer questions Short essays
Safety	Pupils will be able to: 1 identify safety rules at home, school, public places and on the road 2 explain the importance of observing safety rules for daily living	<i>Road safety</i> <ul style="list-style-type: none"> Safety rules at home, school, public places and on the road Importance of observing safety rules for daily living 	<ul style="list-style-type: none"> Listing safety rules at home, school, public places and on the road Discussing safety rules at home, school, public places and on the road Describing the importance of observing safety rules for daily life 	<ul style="list-style-type: none"> Pictures of different accidents Resource persons Newspaper cuttings Local environment Pupils' experiences Highway codes Pictures of road signs Resource persons Pupils' experiences 	<ul style="list-style-type: none"> Short answer questions Short essays

TERM 2

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify Christian groups in Malawi and southern Africa 2 examine the contributions made by Christian groups to development 3 examine the contributions made by Islam to development 	<p><i>Missionary factor</i></p> <ul style="list-style-type: none"> • Christian groups in Malawi and southern Africa <ul style="list-style-type: none"> – Catholic – Protestants • Contributions made by Christian groups to development <ul style="list-style-type: none"> – spiritual and moral – education – health – printing • Contributions made by Islam <ul style="list-style-type: none"> – mosques – schools 	<ul style="list-style-type: none"> • Identifying Christian groups in Malawi and southern Africa • Locating the major Christian groups on a map of southern Africa • Assessing the contributions made by Christian groups to development • Assessing the contributions made by Islam to development 	<ul style="list-style-type: none"> • Pupils' experiences • Resource persons • History books on central Africa • Map of southern Africa • Historical literature on central Africa • Resource persons 	<ul style="list-style-type: none"> • Short answer questions • Oral questions • Short essays • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
			<ul style="list-style-type: none"> • Debating the advantages and disadvantages of colonial rule in Nyasaland and southern Africa 		<ul style="list-style-type: none"> • Teacher's observation
Physical environment	Pupils should be able to: <ol style="list-style-type: none"> 1 locate physical features on a map of southern Africa 2 describe the distribution of physical features of southern Africa 3 explain the importance of the physical features in southern Africa 	<i>Physical features</i> <ul style="list-style-type: none"> • Physical features of southern Africa • Distribution of physical features in southern Africa • Importance of the physical features in southern Africa 	<ul style="list-style-type: none"> • Locating physical features on a map of southern Africa • Discussing the distribution of physical features of southern Africa • Discussing the importance of the physical features in southern Africa 	<ul style="list-style-type: none"> • Maps of southern Africa • Sketch maps 	<ul style="list-style-type: none"> • Oral questions • Map drawing • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p><i>Pupils should be able to:</i></p> <ol style="list-style-type: none"> 1 explain the meanings of the terms <i>climate</i> and <i>vegetation</i> 2 describe the climates of southern Africa 3 draw temperature and rainfall graphs from selected towns/stations 4 describe the vegetation of southern Africa 5 compare and contrast the vegetation of Malawi and other southern African countries 	<p><i>Climate and Vegetation</i></p> <ul style="list-style-type: none"> • Meanings of the terms <i>climate</i> and <i>vegetation</i> • Climates of southern Africa • The vegetation of southern Africa • Similarities and differences between the vegetation of Malawi and other southern African countries 	<ul style="list-style-type: none"> • Defining the terms <i>climate</i> and <i>vegetation</i> • Describing the climates of southern Africa • Drawing temperature and rainfall graphs • Discussing the vegetation of southern Africa • Identifying similarities and differences between the vegetation of Malawi and other southern African countries 	<ul style="list-style-type: none"> • Maps of southern Africa • Local environment • Graph paper • Pictures/photographs of vegetation types 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Graphs

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Resource management and development	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of the term <i>trade</i> 2 identify types of trade 3 draw a sketch map of Southern Africa showing trade routes 4 identify types of goods transported through each route 5 assess the importance of external trade for southern Africa 6 identify factors that disrupt external trade in southern Africa 7 suggest solutions to external trade problems 	<p><i>Trade</i></p> <ul style="list-style-type: none"> • Meaning of the term <i>trade</i> • Types of trade • Trade routes • Types of goods transported • Importance of external trade for Southern Africa • Factors that disrupt external trade • Solutions to external trade problems 	<ul style="list-style-type: none"> • Defining the term <i>trade</i> • Discussing types of trade • Visiting a local market • Drawing a sketch map showing trade routes in southern Africa • Identifying types of goods transported through each route • Assessing the importance of external trade for southern Africa • Examining factors that disrupt external trade • Discussing solutions to external trade problems 	<ul style="list-style-type: none"> • Samples of money • Maps of southern Africa • Local environment • Resource persons • Pupils' experiences • Brochures on trade commodities/data 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Teacher's observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify factors for development in the farming industry 2 analyse problems associated with development in the farming industry 	<p><i>Development in industry</i></p> <ul style="list-style-type: none"> • Factors for development in the farming industry <ul style="list-style-type: none"> – improved seed varieties – use of insecticides – use of fertilizers – use of irrigation works – establishment of: marketing boards, smallholder schemes, auction floors and research stations • Problems associated with development in the farming industry 	<ul style="list-style-type: none"> • Discussing factors for development in the farming industry • Visiting sites which show development in farming • Analysing problems associated with farming industry 	<ul style="list-style-type: none"> • Local environment • Samples of <ul style="list-style-type: none"> – fertilizers – insecticides – variety of seeds – variety of fish • Resource persons • Photographs/pictures on farming practices 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Teacher’s observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 identify factors for developments in the fishing industry</p> <p>4 assess problems associated with development in the fishing industry</p>	<ul style="list-style-type: none"> Factors for development in the fishing industry <ul style="list-style-type: none"> fish farming fishing clubs commercial fishing improved fishing conservation measures Problems associated with development in the fishing industry 	<ul style="list-style-type: none"> Discussing developments in the fishing industry Analysing problems associated with the fishing industry Debating for or against management and conservation of fish 	<ul style="list-style-type: none"> Pictures/photographs on the fishing industry Newspaper articles Radios/TV programmes 	<ul style="list-style-type: none"> Short essays
Civic rights and responsibilities	<p>Pupils should be able to:</p> <p>1 explain the relationship between government and political parties</p> <p>2 compare the voting age in Malawi and other countries in southern Africa</p>	<p><i>The constitution</i></p> <ul style="list-style-type: none"> Relationship between government and political parties Voting age in Malawi and other countries in southern Africa 	<ul style="list-style-type: none"> Discussing the relationship between government and political parties (<i>government versus ruling party versus opposition</i>) Comparing the voting age in Malawi and other countries in southern Africa 	<ul style="list-style-type: none"> The Malawi Constitution Pupils' experiences Resource persons 	<ul style="list-style-type: none"> Short answer questions Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 explain the importance of regular elections in a democracy</p> <p>4 outline the role of a constitution in a democratic society</p> <p>5 suggest what happens to a country without a constitution</p>	<ul style="list-style-type: none"> • Importance of regular elections in a democracy • The role of a constitution in democratic society • What happens to a country without a constitution 	<ul style="list-style-type: none"> • Discussing the importance of regular elections in a democracy • Demonstrating the voting system in a democracy • Analysing the role of a constitution in a democratic society • Discussing what would happen to a country without a constitution 	<ul style="list-style-type: none"> • Newspaper articles • Radio/TV programmes 	<ul style="list-style-type: none"> • Teacher's observations
Social environment	<p>Pupils should be able to:</p> <p>1 explain the importance of co-operation and collaboration</p>	<p><i>Peaceful co-existence</i></p> <ul style="list-style-type: none"> • Importance of co-operation and collaboration <ul style="list-style-type: none"> – sharing – self sacrifices – social justice – tolerance – patriotism – nation building 	<ul style="list-style-type: none"> • Discussing the value of cooperation and collaboration 	<ul style="list-style-type: none"> • Pupils' experiences 	

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 assess the importance of respecting life and human dignity 3 demonstrate respect for people	<ul style="list-style-type: none"> Importance of respecting life and human dignity 	<ul style="list-style-type: none"> Role playing how to respect people Discussing the importance of the individual as a private entity 	<ul style="list-style-type: none"> Sketches of a play 	<ul style="list-style-type: none"> Teacher's observation
	Pupils should be able to: 1 examine the importance of laws in a society 2 describe the role of the individual in the maintenance of law and order	<i>Respect for rule of law</i> <ul style="list-style-type: none"> Importance of laws in a society Role of the individual in the maintenance of law and order 	<ul style="list-style-type: none"> Discussing the importance of laws in a society Interviewing people on the importance of laws Explaining the role of the individual in the maintenance of law and order Conducting a case study on the role of the individual in the maintenance of law and order 	<ul style="list-style-type: none"> Pupils' experiences Resource persons Case studies Newspaper articles Radio/TV programmes 	<ul style="list-style-type: none"> Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	Pupils should be able to: <ol style="list-style-type: none"> 1 identify causes of AIDS 2 explain ways in which HIV/AIDS is spread 3 outline misconceptions about HIV/AIDS 4 describe signs and symptoms of HIV/AIDS 	HIV/AIDS <ul style="list-style-type: none"> • Cause of AIDS <ul style="list-style-type: none"> – virus called HIV • Ways through which AIDS spreads <ul style="list-style-type: none"> – sexual intercourse – sharing of skin cutting objects e.g. razor blades and needles • Misconceptions about HIV/AIDS <ul style="list-style-type: none"> – AIDS is like any other disease – AIDS can be cured by herbal medicine • Signs and symptoms of HIV/AIDS <ul style="list-style-type: none"> – chronic coughs – mouth ulcers – shingles – swollen lymph nodes – anaemia – weight loss – persistent fever 	<ul style="list-style-type: none"> • Discussing the cause of AIDS • Discussing ways in which HIV/AIDS is spread • Discussing misconceptions about HIV/AIDS • Describing the signs and symptoms of HIV/AIDS 	<ul style="list-style-type: none"> • Pictures of HIV/AIDS patients • Local environment • Pupils' experiences 	<ul style="list-style-type: none"> • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>5 examine the impact of HIV/AIDS in southern Africa</p> <p>6 describe the most effective ways of preventing HIV/AIDS</p> <p>7 explain ways of caring for HIV/AIDS patients at home</p>	<ul style="list-style-type: none"> • Impact of HIV/AIDS in southern African <ul style="list-style-type: none"> – pressure on health services – many people become unproductive – pressure on economic resources • Effective ways of preventing HIV/AIDS <ul style="list-style-type: none"> – Abstinence – having one faithful partner – promoting safer sex – preventing mother to child infection • Ways of caring for HIV/AIDS patients <ul style="list-style-type: none"> – providing physical care – giving material support – giving emotional support 	<ul style="list-style-type: none"> • Assessing the impact of the spread of HIV/AIDS in southern Africa • Discussing the most effective ways of preventing HIV/AIDS • Describing ways of caring for HIV/AIDS patients at home 	<ul style="list-style-type: none"> • Data on HIV/AIDS infections and deaths • Newspaper articles • TV/Radio programmes 	

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
		<ul style="list-style-type: none"> – helping with domestic chores – giving spiritual and moral support 			
Safety	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify natural disasters in southern Africa 2 suggest precautionary measures against natural disasters 3 describe national and regional efforts dealing with natural disasters 	<p><i>Natural disasters</i></p> <ul style="list-style-type: none"> • Natural disasters in southern Africa <ul style="list-style-type: none"> – earthquakes – mud flows/land slides – floods – drought – lightning – wind • Precautionary measures against natural disasters • National and regional efforts dealing with natural disasters <ul style="list-style-type: none"> – disaster preparedness in Malawi – early monitoring and warning systems – weather forecast 	<ul style="list-style-type: none"> • Discussing natural disasters in southern Africa • Discussing precautionary measures against natural disasters • Discussing national and regional efforts dealing with natural disasters 	<ul style="list-style-type: none"> • Pictures showing scenes of natural disasters • Newspaper cuttings • Visits to disaster areas • Resource persons 	<ul style="list-style-type: none"> • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	4 suggest the role of the individual in dealing with problems associated with natural disasters	<ul style="list-style-type: none"> • Role of the individual in dealing with problems associated with natural disasters 	<ul style="list-style-type: none"> • Discussing the role of the individual in dealing with problems associated with natural disasters 	<ul style="list-style-type: none"> • Local environment • Radio/TV programmes 	

TERM 3

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of the term <i>federation</i> 2 identify the countries that were part of the federation of Rhodesia and Nyasaland 3 examine factors that led to the decline of the Federation of Rhodesia and Nyasaland 	<p><i>Federation and independence of Rhodesia and Nysaland</i></p> <ul style="list-style-type: none"> • Meaning of the term <i>federation</i> • Countries that were part of the Federation of Rhodesia and Nyasaland • Factors that led to the decline of the Federation of Rhodesia and Nyasaland 	<ul style="list-style-type: none"> • Explaining the meaning of the term <i>federation</i> • Identifying the countries that were part the Federation of Rhodesia and Nyasaland • Locating countries that were part of the Federation on a map of southern Africa • Discussing the factors that led to the decline of the Federation of Rhodesia and Nyasaland 	<ul style="list-style-type: none"> • Maps of southern Africa • Resource persons 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	4 examine the events that led to the independence of Nyasaland, Northern Rhodesia and Southern Rhodesia	<ul style="list-style-type: none"> Events that led to the independence of Nyasaland, Northern Rhodesia and Southern Rhodesia 	<ul style="list-style-type: none"> Analysing factors that led to the decline of the Federation of Rhodesia and Nyasaland Analysing the events that led to the independence of Nyasaland, Northern Rhodesia and Southern Rhodesia 	<ul style="list-style-type: none"> History books Resource persons Photographs/pictures of nationalists 	<ul style="list-style-type: none"> Short answer questions
	1 compare population figures of Malawi with those of neighbouring countries	<p><i>Population distribution</i></p> <ul style="list-style-type: none"> Population figures of Malawi and neighbouring countries 	<ul style="list-style-type: none"> Comparing population figures of Malawi with those of neighbouring countries 	<ul style="list-style-type: none"> Pupils' experiences Population figures of Malawi and other countries 	<ul style="list-style-type: none"> Short essays Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 suggest the uses of population figures in the development of a nation</p> <p>3 examine the impact of population on resources</p>	<ul style="list-style-type: none"> • Uses of population figures in the development of the nation • Impact of population on resources 	<ul style="list-style-type: none"> • Discussing the uses of population figures in the development of the nation • Assessing the impact of population on resources 	<ul style="list-style-type: none"> • Literature on population • Resource persons 	
Physical features	<p>Pupils should be able to:</p> <p>1 explain the meaning of the term <i>natural resources</i></p> <p>2 identify the natural resources of southern Africa</p>	<p><i>Natural resources</i></p> <ul style="list-style-type: none"> • Meaning of the term <i>natural resources</i> • Natural resources of southern Africa 	<ul style="list-style-type: none"> • Discussing the meaning of the term <i>natural resources</i> • Discussing the natural resources of southern Africa 	<ul style="list-style-type: none"> • Local environment • Map of southern Africa 	<ul style="list-style-type: none"> • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>3 locate the distribution of major natural resources on a map of southern Africa</p> <p>4 explain the importance of natural resources to southern Africa</p> <p>5 suggest measures for conserving natural resources</p> <p>6 predict what would happen if some natural resources were exhausted</p> <p>7 identify physical features in southern Africa that form international boundaries</p>	<ul style="list-style-type: none"> • Distribution of natural resources in southern Africa • Importance of natural resources to southern Africa • Measures for conserving natural resources • Effects of natural resource exhaustion • Physical features that form international boundaries 	<ul style="list-style-type: none"> • Locating the distribution of major natural resources on a map of southern Africa • Analysing the importance of natural resources to southern Africa • Discussing measures for conserving the natural resources • Forecasting consequences of misuse and mismanagement of the environment • Identifying physical features that form international boundaries • Analysing the problems associated with using physical features as international boundaries 	<ul style="list-style-type: none"> • Pupils' experiences • Maps southern Africa • Pictures/photographs • Newspaper articles • Radio/TV programmes • Maps southern Africa 	<ul style="list-style-type: none"> • Completion exercises • Completing maps • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Resource management and development	Pupils should be able to: 1 identify developments in the tourism industry	Tourism <ul style="list-style-type: none"> • Developments in the tourism industry <ul style="list-style-type: none"> – regional administration eg SARTOC – registration of game reserves – hotels industry – fencing of national parks and game reserves – modes of transport and communication • Problems associated with development in the tourism industry 	<ul style="list-style-type: none"> • Discussing developments in the tourism industry • Composing poems on tourist attraction centres in Malawi • Analysing problems associated with development in the tourism industry 	<ul style="list-style-type: none"> • Pictures of tourist attractions • Maps of tourism • Pupils' experiences • Local environment 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Poems
	Pupils should be able to: 1 identify developments in the mining industry in Malawi	Mining <ul style="list-style-type: none"> • Developments in the mining industry in Malawi <ul style="list-style-type: none"> – coal mining – lime 	<ul style="list-style-type: none"> • Discussing developments in the mining industry in Malawi 	<ul style="list-style-type: none"> • Coal samples • Pupils' experiences • Local environment 	<ul style="list-style-type: none"> • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	2 assess problems associated with development in the mining industries	<ul style="list-style-type: none"> – new by-products from mining in Malawi – prospects in minerals • Problems associated with development in the mining industry 	<ul style="list-style-type: none"> • Analysing problems associated with development in the mining industry 		
	Pupils should be able to: 1 explain developments in the commercial industries 2 assess problems associated with developments in the commercial industry	<i>Commerce</i> <ul style="list-style-type: none"> • Developments in the commercial industries <ul style="list-style-type: none"> – free market – freedom of import and export – reduced price control – free flow of goods across the borders • Problems associated with developments in the commercial industry 	<ul style="list-style-type: none"> • Discussing developments in the commercial industry • Analysing problems associated with developments in the commercial industry 	<ul style="list-style-type: none"> • Pupils' experiences • Local environment • Newspaper articles 	<ul style="list-style-type: none"> • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	Pupils should be able to: 1 explain how demand determines the price of commodities 2 suggest how supply determines the demand of commodities 3 relate how demand and supply affect the price of commodities	<i>Everyday economics</i> <ul style="list-style-type: none"> • Demand and supply as they determine the price of commodities • How supply determines the demand of commodities • How demand and supply affect the price of commodities 	<ul style="list-style-type: none"> • Discussing how demand determines the price of commodities • Discussing how supply determines the demand of commodities • Analysing the relationship between demand and supply 	<ul style="list-style-type: none"> • Pupils' experiences • Local markets • Resource persons • Literature on every day economics 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Filing in questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	Pupils should be able to: 1 identify types of work 2 classify types of work 3 explain the importance of work 4 assess the importance of self employment and paid employment	Work <ul style="list-style-type: none"> Types of work Importance of work 	<ul style="list-style-type: none"> Discussing types of work Classifying types of work Discussing the importance of work Debating importance of self employment and paid employment 	<ul style="list-style-type: none"> Pupils' experiences Locate environment Resource persons Photographs/picture of people working 	<ul style="list-style-type: none"> Oral questions Short answer questions Filling in questions
	Pupils should be able to: 1 identify types of money 2 suggested ways of keeping money safely	Money <ul style="list-style-type: none"> Types of money Ways of keeping money 	<ul style="list-style-type: none"> Discussing types of money Discussing ways of keeping money safely 	<ul style="list-style-type: none"> Pupil's experiences Different types of money Resource persons 	<ul style="list-style-type: none"> Oral questions Short answer questions Filling in questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Civic rights and responsibilities	Pupils will be able to: 1 describe how laws are made in parliament 2 identify types of courts 3 examine how the legal system functions 4 describe the forms of government in the countries of southern Africa 5 identify social institutions in Malawi	<i>Social institutions</i> <ul style="list-style-type: none"> • How laws are made • Types of courts <ul style="list-style-type: none"> – Traditional – magistrate courts – high courts – The supreme court • How the legal system functions • Forms of government in the countries of southern Africa • Social institutions in Malawi <ul style="list-style-type: none"> – Red Cross – Cheshire Homes – NGO’s – Rotary Club 	<ul style="list-style-type: none"> • Discussing how laws are made in parliament • Brainstorming types of courts • Analysing how the legal system function • Role playing how the legal system functions • Discussing the forms of government in the countries of southern Africa • Discussing social institutions in Malawi 	<ul style="list-style-type: none"> • Resource persons • Pupils’ experiences • Brochures on social institutions 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Teacher’s observation • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>6 identify some socio-economic institutions in southern Africa</p> <p>7 compare the activities of social institutions in Malawi with those of southern Africa</p>	<ul style="list-style-type: none"> Socio-economic institutions in southern Africa <ul style="list-style-type: none"> SADC Comesa 	<ul style="list-style-type: none"> Discussing socio-economic institutions in southern Africa Comparing the activities of the social institutions in Malawi with those in southern Africa 	<ul style="list-style-type: none"> Newspaper articles Brochures on socio-economic institutions 	<ul style="list-style-type: none"> Poems
Social environment	<p>Pupils should be able to:</p> <p>1 identify causes of civil wars</p> <p>2 assess the effects of civil wars</p> <p>3 explain the importance of peaceful conflict resolution</p>	<p><i>Civil wars and conflict resolution</i></p> <ul style="list-style-type: none"> Causes of civil wars Effects of civil wars Importance of peaceful conflict resolution 	<ul style="list-style-type: none"> Suggesting causes of civil wars Analyzing the effects of civil wars Discussing importance of peaceful conflict resolution 	<ul style="list-style-type: none"> Newspaper articles Radio/TV programmes 	<ul style="list-style-type: none"> Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	Pupils should be able to: 1 explain the appropriate uses of drugs and substances 2 give reasons for abuse of drugs and substances 3 examine the effects of drug and substance abuse on the individual, family and society	<i>Drug and substance abuse</i> <ul style="list-style-type: none"> • Appropriate uses of drugs and substances <ul style="list-style-type: none"> – medicine – fuel – removing germs – cleaning • Reasons for abuse of drugs and substances <ul style="list-style-type: none"> – disappointments – forgetting problems – peer pressure – trying – ignorance • Effects of drug and substance abuse <ul style="list-style-type: none"> <i>On the individual</i> <ul style="list-style-type: none"> – addiction – madness – crime – impotence – suicide – contracting STDs and HIV/AIDS 	<ul style="list-style-type: none"> • Discussing the appropriate uses of drugs and substances • Discussing reasons for abuse of drugs and substances • Discussing the effects of drug and substance abuse on the individual family and society • Debating for or against drug and substance use and abuse 	<ul style="list-style-type: none"> • Charts showing samples of drugs and substances • Resource persons • Local environment • Newspaper articles • Radio programmes 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Teacher’s observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 suggest ways of preventing drug and substance abuse</p>	<p><i>On the family</i></p> <ul style="list-style-type: none"> - disturbance of peace - air pollution - family instability <p><i>On the society</i></p> <ul style="list-style-type: none"> - disturbance of peace - lack of participation in development work <ul style="list-style-type: none"> • Ways of preventing drug and substance abuse <ul style="list-style-type: none"> - keeping oneself busy - avoiding taking expired drugs - seeking guidance and counselling - avoiding taking drugs without prescription 	<ul style="list-style-type: none"> • Suggesting ways of preventing drug and substance abuse 		

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>5 explain the importance of providing counselling and rehabilitation to alcoholics and drug addicts</p> <p>6 identify counselling and rehabilitation centres for alcoholic and drug addicts</p>	<ul style="list-style-type: none"> • Importance of providing counselling and rehabilitation to alcoholics and drug addicts <ul style="list-style-type: none"> – reformation of the victims – prevention of diseases and crime • Counselling and rehabilitation centres for alcoholics and drug addicts 	<ul style="list-style-type: none"> • Discussing the importance of providing counselling and rehabilitation to alcoholics and drug addicts • Identifying counselling and rehabilitation centres for alcoholics and drug addicts 		

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Safety	Pupils should be able to: 1 interpret road signs and signals 2 classify road signs and signals 3 draw road signs 4 explain the importance of road signals	Road signs and signals <ul style="list-style-type: none"> • Road signs and signals • Classification of road signs and signals <ul style="list-style-type: none"> – warning signs – information signs • Road signs • Importance of road signals 	<ul style="list-style-type: none"> • Discussing road signs and signals • Demonstrating the use of road signs • Dramatising use of road signals • Classifying road signs and signals • Drawing road signs • Discussing the importance of road signals 	<ul style="list-style-type: none"> • Resource persons • Highway codes • Pictures of road signs 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Teacher's Observations • Teacher's observation
	Pupils should be able to: 1 explain the meaning of the term <i>traffic</i> 2 explain the work of traffic police in southern Africa	Traffic rules <ul style="list-style-type: none"> • Meaning of the term <i>traffic</i> • The work of traffic police in southern Africa 	<ul style="list-style-type: none"> • Discussing the term <i>traffic</i> • Discussing the work of traffic police • Dramatising the work of traffic police 	<ul style="list-style-type: none"> • Highway codes • Charts showing traffic signals • Resource persons • Pictures of traffic on the road 	<ul style="list-style-type: none"> • Short answer questions • Short essays • Teacher's observation

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	3 interpret traffic signals used by police 4 state the importance of traffic police in southern Africa	<ul style="list-style-type: none"> • Traffic signals used by traffic police • Importance of traffic police in southern Africa 	<ul style="list-style-type: none"> • Reading and interpreting signals used by traffic police • Explaining the importance of traffic police 		

SOCIAL STUDIES TEACHING SYLLABUS

FOR

STANDARD 8

THEME: AFRICA AND THE WORLD

TERM 1

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 describe the population composition of Africa 2 locate places where various population groups are found in Africa 3 describe the physical characteristics of each population group 	<p><i>Population composition</i></p> <ul style="list-style-type: none"> • Population composition of Africa <ul style="list-style-type: none"> – Bantus – Negroes – Nilotes – Hamites – Europeans – Asians • Location of various population groups in Africa • Physical characteristics of population groups <ul style="list-style-type: none"> – complexion – facial appearance – hair 	<ul style="list-style-type: none"> • Discussing the population composition of Africa • Locating on a map places where various population groups are found in Africa • Discussing physical characteristics of various population groups of Africa 	<ul style="list-style-type: none"> • Maps of Africa • Pictures/photographs of different peoples of Africa • Maps of Africa • Pictures/photographs • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Map completion exercises • Oral questions • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <p>1 locate centres of early African civilizations</p> <p>2 explain factors for the growth of early African civilizations</p> <p>3 describe the contributions of Egyptian and Ghanaian civilisations</p>	<p><i>Early African civilizations</i></p> <ul style="list-style-type: none"> • Centres of early African civilizations <ul style="list-style-type: none"> – Egypt – Ghana – Mali – Songhai – Axum – Kush • Factors for the growth of Ghana and Egypt <ul style="list-style-type: none"> – trade – river – good leadership – protection – minerals • Contributions of Egyptian civilization and the empire of Ghana 	<ul style="list-style-type: none"> • Locating on a map centres of early African civilizations • Drawing maps of Egyptian and Ghanaian civilizations • Discussing factors for the growth of each of the two civilizations • Brainstorming the contributions of Egyptian civilization and the empire of Ghana 	<ul style="list-style-type: none"> • Maps of Africa • Maps of Egyptian and Ghanaian civilizations • Pictures/photographs of pyramids 	<ul style="list-style-type: none"> • Map completion exercises • Oral questions • Map drawing • Short answer questions • Teacher’s observation • Short essays • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
		<ul style="list-style-type: none"> – trade – farming – art – mathematics and science – administration 	<ul style="list-style-type: none"> • Discussing contributions of Egyptian civilization and empire of Ghana 		
Physical environment	Pupils should be able to: <ol style="list-style-type: none"> 1 locate Africa on a world map 2 identify the major physical features of Africa and the world 3 describe the major physical features of Africa and the world 	<i>Physical features</i> <ul style="list-style-type: none"> • Location of Africa <ul style="list-style-type: none"> – longitudes – latitudes • Major physical features of Africa and the world <ul style="list-style-type: none"> – land forms – drainage systems • Major physical features of Africa and the world 	<ul style="list-style-type: none"> • Locating Africa on a world map • Drawing a map of the world showing position of Africa • Locating the major physical features of Africa and the world • Discussing the major physical features of Africa and the world • Drawing a map of Africa and the world locating the major physical features 	<ul style="list-style-type: none"> • Map of Africa and the world • Physical maps of the world • World maps • Photographs/pictures 	<ul style="list-style-type: none"> • Map drawing • Oral questions • Oral questions • Completion exercises • Map drawing

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Resource management and development	Pupils should be able to: 1 identify different socio-economic activities of Africa and the world	<i>Socio-economic activities</i> <ul style="list-style-type: none"> • Socio-economic activities of Africa and the world <ul style="list-style-type: none"> – farming practices – fishing – mining – manufacturing 	<ul style="list-style-type: none"> • Brainstorming socio-economic activities of Africa and the world 	<ul style="list-style-type: none"> • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 locate places where major farming practices are carried out 2 describe the characteristics of each of the major farming practices 3 explain the advantages and disadvantages of each of the major farming practices 	<p>Farming</p> <ul style="list-style-type: none"> • Major farming practices of the world <ul style="list-style-type: none"> – plantation farming (eg tea, coffee, rubber, and sugar cane) – rice farming – wheat farming – cattle farming – irrigation farming • Characteristics of each of the major farming practices • Advantages and disadvantages of each of the major farming practices 	<ul style="list-style-type: none"> • Locating places on a world map where major farming practices are carried out • Discussing the characteristics of each of the major farming practices • Discussing the advantages and disadvantages of each of the major farming practices • Debating for or against each of the farming practices 	<ul style="list-style-type: none"> • World maps • Pupils' experiences • Pictures/photographs • Pupils' experiences • Resource persons 	<ul style="list-style-type: none"> • Short answer questions • Map drawing • Short essays • Teacher's observation • Teacher's observations

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 locate major fishing areas of the world 2 describe the major fishing methods used 3 explain the importance of the fishing industry 	<p>Fishing</p> <ul style="list-style-type: none"> • Major fishing areas of the world <ul style="list-style-type: none"> – north east Pacific ocean (western Canada and North west United States) – north west Atlantic ocean (eastern Canada and USA) – north east Atlantic (western Europe) – north west Pacific (Japan) • Fishing methods <ul style="list-style-type: none"> – trawling – seining – gill netting • Importance of the fishing industry <ul style="list-style-type: none"> – source of protein – source of income – source of raw materials 	<ul style="list-style-type: none"> • Locating major fishing areas on a world map • Identifying major fishing methods • Discussing major fishing methods • Discussing the importance of the fishing industry 	<ul style="list-style-type: none"> • World maps • Pupils' experiences • Pictures/photographs • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 explain problems caused by the fishing industries</p> <p>5 suggest ways of controlling problems caused by the fishing industry</p>	<ul style="list-style-type: none"> Problems caused by the fishing industry <ul style="list-style-type: none"> – over fishing – pollution Ways of controlling problems caused by the fishing industry <ul style="list-style-type: none"> – limiting size of the mesh – controlling pollution – reinforcing fishing laws 	<ul style="list-style-type: none"> Discussing problems caused by the fishing industry Discussing ways of controlling problems caused by the fishing industry 	<ul style="list-style-type: none"> Pupils' experiences Newspaper articles 	<ul style="list-style-type: none"> Short essays Short answer questions
Civic rights and responsibilities	<p>Pupils should be able to:</p> <p>1 identify different types of government</p> <p>2 describe the characteristics of each type of government</p>	<p>Government</p> <ul style="list-style-type: none"> Types of government <ul style="list-style-type: none"> – monarchies – dictatorships – socialists – democracies – communist Characteristics of each type of government 	<ul style="list-style-type: none"> Brainstorming different types of government Discussing characteristics of each type of government Role playing aspects of a democratic government eg voting parliamentary seating 	<ul style="list-style-type: none"> Pupils' experiences Newspaper articles Pupils' experiences Newspaper articles 	<ul style="list-style-type: none"> Oral questions Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	3 analyse advantages and disadvantages of each type of government	<ul style="list-style-type: none"> Advantages and disadvantages of each type of government 	<ul style="list-style-type: none"> Discussing the advantages and disadvantages of each type of government Debating for or against each form of government 	<ul style="list-style-type: none"> Pupils' experiences TV/radio programmes Newspaper articles 	<ul style="list-style-type: none"> Teacher's observations
	<p>Pupils should be able to:</p> 1 describe the roles of citizens and leaders in a democracy	<p><i>Citizenship in a democracy</i></p> <ul style="list-style-type: none"> Roles of citizens and leaders in a democracy <ul style="list-style-type: none"> – payment of taxes and rates – participation in civic affairs – caring for social services, resources and the environment – obeying the law 	<ul style="list-style-type: none"> Discussing roles of citizens and leaders in a democracy Role playing the functions of citizens and leaders in a democracy 	<ul style="list-style-type: none"> Pupils' experiences TV/radio programmes Newspaper articles 	<ul style="list-style-type: none"> Short essays Teacher's observations

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Social environment	Pupils should be able to: 1 describe cross-cultural expressions in different mediums 2 identifying factor that influence cultural change	<i>Culture</i> <ul style="list-style-type: none"> • Cross-cultural expressions <ul style="list-style-type: none"> – festivals – music/songs – dances – food – language – dress – education – sports • Cultural change <ul style="list-style-type: none"> – trade – travel – religion – education – political climate – time span – media 	<ul style="list-style-type: none"> • Discussing cross-cultural expressions in different mediums • Role-playing cross-cultural expressions • Brainstorming factors that influence cultural change • Discussing forces that influence cultural change 	<ul style="list-style-type: none"> • Cultural maps of Africa • Posters • Pupils' experiences • Cultural maps of Africa • Pupils' experiences • Resource persons • Observation checklists 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Teacher's observation • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Critical contemporary issues	Pupils should be able to: <ol style="list-style-type: none"> 1 give examples of gender inequalities in the world 2 give reasons for gender inequalities 3 identify problems caused by gender inequalities 4 describe world efforts to address gender inequalities 	<i>Gender inequalities</i> <ul style="list-style-type: none"> • Examples of gender inequalities in the world • Reasons for gender inequalities <ul style="list-style-type: none"> – religion – culture • Problems caused by gender inequalities • World efforts to address gender inequalities 	<ul style="list-style-type: none"> • Stating examples of gender inequalities in the world • Discussing reasons for gender inequalities • Discussing problems caused by gender inequalities • Suggesting solutions to gender inequalities • Discussing world efforts addressing gender inequalities 	<ul style="list-style-type: none"> • Resource persons • Local communities • Pupils' experiences 	<ul style="list-style-type: none"> • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Safety	<p>Pupils should be able to:</p> <p>1 identify international organisations that deal with safety</p> <p>2 describe the activities of each organization dealing with safety</p>	<p><i>International safety organizations</i></p> <ul style="list-style-type: none"> • International organizations dealing with safety <ul style="list-style-type: none"> – Automobile Association (AA) – International Air Traffic Association (IATA) – International Maritime Organisation (IMO) – International Police (Interpol) • Activities of each organization dealing with safety 	<ul style="list-style-type: none"> • Discussing international organizations dealing with safety • Discussing the activities of each of the organizations dealing with safety 	<ul style="list-style-type: none"> • Brochures of Automobile Association and International Air Traffic • Adverts by travel agents 	<ul style="list-style-type: none"> • Oral questions • Short answer questions

TERM 2

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> locate on a map positions of Greek and Roman civilizations identifying factors that led to the growth of Greek and Roman civilizations describe contributions of Greek and Roman civilizations 	<p><i>Greek and Roman Civilizations</i></p> <ul style="list-style-type: none"> Positions of Greek and Roman civilizations Factors for the growth of Roman and Greek civilizations <ul style="list-style-type: none"> – Mediterranean sea – trade – geographical position – Mediterranean climate Contributions of Greek and Roman civilizations <ul style="list-style-type: none"> – language – mathematics – architecture – science – literature – art 	<ul style="list-style-type: none"> Locating on a map positions of Greek and Roman civilizations Identifying factors for the growth of Greek and Roman civilizations Discussing the factors that led to the growth of the civilizations Brainstorming contributions of Greek and Roman civilizations Discussing contributions of Greek and Roman civilizations 	<ul style="list-style-type: none"> Maps showing Greek and Roman civilizations Maps of the Ancient world Pupils' experiences Pictures/photographs of contributions Pupils' experiences 	<ul style="list-style-type: none"> Map drawing Short essays Oral questions Completion exercises Oral questions Short essays Oral questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	4 compare the contributions of the Greeks and Romans to the modern world	<ul style="list-style-type: none"> – Sport – democratic government • Contributions of the Greeks and Romans to the modern world 	<ul style="list-style-type: none"> • Comparing the contributions of the Greeks and Romans to the modern world 		
	<p>Pupils should be able to:</p> <p>1 locate countries in West African which participated in the slave trade</p> <p>2 identify continents that participated in the west Africa Slave Trade</p> <p>3 identify causes of the west African Slave Trade</p>	<p><i>West African Slave Trade</i></p> <ul style="list-style-type: none"> • Countries that participated in the West African Slave trade • Continents that participated in the west African Slave Trade <ul style="list-style-type: none"> – Africa – North America – Europe • Causes of the west African Slave Trade <ul style="list-style-type: none"> – Labour in plantations – Poverty 	<ul style="list-style-type: none"> • Locating on a map of Africa countries that participated in the West African slave trade • Locating on a map of the world continents that participated in the west African Slave Trade • Discussing the causes of the west African Slave Trade • Role-playing causes of the West African slave trade 	<ul style="list-style-type: none"> • Maps of Africa • World maps • Pupils' experiences 	<ul style="list-style-type: none"> • Map drawing • Oral questions • Map drawing • Oral questions • Short answer questions • Completion questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>4 state the effects of the slave trade</p> <p>5 describe the experiences of a slave on a plantation farm in America</p>	<ul style="list-style-type: none"> • Effects of the slave trade <ul style="list-style-type: none"> – wars – separation of families – depopulation – suffering – sexual abuse – growth of industries in Europe • Experiences of a slave on a plantation farm in America <ul style="list-style-type: none"> – long working hours – flogging – rape – no ownership of property – loss of personal identity 	<ul style="list-style-type: none"> • Identifying effects of the slave trade • Discussing the effects of the slave trade • Role playing the effects of the slave trade • Discussing the experiences of a slave on a plantation farm in America • Role playing experiences of a slave in a plantation farm 	<ul style="list-style-type: none"> • Pictures/photographs showing slaves • Pupils' experiences • Videos on slave trade • Observation checklists • Pupils' experiences • Films or videos 	<ul style="list-style-type: none"> • Teacher's observation • Teacher's observation • Short answer questions
Physical environment	<p>Pupils should be able to:</p> <p>1 identify types of climate of the world and their natural vegetation</p>	<p><i>Climates and vegetations</i></p> <ul style="list-style-type: none"> • Types of climate and their associated natural vegetation 	<ul style="list-style-type: none"> • Locating types of climate and their associated natural vegetations on a world map 	<ul style="list-style-type: none"> • Climatic maps of the world • Vegetation maps of the world 	<ul style="list-style-type: none"> • Oral questions • Completion exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
		<ul style="list-style-type: none"> - Equatorial climate - savanna - Mediterranean - desert - monsoon 			
	<p>2 describe the characteristics of types of climate of the world and their natural vegetation</p> <p>3 compare the characteristics of types of climate of the world and their associated natural vegetation</p>	<ul style="list-style-type: none"> • Characteristics of types of climate and their natural vegetation <ul style="list-style-type: none"> - rainfall - temperature - vegetation • Characteristics of types of climate of the world and their associated natural vegetation 	<ul style="list-style-type: none"> • Discussing the characteristics of types of climates of the world and their vegetation • Examining photographs/pictures of the vegetation types • Observing the natural vegetation in the local environment • Interpreting climatic graphs of types of climates of the world • Identify similarities and differences of the types of climate of the world and their natural vegetation 	<ul style="list-style-type: none"> • Photographs/pictures • Local environment • Rainfall and temperature graphs • Pupils' experiences • Pictures/photographs • Pupils' experiences • Local environment 	<ul style="list-style-type: none"> • Teacher observations • Short essays • Completion exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	4 examine the influence of types of climate of the world and their associated natural vegetation on human activities	<ul style="list-style-type: none"> Influence of the climatic types and their vegetations on human activities <ul style="list-style-type: none"> – crop production – animal rearing – wild life – settlements 	<ul style="list-style-type: none"> Discussing the influence of types of climates of a world and their associated natural vegetation on human activities 		<ul style="list-style-type: none"> Short answer questions
Resource management and development	<p>Pupils should be able to:</p> <p>1 locate the major minerals on a world map</p> <p>2 explain the uses of each of the major minerals of the world</p>	<p><i>Mining</i></p> <ul style="list-style-type: none"> Location of the major minerals of the world <ul style="list-style-type: none"> – oil – gold – coal – copper – iron The uses of each of the major minerals of the world 	<ul style="list-style-type: none"> Locating the major minerals on a world map Identifying different products made from minerals Discussing the uses of the major minerals 	<ul style="list-style-type: none"> World maps Samples of different products Pupils' experiences 	<ul style="list-style-type: none"> Oral questions Sentence completion exercises Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain the meaning of the term <i>manufacturing</i> 2 locate major manufacturing areas on a world map 3 describe factors for the growth of manufacturing industries in these areas 4 explain the importance of manufacturing industries 	<p>Manufacturing</p> <ul style="list-style-type: none"> • Meaning of the term <i>manufacturing</i> • Location of major manufacturing areas of the world <ul style="list-style-type: none"> – eastern USA – Great lakes area – South Africa – western Europe – Japan • Factors for the growth of manufacturing industries in these areas <ul style="list-style-type: none"> – availability of raw materials – energy – labour • Importance of manufacturing industries <ul style="list-style-type: none"> – employment – promotion of other economic activities – income generation 	<ul style="list-style-type: none"> • Brainstorming the meaning of the term <i>manufacturing</i> • Locating the major manufacturing areas on a world map • Discussing the factors for the growth of manufacturing industries in these area • Discussing the importance of manufacturing industries • Analysing data on products of <ul style="list-style-type: none"> – manufactured goods – people employed 	<ul style="list-style-type: none"> • Pupils’ experiences • Samples of manufactured goods eg cloth, and wines • World maps • Pupils’ experiences • Pupils’ experiences • Data on <ul style="list-style-type: none"> – manufacturing – products – employment 	<ul style="list-style-type: none"> • Oral questions • Map completion exercises • Short answer questions • Teacher’s observation • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 explain how governments raise funds 2 explain the meaning of the term <i>budget</i> 3 explain the importance of budgeting 4 draw up a budget on a given amount of money 	<p><i>Income and budgets</i></p> <ul style="list-style-type: none"> • Sources of government funds <ul style="list-style-type: none"> – taxation – sale of natural resources and manufactured products • Meaning of the term <i>budget</i> • The importance of budgeting • Budget drawing 	<ul style="list-style-type: none"> • Discussing how government raises funds • Brainstorming the meaning of the term <i>budget</i> • Discussing the importance of budgeting • Debating on the importance of budgeting • Drawing up a budget on a given amount of money 	<ul style="list-style-type: none"> • Pupils' experiences • Pupils' experiences • Sample budgets • Pupils' experiences • Newspaper articles on national budgets • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions • Oral questions • Short answer • Teacher's observation • Budget drawing and completion exercises

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Civic rights and responsibilities	Pupils should be able to: 1 identify regional and international organizations 2 explain the aims of each of the regional and international organizations 3 describe the functions of each of the regional and international organizations	Organisations <ul style="list-style-type: none"> • Regional and international organizations <ul style="list-style-type: none"> – UNO – AU – EU – OPEC – Commonwealth of Nations • Aims of the regional and international organizations • Functions of each of the regional and international organisations 	<ul style="list-style-type: none"> • Identifying some regional and international organizations • Discussing the aims of each of the regional and international organizations • Brainstorming the functions of each of the regional and international organizations • Discussing the functions of each of the regional and international organisations 	<ul style="list-style-type: none"> • Pupils' experiences • Newspaper articles • Radio and TV programmes • Newspaper articles • Radio and TV programmes • Newspaper articles • Radio and TV programmes • Local environment 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Short essays

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Social environment	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 mention organizations which promote the preservation of culture 2 describe activities of the organisations which promote culture 	<p>Culture</p> <ul style="list-style-type: none"> • Organisations which promote the preservation of culture <ul style="list-style-type: none"> – UNESCO – Commonwealth – AU – Bureau of languages and culture • Activities of the organizations that promote culture 	<ul style="list-style-type: none"> • Discussing organizations which promote the preservation of culture • Brainstorming activities of the organisations which promote the preservation of culture • Discussing the activities of organisations which promote preservation of culture 	<ul style="list-style-type: none"> • Reports • Pamphlets on culture • Newspaper reports • Posters 	<ul style="list-style-type: none"> • Short answer questions • Short essays
Critical contemporary issues	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 outline behaviours that promote the transmission of HIV/AIDS 	<p>HIV/AIDS</p> <ul style="list-style-type: none"> • Behaviours that promote the transmission of HIV/AIDS <ul style="list-style-type: none"> – promiscuity – prostitution – multiple sexual partners – unsafe sexual practices 	<ul style="list-style-type: none"> • Discussing behaviours that promote the transmission of HIV/AIDS 	<ul style="list-style-type: none"> • Pictures of HIV/AIDS patients 	<ul style="list-style-type: none"> • Short answer questions

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
	<p>2 examine the effects of the HIV/AIDS pandemic on Africa and the world</p> <p>3 describe strategies used for HIV/AIDS awareness</p> <p>4 suggest other ways of sensitizing people about the dangers of HIV/AIDS</p>	<ul style="list-style-type: none"> • Impact of HIV/AIDS on Africa and the world • Strategies for HIV/AIDS awareness <ul style="list-style-type: none"> – radios – political rallies – leaflets, posters and flyers – use of traditional leaders – use of religious platforms • Other ways of sensitizing people about HIV/AIDS 	<ul style="list-style-type: none"> • Assessing the impact of the HIV/AIDS pandemic on Africa and the world • Discussing strategies employed in HIV/AIDS awareness campaigns • Discussing ways of sensitizing people about the dangers of HIV/AIDS 	<ul style="list-style-type: none"> • Resource persons • Pupils' experiences • Literature on population and sexual and reproductive health education 	<ul style="list-style-type: none"> • Short essays

TERM 3

STRAND	OBJECTIVES	CONTENT	SUGGESTED TEACHING AND LEARNING ACTIVITIES	SUGGESTED TEACHING AND LEARNING RESOURCES	SUGGESTED PUPIL ASSESSMENT
Population, past and present events	<p><i>Pupils should be able to:</i></p> <p>1 identify countries that partitioned Africa</p> <p>2 give reasons for the partition of Africa</p> <p>3 describe the effects of the partition of Africa</p>	<p><i>Partition of Africa</i></p> <ul style="list-style-type: none"> • Countries that partitioned Africa <ul style="list-style-type: none"> – France – Britain – Portugal – Italy – Belgium – Germany • Reasons for the partition of Africa <ul style="list-style-type: none"> – industrial revolution – spread of Christianity – to have colonies • Effects of the partition of Africa <ul style="list-style-type: none"> – division of tribes – division of Africa – beginning of a centralized administration 	<ul style="list-style-type: none"> • Locating the countries that partitioned Africa on a map of Europe • Brainstorming reasons for the partition of Africa • Discussing reasons for the partition of Africa • Drawing a map of Africa showing how Africa was partitioned • Discussing the effects of the partition of Africa 	<ul style="list-style-type: none"> • Maps of Europe • Maps of Africa 	<ul style="list-style-type: none"> • Oral questions • Map completion exercises • Short essays • Map drawing • Teacher’s observation

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	<p><i>Pupils should be able to:</i></p> <ol style="list-style-type: none"> 1 explain the major liberation strategies used in Africa 2 identify past and present prominent African leaders 3 describe the contributions of past and present prominent African leaders 	<p>– exploitation of Africa’s resources</p> <p>Liberation of Africa</p> <ul style="list-style-type: none"> • Liberation strategies <ul style="list-style-type: none"> – negotiations – guerilla wars – passive resistance • Past and present prominent African leaders <ul style="list-style-type: none"> – Kwame Nkrumah – Jomo Kenyatta – Kamuzu Banda – Nelson Mandela – Bakili Muluzi – Robert Mugabe – Julius Nyerere – Patrice Lumumba • Contributions of past and present prominent African leaders <ul style="list-style-type: none"> – struggle for independence – promotion of democracy 	<ul style="list-style-type: none"> • Discussing the major liberation strategies used in Africa • Brainstorming past and present prominent African leaders • Discussing the contributions of past and present prominent leaders 	<ul style="list-style-type: none"> • Resource persons • Pupils’ experiences • Photographs • News paper articles • Pupils’ experiences • Resource persons • Newspaper articles 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Oral questions • Short essays

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		<ul style="list-style-type: none"> – economic development – social development – <i>leadership</i> 			
Physical environment	Pupils should be able to: 1 identify various types of pollution 2 describe activities which lead to each type of pollution 3 examine effects of pollution	Pollution <ul style="list-style-type: none"> • Types of pollution <ul style="list-style-type: none"> – air – water – land – noise • Activities which lead to pollution <ul style="list-style-type: none"> – air: bush fires, gas emissions, sprays – land: pesticides, human wastes, industrial wastes, litter – noise: cars, aeroplanes, factories, music • Effects of pollution <ul style="list-style-type: none"> – defect births – respiratory diseases – skin cancer 	<ul style="list-style-type: none"> • Brainstorming various types of pollution • Identifying activities which lead to each type of pollution • Discussing activities which lead to each type of pollution • Observing activities which lead to pollution in the local environment • Discussing effects of pollution 	<ul style="list-style-type: none"> • Pupils’ experiences • Pictures of pollutants • Pupils’ experiences • Samples of pollutants • Local environment • Pupils’ experiences • Local environment 	<ul style="list-style-type: none"> • Oral questions • Short essays • Reports on observations • Short answer questions • Reports on a pollution activity • Short answer questions

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	4 describe how pollution can be controlled	<ul style="list-style-type: none"> - depletion of wild life species - infectious diseases - foul smell - unsightly environment <ul style="list-style-type: none"> • Pollution control <ul style="list-style-type: none"> - minimizing noise - enforcing regulations/laws against pollution - proper rubbish disposal - sensitizing people against polluting water courses and the environment 	<ul style="list-style-type: none"> • • Discussing ways of controlling pollution • Performing an activity on pollution control 	<ul style="list-style-type: none"> • Newspaper articles • Pictures/photographs • Local environment • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions • Teacher's observation
	Pupils should be able to: 1 describe causes of deforestation	<p>Deforestation</p> <ul style="list-style-type: none"> • Causes of deforestation <ul style="list-style-type: none"> - bush fires - careless cutting down of trees - poor farming methods 	<ul style="list-style-type: none"> • Brainstorming causes of deforestation • Discussing causes of deforestation 	<ul style="list-style-type: none"> • Pupils experiences • Local environment 	

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	<p>2 examine the effects of deforestation</p> <p>3 suggest ways of controlling deforestation</p>	<ul style="list-style-type: none"> – charcoal production – poverty • Effects of deforestation <ul style="list-style-type: none"> – loss of timber – soil erosion – loss of traditional medicines – unreliable rainfall – water depletion • Ways of controlling deforestation <ul style="list-style-type: none"> – afforestation – proper farming practices – enforcing laws against deforestation 	<ul style="list-style-type: none"> • Discussing effects of deforestation • Observing the effects of deforestation in the local environment • Identifying ways of controlling deforestation • Discussing ways of controlling deforestation • Planting/replacing trees in the school area and homes 	<ul style="list-style-type: none"> • Local environment • Pictures/photographs • Pupils' experiences • Newspaper articles, songs, jingles, radio programmes 	<ul style="list-style-type: none"> • Short answer questions • Oral questions • Reports of field visits • Short essays

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	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 conduct projects to conserve the environment in their school 2 identify projects, programmes and organizations in Africa and the world that promote the conservation and management of the environment 	<p><i>Environmental conservation and management</i></p> <ul style="list-style-type: none"> • Environmental projects in the school <ul style="list-style-type: none"> – afforestation – pollution control – soil erosion control • Projects, programmes and organizations that promote conservation and management of the environment <ul style="list-style-type: none"> – United Nations Conference on Environment and Development (UNCED) – United Nations Education Programme (UNEP) 	<ul style="list-style-type: none"> • Carrying out an environmental conservation project in the school • Identifying projects, programmes and organizations that promote the conservation and management of the environment 	<ul style="list-style-type: none"> • Local environment • Literature on conservation of the environment 	<ul style="list-style-type: none"> • Teacher’s observation • Reports on projects • Oral questions

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		<ul style="list-style-type: none"> – World Wildlife Fund (WWF) – International Conservation Union for Nature (ICUN) – Convention on Desertification 			
Resource management and development	<p>Pupils should be able to:</p> <ol style="list-style-type: none"> 1 identify modes of transport and communication in Africa and the world 2 identify world trading partners with Africa 	<p><i>Trade and transport</i></p> <ul style="list-style-type: none"> • Modes of transport and communication in Africa and the world <ul style="list-style-type: none"> – road – rail – sea/water – air • World trading partners with Africa <ul style="list-style-type: none"> – Japan – Western Europe – USA – Middle East 	<ul style="list-style-type: none"> • Identifying modes of transport and communication in Africa and the world • Discussing modes of transport and communication in Africa and the world • Drawing sea/air routes of Africa and the world • Brainstorming world trading partners with Africa 	<ul style="list-style-type: none"> • World maps showing trade routes • Pupils' experiences • Pictures/photographs • World maps 	<ul style="list-style-type: none"> • Short essays • Teacher's observation • Oral questions

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	3 state major exports and imports between Africa and the world	<ul style="list-style-type: none"> Exports and imports between Africa and the world 	<ul style="list-style-type: none"> Discussing exports and imports between Africa and the world 	<ul style="list-style-type: none"> Pupils' experiences Pictures/photographs 	<ul style="list-style-type: none"> Short answer questions
	<p>Pupils should be able to:</p> <p>1 locate tourist centres in Africa</p> <p>2 describe the attractions of the tourist centres in Africa</p> <p>3 explain the importance of tourism to national economies</p>	<p>Tourism</p> <ul style="list-style-type: none"> Tourism centres in Africa <ul style="list-style-type: none"> Pyramids Zimbabwe ruins Victoria falls Lake Malawi Attractions of the tourist centres <ul style="list-style-type: none"> scenic views wildlife architectural designs historical importance Importance of tourism to national economies <ul style="list-style-type: none"> foreign exchange scenic value preservation of culture 	<ul style="list-style-type: none"> Locating on a map of Africa tourist centres Discussing the attractions of the tourist centres Discussing the importance of tourism to national economies Analysing a case study on the importance of tourism 	<ul style="list-style-type: none"> Maps of Africa Pictures/photographs of tourist centres Pupils' experiences Pictures/photographs Case studies Pupils' experiences Pictures/photographs Songs Pupils' experiences 	<ul style="list-style-type: none"> Completion exercises Map filling Short essays Teacher's observations

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	4 care for tourist centres	<ul style="list-style-type: none"> • Caring for tourist centres 	<ul style="list-style-type: none"> • Composing poems/songs on the importance of tourism • Practising care for a tourist centre • Sensitizing communities on the importance of caring for tourist centres 		
	<p>Pupils should be able to:</p> <p>1 explain the meaning of the term <i>insurance</i></p> <p>2 identify types of insurance</p> <p>3 explain the importance of various types of insurance</p>	<p><i>Insurance</i></p> <ul style="list-style-type: none"> • Meaning of the term <i>insurance</i> • Types of insurance <ul style="list-style-type: none"> – life insurance – property insurance • Importance of insurance <ul style="list-style-type: none"> – security 	<ul style="list-style-type: none"> • Discussing the meaning of the term <i>insurance</i> • Brainstorming various types of insurance • Discussing various types of insurance • Discussing the importance of insurance • Debating the importance of insurance 	<ul style="list-style-type: none"> • Pupils' experiences • Pupils' experiences • Pupils' experiences 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Oral questions

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Civic rights and responsibilities	<p>Pupils should be able to:</p> <p>1 explain the meaning of the term <i>human rights</i></p> <p>2 describe different types of human rights as outlined in the UN Charter on Human Rights</p> <p>3 give examples of social, political and economic rights</p>	<p>Human rights</p> <ul style="list-style-type: none"> • Meaning of the term <i>human rights</i> • Types of human and civil rights <ul style="list-style-type: none"> – political rights – social and economic rights – environmental and developmental rights • Examples of civil and political rights <ul style="list-style-type: none"> – right to life – freedom of association – freedom of expression – right to vote • Examples of social and economic rights <ul style="list-style-type: none"> – right to education 	<ul style="list-style-type: none"> • Brainstorming the meaning of the term ‘human rights’ • Discussing the meaning of the term <i>human rights</i> • Discussing different types of human rights • Eliciting examples of human rights • Discussing examples of human rights • Debating for or against human rights 	<ul style="list-style-type: none"> • Pupils’ experiences • Newspaper articles • Radio and TV programmes • The UN Charter on Human Rights • The Constitution of Malawi • TV and radio programmes • News paper articles • Pupils’ experiences • Pupils’ experiences • TV/Radio programmes • Pupils’ experiences • TV/Radio programmes • Newspaper reports • Local environment 	<ul style="list-style-type: none"> • Oral questions • Short essay • Teacher’s observation • Short answer questions • Short essays

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	<p>4 identify the rights of women, children, people with disabilities, the consumer and workers</p> <p>5 demonstrate appropriate ways of expressing one's rights with responsibility</p>	<ul style="list-style-type: none"> - right to food, housing, health care - right to property - right to work • Examples of environmental and developmental rights <ul style="list-style-type: none"> - consumer rights - adequate, standard of living - right to clean environment and development • Rights of women, children, people with disabilities, consumers and the workers • Appropriate ways of expressing one's rights with responsibility <ul style="list-style-type: none"> - peaceful conflict resolution - demonstrating without violence/vandalism 	<ul style="list-style-type: none"> • Discussing the rights of women, children, people with disabilities, consumers and workers • Conducting a role play demonstrating appropriate ways of expressing one's rights with responsibility 		

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	<p>6 identify examples of human rights abuses</p> <p>7 identify the effects of human rights abuses</p>	<ul style="list-style-type: none"> • Examples of human rights abuses <ul style="list-style-type: none"> – child labour – wife battering – child abuse – discrimination against women – sexual harassment – political violence – cultural exploitation • Effects of human rights abuses <ul style="list-style-type: none"> – trauma – limited opportunities 	<ul style="list-style-type: none"> • Brainstorming examples of human rights abuses • Conducting case studies on human rights abuses • Writing a composition on human rights abuses 	<ul style="list-style-type: none"> • Case studies 	

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Social environment	Pupils should be able to: 1 explain the importance of promoting peace in the world 2 describe the importance of respect for life 3 identify respect for the dignity of the individual	<i>Peace</i> <ul style="list-style-type: none"> • International relations and promotion of peace in the world • Respect for dignity of the individual <ul style="list-style-type: none"> – respect for life – observance of human rights – responsible behaviours 	<ul style="list-style-type: none"> • Discussing the importance of promoting peace in the world • Discussing the importance of maintaining good relations among the nations of the world • Discussing the importance of respect for life • Role playing respect for the dignity of the individual 	<ul style="list-style-type: none"> • Reports on peace • Posters • Pupils' experiences • Case studies • Copies of national constitution • UN Human Rights Charter 	<ul style="list-style-type: none"> • Oral questions • Short answer questions • Teacher observations

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Critical contemporary issues	Pupils should be able to: 1 outline causes of drug and substance abuse 2 examine the dangers of drug and substance abuse 3 describe efforts that are made at global level to combat drug and substance abuse	<i>Drug and substance abuse</i> <ul style="list-style-type: none"> • Causes of drug and substance abuse <ul style="list-style-type: none"> – frustration – disappointments – despair – failure – loss of goods – family problems • Dangers of drug and substance abuse <ul style="list-style-type: none"> – poisoning – addiction – intoxication – insanity – crime – impotence – disturbance of peace • Global efforts to combat drug and substance abuse 	<ul style="list-style-type: none"> • Discussing causes of drug and substance abuse • Discussing the dangers of drug and substance abuse • Demonstrating dangers of drug and substance abuse • Discussing efforts that are made globally to combat drug and substance abuse 	<ul style="list-style-type: none"> • Charts showing different drugs • Pupils' experiences • Local environment • Resource persons 	<ul style="list-style-type: none"> • Short answer questions

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	4 examine the dangers of drug trafficking 5 describe world efforts for combating drug trafficking 6 suggest ways of combating drug trafficking	<ul style="list-style-type: none"> • Dangers of drug trafficking • World efforts to combating drug trafficking • Ways of combating drug trafficking 	<ul style="list-style-type: none"> • Discussing the dangers of drug trafficking • Discussing world efforts to combat drug trafficking • Discussing ways of combating drug trafficking 	<ul style="list-style-type: none"> • Books and literature on drugs 	<ul style="list-style-type: none"> • Short essays • Teacher's observation
Safety	Pupils should be able to: 1 explain the importance of fire brigades	Fire brigades <ul style="list-style-type: none"> • Importance of fire brigades <ul style="list-style-type: none"> – rapid response during fire breaks and accidents – rescue operations 	<ul style="list-style-type: none"> • Discussing the importance of fire brigades 	<ul style="list-style-type: none"> • Pamphlets on fire fighters • Pupils' experiences • Pictures 	<ul style="list-style-type: none"> • Written short answer questions

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