

MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION
JUNIOR SECONDARY TEACHERS DIPLOMA SOCIAL STUDIES SYLLABUS
YEAR 1

| TOPIC | SUB-TOPICS | OUTCOMES | SUGGESTED INSTRUCTIONAL PEDAGOGY |
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| 1.1. MAN THE SOCIAL BEING | 1.1.1.Introduction to the Study of Social Studies | 1.1.1.1. Demonstrate understanding of the meaning of Social Studies. 1.1.1.2. Explain the importance of learning Social Studies. | Group Discussion based on meaning of Social Studies. Field trip to interview village heads. |
| | 1.1.2.Learning about the Past | 1.1.2.1. Explain the significance of learning about the past. 1.1.2.2. Suggest sources of information about the past. 1.1.2.3. Describe methods of dating historical events. | Text Study based on history. Picture Study based on sources of History. |
| | 1.1.3.Origins and Development of Man | 1.1.3.1. Describe different perspectives of the origins of man. 1.1.3.2. Analyse the beginning of life. | |

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| | | 1.1.3.3. Discuss the evolution of man. 1.1.3.4. Describe the periods through which man has lived. | Text study based on perspectives on the origins of man. Group discussion based on the evolution of man. |
| 1.2. MAPS | 1.2.1. Maps, plans and diagrams. | 1.2.1.1. Relate maps, plans and diagrams. 1.2.1.2. Illustrate characteristics of a map. 1.2.1.3. Classify maps. 1.2.1.4. Describe brief history of maps. 1.2.1.5. Demonstrate the different uses of maps. | Map study based on characteristics and classification. Demonstrations based on outside class activities on maps, plans and diagrams. |
| | 1.2.2. Map Reading and Interpretation Skills | 1.2.2.1. Locate places or points using grid references on a map. 1.2.2.2. Demonstrate the use of longitudes and latitudes to locate points and places on a map. | Map study based on topographical map sheets. Demonstrations on the use of grid references. |

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| | | 1.2.2.3. Identify directions of places on a map using the campus, cardinal points and bearings. 1.2.2.4. Measure distances on a map. 1.2.2.5. Calculate gradients. 1.2.2.6. Develop profile from given contours. 1.2.2.7. Interpret relief features. 1.2.2.8. Identify drainage patterns. 1.2.2.9. Identify cultural features. | <p>Demonstrations on measurements of distances on maps.</p> <p>Map study based on interpretation of topographic maps.</p> |
| 1.3. POLITICAL DEVELOPMENT IN ZAMBIA | 1.3.1.Introduction to Civic Education | 1.3.1.1. Analyse the importance and impact of Civic Awareness. | Role play based on civic awareness. |
| | 1.3.2.Zambia's Path to Independence | 1.3.2.1. Outline Zambia's path to independence. | Group discussion based on the National Anthem Resource person presentations – brief |

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| | | | history of Zambia's independence. |
| | 1.3.3.Symbols of National Identity | 1.3.3.1. Identify aspects of personal, community and national identity. 1.3.3.2. Asses the role of culture and tradition in national identity. 1.3.3.3. Examine the role of symbols of national identity. | Picture discussion- on symbols of national identity and their roles. |
| 1.4. SOCIAL STUDIES CLASSROOM PRACTICES | 1.4.1.Basic Social Studies Teaching Methods | 1.4.1.1. Explain the meaning of teaching methods. 1.4.1.2. Discuss the value of teaching methods. 1.4.1.3. Use different learner-centred methods to teach given Social Studies topics. | For the teacher's knowledge. |
| | 1.4.2.Planning to Teach | 1.4.2.1. Justify the importance of planning in teaching. | |

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| | | <p>1.4.2.2. Identify different resources used in classroom planning.</p> <p>1.4.2.3. Demonstrate knowledge of planning necessary documents needed in teaching Social Studies.</p> <p>1.4.2.4. Evaluate various plans and records used in teaching Social Studies.</p> | |
| 1.5. MAN AND THE ENVIRONMENT | 1.5.1.Zambia’s Location: Absolute and Relative. | <p>1.5.1.1. Locate Zambia using latitude and longitude.</p> <p>1.5.1.2. Describe Zambia’s location in the sub-region.</p> | <p>Map study based on Zambia’s location.</p> <p>Group Discussion based on concept of land linkedness and landlockedness.</p> |
| | 1.5.2.Physical and Cultural Features of Zambia. | <p>1.5.2.1. Describe Zambia’s relief levels.</p> <p>1.5.2.2. Categorise drainage patterns.</p> <p>1.5.2.3. Discuss drainage features of Zambia.</p> <p>1.5.2.4. Locate drainage features of Zambia.</p> | <p>Map Study based on Zambia’s Physical and cultural features.</p> |

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| | <p data-bbox="443 480 751 621">1.5.3.Weather and Climate of Zambia.</p> | <p data-bbox="873 367 1451 451">1.5.2.5. Identify cultural features of Zambia.</p> <p data-bbox="873 480 1545 565">1.5.3.1. Explain concepts of ‘weather’ and climate’.</p> <p data-bbox="873 594 1545 678">1.5.3.2. State the elements of weather and their measurement.</p> <p data-bbox="873 708 1482 792">1.5.3.3. Discuss factors that influence weather and climate.</p> <p data-bbox="873 821 1503 841">1.5.3.4. Describe the climate of Zambia.</p> <p data-bbox="873 870 1461 954">1.5.3.5. Analyse effects of climate on human activities.</p> <p data-bbox="873 984 1482 1133">1.5.3.6. Analyse the impact of human activities on climate (climate change).</p> <p data-bbox="873 1162 1556 1295">1.5.3.7. Suggest mitigations to address the impact of human activities on climate change.</p> | <p data-bbox="1600 480 2007 792">Excursion to observation and information centres e.g. weather stations, airports, meteorological stations, construction sites and eroded points.</p> <p data-bbox="1600 870 2007 1019">Fish bowl presentations based on group findings and compilations.</p> |

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| | 1.5.4. Soils and Vegetation of Zambia. | 1.5.4.1. Categorise indigenous vegetation of Zambia. 1.5.4.2. Locate indigenous vegetation in Zambia. 1.5.4.3. Classify Zambia's soils. 1.5.4.4. Relate Zambian's vegetation to the soils. | For the teacher's knowledge. |
| 1.6. GOVERNANCE | 1.6.1. Systems of Governance | 1.6.1.1.1. Explain the term governance. 1.6.1.1.2. Discuss different systems of governance. 1.6.1.1.3. Distinguish good governance from bad governance. 1.6.1.1.4. Describe characteristics of good and bad governance. 1.6.1.1.5. Analyse institutions that promote good governance. | Debate e.g. on a motion: <i>There is Good Governance in Zambia.</i> |

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| | <p>1.6.2. Constitution</p> <p>1.6.3. Citizenship</p> | <p>1.6.3.1. State the value of a constitution in a given state.</p> <p>1.6.3.2. Describe types of constitutions.</p> <p>1.6.3.1. Describe aspects that constitute citizenship.</p> <p>1.6.3.2. Suggest qualities of a good citizen.</p> <p>1.6.3.3. Analyse rights, duties and responsibilities of a Zambian citizen.</p> | <p>Documentary study through question-and-answer.</p> <p>Role play on the rights and duties of a citizen.</p> |
| | <p>1.6.4. Political Organisation</p> | <p>1.6.4.1. Examine the relevance of politics and political organisation at different levels of society.</p> <p>1.6.4.2. Distinguish one-party politics from multi-party system.</p> | <p>Debate: e.g. motion: <i>One party system is better than multi-partism.</i></p> |
| | <p>1.6.5. Elections</p> | <p>1.6.5.1. State the role and types of elections in society.</p> <p>1.6.5.2. Discuss different electoral systems.</p> <p>1.6.5.3. Describe a democratic electoral process.</p> | <p>Card Sorting based on election roles.</p> <p>Role play e.g. polling assistants, election monitors,</p> |

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| | | 1.6.5.4. Identify types and causes of electoral mal-practices in Zambia. 1.6.5.5. Analyse functions of the Electoral Commission of Zambia (ECZ). | voters, etc. |
| | 1.6.6. Central Government | 1.6.6.1. Explain operations of the three organs of government. 1.6.6.2. Discuss factors that limit effective operations of the three organs of government. | Role play e.g. judge convicting an MP in a court of law. |
| | 1.6.7. Local Government | 1.6.7.1. Review the history of local government in Zambia since 1964. 1.6.7.2. Examine functions of local government. | Resource person presentation on the history of local government. Study tour to any local authority. |
| | 1.6.8. House of Chiefs | 1.6.8.1. Evaluate the role of traditional leadership in Zambia. 1.6.8.2. Outline composition of the House of Chiefs. | Role play e.g. chief and subjects. |

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| | | 1.6.8.3. Relate the role of the House of Chiefs to central governance. | Group discussion based on the composition and roles of House of Chiefs. |
| YEAR 2 | | | |
| 2.1. SOCIAL STUDIES CLASSROOM PRACTICES | 2.1.1. Social Studies Teaching Methods II | 2.1.1.1. Discuss relationship between assessment and evaluation in Social Studies. 2.1.1.2. Discuss different forms of assessment. 2.1.1.3. Prepare different assessment instruments to assess learners in Social studies, e.g. assessment schemes, test items, marking schemes and assessment records. 2.1.1.4. Explain significance and procedure of marking learner’s written work. | For the knowledge of the teacher. |

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| | | 2.1.1.5. Discuss the rationale, content and development of a teaching file by a Social Studies teacher. | |
| | 2.1.2. Teaching and Learning Support Materials | <p>2.1.2.1. Evaluate the significance of teaching and learning materials in teaching Social Studies.</p> <p>2.1.2.1. Classify teaching and learning materials used in Social Studies .e.g. learning, teaching visual, auditory and manipulative materials.</p> <p>2.1.2.2. Evaluate the significance of learning and teaching materials in teaching Social Studies.</p> <p>2.1.2.3. Classify learning and teaching materials used in Social Studies. e.g. learning, teaching, visual, auditory and manipulative materials.</p> | |

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| FIRST SCHOOL TEACHING EXPERIENCE | | | |
| 2.2. PRE-COLONIAL SOCIETIES OF ZAMBIA | 2.2.2. Origins and Movements of the Bantu | <p>2.2.2.1. Trace the origin of farming and Iron smelting from the Middle East through North Africa.</p> <p>2.2.2.2. Explain the spread and impact of the iron culture in Zambia, e.g. the Kalomo, Samu Pati, Kalundu cultures and trade at Ing'ombe Ilede.</p> <p>2.2.2.3. Reconstruct the origins and movements of the Bantu from West, East Africa and the Luba and Lunda Empires in Katanga in Zambia.</p> <p>2.2.2.4. Identify historical locations of the Bantu groups in Zambia.</p> | <p>Text study based on the origin and causes of the Bantu migrations.</p> <p>Map Study on the origin and movement the Bantu into different parts of Zambia.</p> <p>Text study based on the origin and causes of the Bantu migrations.</p> <p>Map Study on the origin and movement the Bantu into different parts of Zambia.</p> <p>Group discussion based on the impact of the</p> |

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| | | 2.2.2.5. Analyse the impact of the political and economic activities of Bantu in Zambia after 1500. | activities of the Bantu migrants in Zambia. |
| | 2.2.3. Decentralised and Centralised Societies in Zambia | 2.2.3.1. Distinguish decentralised societies from centralised societies in Zambia. 2.2.3.2. Discuss the social, political and economic activities of the centralised and decentralised Bantu societies in Zambia. | Group discussion based on comparisons of the centralised and decentralised societies. Expert Presentations on political, social and economic activities of the Bantu societies in Zambia. |
| 2.3. ASPECTS OF ZAMBIA'S ECONOMY | 2.3.2. Forests and their Products | 2.3.2.1. Distinguish open and closed forests from swamps. 2.3.2.2. Differentiate exotic from indigenous trees species. 2.3.2.3. Discuss the importance of forests. 2.3.2.4. Discuss practices that lead to depletion of forests. | Excursions: visit areas where the forests are being destroyed through charcoal burning and farming. |

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| | | <p>2.3.2.5. Explain the importance of conserving and preserving forests.</p> <p>2.3.2.6. Suggest measures that can address the problem of forest depletion.</p> | <p>Picture study: To show how open and closed forests appear.</p> <p>Group discussion on importance of conservation measures.</p> |
| | <p>2.3.3. Farming</p> | <p>2.3.3.1. Describe the different types of traditional cultivation.</p> <p>2.3.3.2. State the main crops grown under the Mambwe, Chitemene and Lozi systems of cultivation.</p> <p>2.3.3.3. Discuss traditional pastoral farming.</p> <p>2.3.3.4. Discuss the impact of shifting cultivation on the environment.</p> <p>2.3.3.5. Describe commercial farming.</p> <p>2.3.3.6. Determine the factors that influence commercial farming.</p> | <p>Class exhibitions based on types of traditional and commercial crops.</p> <p>Group discussions based on types and systems of traditional and commercial farming using charts.</p> |

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| | | <p>2.3.3.7. Identify major cash crops grown under commercial farming.</p> <p>2.3.3.8. Discuss estate/plantation agriculture.</p> <p>2.3.3.9. Describe commercial livestock farming.</p> <p>2.3.3.10. Explain the impact of commercial farming on the environment.</p> | |
| | 2.3.4. Fishing | <p>2.2.4. Locate fishery areas in Zambia.</p> <p>2.2.5. Identify types of fish in Zambia.</p> <p>2.2.6. Discuss the importance of fishing in Zambia.</p> <p>2.2.7. Differentiate small and large scale fishing methods used in Zambia.</p> <p>2.2.8. Describe fish processing methods in Zambia.</p> <p>2.2.9. Discuss challenges facing fish industry in Zambia.</p> | <p>Map study using atlases to locate areas where fishing takes place.</p> <p>Group discussion using models to show fishing equipment and types of fish.</p> <p>Think-pair-and share based on methods of fishing and fish processing.</p> |

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| | | 2.2.10. Assess mitigation measures to improve the fishing industry. | |
| | 2.3.4.Tourism | 2.3.4.1. Categorise tourist attractions in Zambia. 2.3.4.2. Discuss advantages and disadvantages of tourism in Zambia. 2.3.4.3. Explain the importance of tourism in Zambia. 2.3.4.4. Discuss measures aimed at enhancing touring in Zambia. | Group discussion on classification and importance of tourism and conservation and using charts showing tourist attractions. Excursion to tourist attraction sites. |
| | 2.3.5.Mining | 2.3.5.1. State the minerals mined in Zambia. 2.3.5.2. Describe methods of mining in Zambia. 2.3.5.3. Assess the contribution of mining to socio-economic development. 2.3.5.4. Relate liberalisation and privatisation to mining. | Group discussion using pictures and charts based methods on impact of mining on the environment. Excursion to quarrying areas. |

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| | | 2.3.5.5. Discuss the impact of mining on the environment. | |
| 2.4. GOVERNANCE | 2.4.1.Fundamental Human Rights | 2.4.1.1. Discuss freedoms, privileges and entitlements of a human being. 2.4.1.2. Outline the origin of human rights. 2.4.1.3. Identify international human right instruments. 2.4.1.4. Analyse factors that lead to human right violation. 2.4.1.5. Identify institutions and organisations that promote human rights. 2.4.1.6. Assess the roles of institutions and organisations that promote human rights. | Resource person presentations on human rights and institutions and organisations that promote human rights. Field trips to institutions like local court, human rights commission, and parliament. Debate on human rights violation. |
| | 2.4.5.Gender and Sex Role | 2.4.5.1. Differentiate gender roles from sex roles 2.4.5.2. Identify gender disparities. | Group discussion based on differentiating gender roles and sex roles. |

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| | | 2.4.5.3. Discuss effects of gender discrimination. 2.4.5.4. Examine gender policies and strategies employed to promote gender balance in Zambia. | Resource Person presentations on institutions that promote gender equality. Debate on effects of gender discrimination e.g. motion: <i>‘Women are more effective in leadership roles than men’</i> . |
| | 2.4.6. Corruption | 2.4.6.1. Define corruption. 2.4.6.2. Discuss the types and causes of corruption. 2.4.6.3. Explore the effects of corruption 2.4.6.4. Discuss the role of the community in fighting corruption. 2.4.6.5. Analyze the roles of institutions and organizations that spear-head the fight against corruption. | Group Discussion on definition, types and causes. Picture study -showing activities of corruption. Resource persons like anti-corruption officers. |
| | 2.4.2. Conflict Resolution | 2.4.2.1. Discuss conflict and its levels in society. 2.4.2.2. Explain the causes and effects of conflict. | Case Study e.g. studying cases like the Rwanda Genocide. |

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| | | 2.4.2.3. Suggest methods of preventing and resolving conflicts. 2.4.2.4. Analyse the roles of institutions and organisations that deal with conflict resolutions. | Group Work: perhaps after watching video. Resource persons from organisations dealing with conflicts. Role Plays based on Solving conflicts. |
| 2.5. ECONOMIC DEVELOPMENT | 2.5.1. Money | 2.5.1.1. Discuss the concept of money. 2.5.1.2. Describe the features of money. 2.5.1.3. Ascertain the functions of money. 2.5.1.4. Relate money to the concept of supply. 2.5.1.5. Analyze money laundering activities. 2.5.1.6. Discuss the effects of money laundering | Group Discussion based on meaning, functions and value of money. Picture Study based on features of money using pictures from Bank of Zambia. Excursions To banks, Bureau De change, Markets, etc. |

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| | 2.5.2.Budget | <p>2.5.2.1. Explain budget.</p> <p>2.5.2.2. Discuss the types of budget.</p> <p>2.5.2.3. Analyse features of a budget.</p> <p>2.5.2.4. Discuss sources of the national budget.</p> <p>2.5.2.5. Explain the importance of national budget.</p> <p>2.5.2.6. Analyse the challenges associated with budget Implementation.</p> | <p>Role Play based on a budgeting activity organised in class.</p> <p>Debate e.g. on Creation of districts even when they were not budgeted.</p> <p>Case study on budget implementation, e.g. at constituency level.</p> |
| | 2.5.3.Trade | <p>2.5.3.1. Explain local and international trade.</p> <p>2.5.3.2. Outline Zambia’s imports and exports.</p> <p>2.5.3.3. Discuss balance of trade.</p> <p>2.5.3.4. Identify challenges associated with local and international trade.</p> <p>2.5.3.5. Identify crimes associated with trade.</p> | <p>Group discussion based on differences between local and international trade.</p> <p>Role play based on cross-border trade and related crimes.</p> |

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| YEAR 3 | | | |
| 3.1. SOCIAL STUDIES CLASSROOM PRACTICES | 3.1.1. Social Studies Teaching Methods 3. | <p>3.1.1.1. Discuss factors that influence choice, design and use of teaching and learning materials.</p> <p>3.1.1.2. Explore different ways of using the computer and other Information Communication Technology resources in teaching Social Studies.</p> <p>3.1.1.3. Design different teaching and learning materials used in social studies.</p> <p>3.1.1.4. Explain the concept of improvisation and its relevance in addressing classroom resource deficiency.</p> | |

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| 3.2. FOREIGN INFLUENCE ON ZAMBIA | 3.2.1. Development of Slavery and Slave Trade | <p>3.2.1.1. Isolate factors and motives for the emergency and practice of slavery and the slave trade before the 16th century.</p> <p>3.2.1.2. Diagram the locations, routes organisation of the Triangular Slave Trade.</p> <p>3.2.1.3. Discuss the practices of the early Indian slave trade.</p> <p>3.2.1.4. Assess the impact of slave trade on African societies.</p> <p>3.2.1.5. Defend the factors that led to abolition of slavery and the slave trade.</p> | <p>Drama based on selling and of buying slaves.</p> <p>Picture study based on the evil of slave trade.</p> <p>Map study based on the triangular slave trade.</p> <p>Group discussion based on the impact of slave trade.</p> |
| | 3.2.2. Arrival of Europeans | <p>3.2.2.1. Relate the exploration, European imperialism and the scramble for Africa.</p> | <p>Debate, e.g. on a motion, <i>‘Coming of the Europeans was a blessing to Zambia’.</i></p> |

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| | | 3.2.2.2. Describe the internal exploration and results of the European scramble for Africa. | |
| | 3.2.3. European occupation of Central Africa | 3.2.3.1. Reconstruct the process of European occupation of Central Africa. | Group discussion based on the process of colonisation of Central Africa. |
| | 3.2.4. African Reaction to Foreign Rule in Central Africa | <p>3.2.4.1. Classify forms of African Resistance to European colonialism.</p> <p>3.2.4.2. Describe the struggle for the liberation of Central Africa from colonial rule.</p> <p>3.2.4.3. Discuss the formation, administration, achievements and failures of the Federation of Rhodesia and Nyasaland.</p> | <p>Role play based on reactions against colonialism.</p> <p>Debate, e.g. on a motion, <i>‘Merits for the formation of the Central African Federation’</i>.</p> <p>Group discussion based on successes and failures of the Federation.</p> |

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| SECOND SCHOOL TEACHING EXPERIENCE | | | |
| 3.3. ASPECTS OF ZAMBIAN'S ECONOMY | 3.3.1. Manufacturing and Food processing Industries | 3.3.1.1. Classify industries. 3.3.1.4. Outline factors that influence location of industries. 3.3.1.4. Identify types of industries in Zambia. 3.3.1.4. Discuss challenges faced by manufacturing industries in Zambia. 3.3.1.4. Assess the influence of liberalization and privatization on Zambia's industries. | Group discussion on classification and industrial locations using charts. Excursions to local industries to learn on operations and challenges. |
| | 3.3.2. Power and Energy Generation Industries | 3.3.2.1. Distinguish renewable from non – renewable sources of power and energy. 3.3.2.1. identify sources of power and Energy. 3.3.2.2. describe institutions dealing with | Excursion to power and energy generation stations. Group discussion based on location of electricity |

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| | | <p>Supply of power and energy in Zambia.</p> <p>3.3.2.3. discuss challenges faced in the provision of power and energy.</p> <p>3.3.2.4 Suggest mitigation measures to enhance the provision of energy and power.</p> | <p>generation using charts and atlases.</p> <p>Debate, e.g. on a motion, <i>‘Electricity disruptions in Zambia are as a result of low water levels in rivers’</i>.</p> |
| | <p>3.3.3.Social Development: Population</p> | <p>3.3.3.1. Explain population concepts.</p> <p>3.3.3.2. Classify settlement patterns.</p> <p>3.3.3.3. Explain Zambia’s population composition.</p> <p>3.3.3.4 Describe Zambia’s settlement patterns.</p> <p>3.3.3.4. describe population distribution and density in Zambia.</p> <p>3.3.3.5. outline factors that influence population distribution and growth.</p> <p>3.3.3.6. discuss population migration in Zambia.</p> | <p>Map study based on population distribution using maps and charts on population pyramids.</p> <p>Groups discussion based on causes and effects of population migrations.</p> <p>Resource person from the Ministry of Health</p> |

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| | | 3.3.3.7. Explain causes and effects of Population migration in Zambia. 3.3.3.6. Explain the impact of HIV/AIDS on | presenting on impact of HIV AIDS. |
| 3.4. REGIONAL AND INTERNATIONAL ORGANISATIONS | 3.4.1. Regional Organisations | 3.4.1.1. Identify regional organisations to which Zambia is a member. 3.4.1.2. Outline structures of regional organisations. 3.4.1.3. Discuss functions of regional organisations. 3.4.1.4. Assess benefits of Zambia’s membership to the regional organisation. | Picture study based on regional conferences. Group discussion using charts based on structure of regional organisations. |
| | 3.4.2. International Organisations | 3.4.2.1. Identify International Organisations and their agencies. 3.4.2.2. Describe structures of International Organisations. 3.4.2.3. Discuss membership of International Organisations. 3.4.2.4. Analyse functions of International Organisations, specialized and donor agencies. | Picture study based on international conferences. Group discussion using charts based on structure of International Organisations. |

