



**Republic of Namibia**

**MINISTRY OF EDUCATION**

**SENIOR PRIMARY PHASE**

**SOCIAL STUDIES SYLLABUS**

**GRADE 4 - 7**

**For implementation in 2016**

Ministry of Education  
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*Social Studies Phase Syllabus Grade 4 - 7*

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## Table of Contents

<b>1. Introduction.....</b>	<b>1</b>
<b>2. Rationale .....</b>	<b>1</b>
<b>3. Aims .....</b>	<b>2</b>
3.1 Knowledge and understanding	2
3.2 Values and attitudes objectives	2
3.3 Skills objectives	2
<b>4. Inclusive Education .....</b>	<b>3</b>
<b>5. Links to other subjects and cross-curricular Issues .....</b>	<b>3</b>
<b>6. Approach to teaching and learning.....</b>	<b>5</b>
<b>7. End of phase competencies .....</b>	<b>6</b>
<b>8. Summary of the learning content for Grade 4-7 Social Studies .....</b>	<b>8</b>
<b>9. Learning content .....</b>	<b>9</b>
9.1 Learning content for Grade4	9
9.2 Learning content for Grade5	16
9.3 Learning content for Grade6	24
9.4. Learning content for Grade7	31
<b>10. Assessment .....</b>	<b>42</b>
10.1 Types and methods of assessment	42
10.2 Grade descriptors	43
10.3 Assessment objectives	44
10.4 Continuous assessment: detailed guidelines	44
10.5 End of year examinations: detailed guidelines	46
<b>11. Additional Information .....</b>	<b>49</b>
Annexe 1: Terms used in teaching and assessment	49
Annexe 2: Glossary of terms	50
Annexe 3: Assessment record sheet for Grade 4 (Term 1 and 2)	52
Annexe 4: Assessment record sheet for Grade 4 (Term 3)	53
Annexe 5: Assessment record sheet for Grade 5	54

## **1. Introduction**

This syllabus describes the intended learning and assessment for Social Studies in the Senior Primary Phase grade 4-7. The aims, learning objectives and competencies, which overlap between subjects, are amongst the essential learning within the curriculum as a whole. Furthermore, the Social Studies Syllabi was developed in a clear and simple style in order to convey the ethos of learner-centred education. Learner-centred education presupposes that teachers must have a holistic view of the learner, valuing the learner's life experience as the focal point of learning and teaching. Teachers should therefore select learning content and methods on the basis of the learner's needs within their immediate environment and the community. The themes and topics in the Social Studies curriculum embrace content matter in all other subjects across the curriculum.

NIED has agreed on a fixed curriculum review cycle. The expected year for the implementation of the next review of the Senior Primary Phase is 2018. Under optimal circumstances, this subject would need six (6) numbers of periods per week in grade 4 and five (5) numbers of periods per week in grade 5 - 7.

## **2. Rationale**

Social Studies content integrates History and Geography with some Economics and Sociology. The subject is an important place in the primary school curriculum. It lends itself to inculcating in the learners from a very early age a sense of belonging to the community and country: and cultivating the right instincts for reinforcing social cohesion. The Social Studies curriculum aims to enable learners to have a better understanding of their social world. This will help them to participate effectively in the society and the environment in which they live. The aims of the Social Studies Syllabus can be achieved by developing learners in the domains; namely knowledge, skills, values and attitudes. Specific objectives have been identified for each of these domains.

Social Studies as an integrated subject helps learners understand the relationships between people and their environments. It deals with the interaction within the social, civic, political, economic, cultural and natural environment. It helps learners to become responsible citizens in their community, country, continent and the world through the development of essential knowledge, understanding, skills and attitudes. With its emphasis on geographical and historical themes, topics, concepts and methods, Social Studies lays the basis for further specialised studies in History, Geography and Economics at Secondary level.

### **3. Aims**

Social Studies promote the following aims in the curriculum:

#### **3.1 Knowledge and understanding**

Learners will develop knowledge and understanding of:

- local, national, sub-regional, African and world history, and shared elements of a culture relationships between people and their physical and cultural environment locally and globally, and how they organise, adapt to and change their environments how people meet basic needs, how they organise their economic activities, and how they are connected to and interdependent in communities, countries, continents, and the world. This study involves the past, present and future.
- social organisations and social functions, such as family life, religion, civic groups and associations, government, communication and transportation national identity, constitutional guarantees, traditional and modern government, civic values, rights, and responsibilities.
- the impact of technology and science on human activities and society causes of change and development that influence a peaceful and harmonious life in the family, community, country and the world factors that influence and shape the quality of life of citizens.

#### **3.2 Values and attitudes objectives**

Learners will develop informed and responsible values and attitudes towards:

- the need for co-operation and interdependence among people and among countries.
- tolerance of other social, cultural and political values and beliefs
- appreciation of and confidence in oneself
- commitment to human values such as justice, equality, truth, freedom, diversity, and human rights
- appreciation of our Constitution and democratic behaviour
- critical awareness of our society in order to become a truly democratic citizen
- making responsible judgments in terms of justice, equality and other democratic values
- commitment (dedication) to sustain a balance between people and their natural environment ( ecological sustainability)

#### **3.3 Skills objectives**

Learners will develop skills to:

- gather , organise, and present information effectively and creatively
- make considered and responsible decisions and sound judgments as well as solve problems
- use Information and Communication Technology (ICT) as a tool to enhance understanding of the learning content

#### **4. Inclusive Education**

A deliberate effort was made during the development of this syllabus to ensure that it is accessible to all learners, including those with Special Educational needs. The teaching and learning processes including the instruction and assessment methods be adapted to meet the needs of all learners of different abilities. The teaching and learning process should take cognisance of this fact and enable learners to realise the curriculum at a level proportionate to their abilities. Further guidelines on planning for learning and teaching in an inclusive classroom can be obtained in the curriculum framework for Inclusive Education (2012).

The Senior Primary Phase promotes equal opportunity for both males and females, to ensure that they all benefit equally from learning and teaching processes. Including gender perspectives in the curriculum is important in order to raise awareness of gender stereotyping (e.g. Gender roles associated with doctors, nurses, farmers, artisans, mechanics and lawyers). Teachers are obliged to promote gender equity in all spheres of life.

Learners will do the same activities together, and activities should be organised so that all aspects of cognitive, affective, psychomotor and interpersonal development are taken into account.

In this way, Social Studies will be an all-round subject and not one where, e.g. girls do more or better than boys will. The teaching and learning process should take cognisance of this fact and promote equal opportunities for all learners.

#### **5. Links to other subjects and cross-curricular Issues**

The cross-curricular issues include Environmental Learning; HIV and AIDS; Population Education; Education for Human Rights and Democracy (EHRD), Information and Communication Technology (ICT) and Road Safety. These have been introduced to the formal curriculum to be dealt with in each subject and across all phases, because each of the issues deals with particular risks and challenges in our Namibian society. All of our learners need to:

- understand the nature of these risks and challenges
- know how they will impact on our society and on the quality of life of our people now and in the future
- understand how these risks and challenges can be addressed on a national and global level
- understand how each learner can play a part in addressing these risks and challenges in their own school and local community

The main risks and challenges have been identified as:

- the challenges and risks we face if we do not care for and manage our natural resources
- the challenges and risks caused by HIV and AIDS
- the challenges and risks to health caused by pollution, poor sanitation and waste
- the challenges and risks to democracy and social stability caused by inequity and governance that ignores rights and responsibilities
- the challenges and risks we face if we do not adhere to Road Safety measures
- the challenges and risks we face from globalisation

Since some subjects are more suitable to address specific cross-curricular issues, those issues will receive more emphasis in those particular syllabuses. In this syllabus the following are links to cross-curricular issues:

<b>Grade</b>	<b>Environmental Education</b>	<b>EHRD</b>	<b>Population Education</b>	<b>ICT</b>	<b>HIV and AIDS</b>
4	Physical features of Namibia  Natural resources  Tourism and the environment	Rights and responsibilities  National assembly and national council	Our regions and settlements	Communication long ago  Modern technology and communication	Fighting HIV and AIDS
5	Climate and natural vegetation of Africa	Slavery and our human rights  Freedom, equality and democracy	Population distribution and density  Population growth and natural resources of Africa	Trade, transport and communication	Myths and facts about HIV and AIDS  Living in the era of HIV and AIDS
6	Climate and natural vegetation of the world	Moral values and rights  Conflict and violence in our society	Population distribution and density in Africa	The world of information  Technology for mass communication	HIV and AIDS
7	Major climatic regions south of the Sahara  Resources	Labours	Population growth and change  Collecting population data	Communication network in Namibia	HIV and AIDS

## **6. Approach to teaching and learning**

The approach to teaching and learning is based on a paradigm of learner-centred education (LCE) described in ministerial policy documents and the LCE conceptual framework. This approach ensures optimal quality of learning when the principles are put into practice.

The aim is to develop learning with understanding, and the knowledge, skills and attitudes to contribute to the development of society. The starting point for teaching and learning is the fact that the learner brings to the school a wealth of knowledge and social experience gained continually from the family, the community, and through interaction with the environment. Learning in school must involve, build on, extend and challenge the learner's prior knowledge and experience.

Learners learn best when they are actively involved in the learning process through a high degree of participation, contribution and production. At the same time, each learner is an individual with his/her own needs, pace of learning, experiences and abilities. The teacher must be able to sense the needs of the learners, the nature of the learning to be done, and how to shape learning experiences accordingly. Teaching strategies must therefore be varied but flexible within well-structured sequences of lessons.

The teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when it is best to let learners discover or explore information for themselves; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content.

Work in groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Co-operative and collaborative learning should be encouraged wherever possible. In such cases, tasks must be designed so that pair or group work is needed to complete it, otherwise the learners will not see any relevance in carrying out tasks together. As the learners develop personal, social and communication skills, they can gradually be given increasing responsibility to participate in planning and evaluating their work, under the teacher's guidance.

In Social Studies, the teacher must decide, in relation to the learning objectives and competencies to be achieved, when it is best to convey content directly; when they need directed learning; when they need reinforcement or enrichment learning; when there is a particular progression of skills or information that needs to be followed; or when the learners can be allowed to find their own way through a topic or area of content. Work in-groups, in pairs, individually, or as a whole class must therefore be organised as appropriate to the task in hand. Approaches such as inquiry, group activities, presentations, debates should be given priority over the chalk and talk methods of teaching and learning processes.



## 7. End of phase competencies

On completion of the Senior Primary phase, all learners are expected to be able to:

- demonstrate a range of historical knowledge within their own local areas, national, sub-regional, Africa and International. They describe how Namibia became independent. Describe the impact of foreign existence on local people. Apply skills on how to conduct historical research within their own environment
- identify historical evidence that shows how people lived in the past and had contact with each other. They conduct simple investigation to discover the past and find out how it's linked to the present time, by making use of archaeological evidence from the remains of buildings, pottery or human skeletons
- outline basic human rights and responsibilities for children. Identify the components of Namibia's government and list some of the responsibilities of the Head of State, Prime Minister and Ministers
- acquire basic geographical skills and recognise the environment that surround them. Apply map skills to identify Namibia's position on the world map or atlas as well as its immediate neighbours. They distinguish between renewable and non renewable resources. Describe the effects of overutilization of natural resources and propose possible solutions to use resources sustainably
- gather and interpret local, regional and national weather forecast and make simple analysis and calculations. Draw and interpret different types of graphs such as bar graphs and line graphs. Distinguish different types of maps such as political, physical, and topographic maps, charts, and graphs
- locate physical features such as mountains, rivers, lakes, oceans etc on a map. They list and name regions in Namibia, and identify the neighbouring countries of Namibia. They locate and name countries in southern Africa and their major cities
- describe various types of environmental problems and suggest possible solutions. They describe the relationship between natural resources and economic activities in Namibia. Describe the impact of tourism (positive and negative) on Namibian environment
- explain how the use of natural resources influences economic activities in Namibia and Southern Africa. They name and describe major types of economic activities such as trade and transport and how it affects economic growth. They describe how human and natural activities such as farming, mining, flood and drought affects economic activities
- study the myths and facts about HIV and AIDS, and describe the socio-economic impact of HIV and AIDS on their communities. They gather the trends of HIV and AIDS in Namibia and southern Africa and suggest possible strategies on how to manage it.

A few learners will just be able to manage the minimum number of competencies and must receive Learning Support through adapted teaching approaches, adapted materials, and assistance from peers. A small number of learners have special educational needs to a degree which requires greater individual attention, resources or assessment. Others will have

*Social Studies syllabus, Grades 4-7, NIED 2014*

impairments which do not necessarily limit cognitive and affective learning and development, e.g. the visually impaired, hearing impaired and physically challenged.

### 8. Summary of the learning content for Grade 4-7 Social Studies

Grade 4	Grade 5	Grade 6	Grade 7
1. Map reading skills	1. Map reading Skills	1. Map work	1. Map work
2. The Geography of our country	2. Time and history	2. Our shared history	2. Climatology
3. How our community developed	3. Historical changes in Southern Africa	3. Living in neighbourhoods	3. Early Humankind
4. Namibia before Independence	4. How our country is governed	4. Exploring world Geography	4. Namibia before the 19 <sup>th</sup> century
5. Civics	5. The Geography of our continent	5. Technology for Development and Welfare	5. The rise and decline of Empires and Kingdoms
6. Resources and economic activities	6. Economic development in Southern Africa	6. Revolution in communication	6. Forms of Governments
7. Communication and technology	7. Civics and culture	7. Managing economic development	7. Exploring world Geography
8. Fighting HIV and AIDS	8. Fighting HIV and AIDS	8. Searching for peace in the world	8. Economic Geography and resources
		9. Population Studies	9. Regional Geography
			10. Population studies

## 9. Learning content

### 9.1 Learning content for Grade4

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>1. Map reading skills</b>		
<b>1.1 What is a map?</b>	<ul style="list-style-type: none"> <li>• understand maps by using symbols to identify basic characteristic</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of map using symbols (title, map key)</li> <li>• use symbols to identify basic characteristics of a map</li> <li>• identify symbols used in different kinds of maps</li> <li>• draw a simple map of their classroom using symbols</li> <li>• identify basic features of a classroom on a map</li> </ul>
<b>1.2 From picture to map</b>	<ul style="list-style-type: none"> <li>• know the four main directions to locate information on a map of a settlement</li> </ul>	<ul style="list-style-type: none"> <li>• identify direction on a map using a map key and four direction pointer</li> <li>• compare a picture of a settlement with a map of the same settlement</li> <li>• read a map by using a map key and direction pointer</li> </ul>
<b>1.3 Looking beyond our borders</b>	<ul style="list-style-type: none"> <li>• know how to use map skills to locate Namibia's position on a map or atlas as well as those of its immediate neighbours</li> </ul>	<ul style="list-style-type: none"> <li>• identify different kinds of borders (e.g. natural and manmade)</li> <li>• locate Namibia's neighbouring countries, their capital cities and their borders on a map and compare the physical size and position</li> <li>• use a wall map or atlas to locate the position of Namibia and its neighbouring countries</li> </ul>
<b>2. The Geography of our country</b>		
<b>2.1 Physical features of Namibia</b>	<ul style="list-style-type: none"> <li>• know the physical features of Namibia and locate them using a map or atlas</li> <li>• understand how the natural environment influence human</li> </ul>	<ul style="list-style-type: none"> <li>• name the physical features found in Namibia (rivers, dunes, lakes, mountains, hills) and locate them on a map</li> <li>• explain how physical features affect population</li> </ul>

*Social Studies syllabus, Grades 4-7, NIED 2014*

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
	settlement	distribution <ul style="list-style-type: none"> <li>• explain the importance of the physical features (provide water, attract tourists)</li> </ul>
<b>2.2 Weather and natural vegetation</b>	<ul style="list-style-type: none"> <li>• understand what makes up weather</li> <li>• understand the relationship between rainfall and natural vegetation</li> </ul>	<ul style="list-style-type: none"> <li>• describe weather patterns in different seasons</li> <li>• observe and record the weather for the region, listen to a weather report in English on radio or television and report back to the group or class</li> <li>• explain the relationship between rainfall and natural vegetation</li> <li>• compare the vegetation and rainfall of their region to those of other regions in Namibia</li> <li>• draw and indicate through map key the types of natural vegetation found in Namibia on a given outline map</li> <li>• compare rainfall graphs of different areas in Namibia</li> <li>• draw a bar graph showing the total yearly rainfall for different areas in Namibia</li> <li>• draw a poster on saving rainwater, keep record of rainfall, harvesting rain water</li> </ul>
<b>2.3 Seasons of the year</b>	<ul style="list-style-type: none"> <li>• know the seasons of the year</li> </ul>	<ul style="list-style-type: none"> <li>• name the four seasons of the year</li> <li>• describe effects of seasons on plants and animals</li> </ul>
<b>2.4 Our regions and settlement</b>	<ul style="list-style-type: none"> <li>• know the names and boundaries of the regions in Namibia</li> <li>• know how to differentiate between different types of settlement and reasons for their sitting and distribution</li> </ul>	<ul style="list-style-type: none"> <li>• identify the regions of Namibia on a map</li> <li>• distinguish between different types of settlement and give reasons for the sitting, starting with their own town</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>3. How our communities developed</b>		
<b>3.1 Looking for evidence</b>	<ul style="list-style-type: none"> <li>• understand the concept archaeology as a means to obtain evidence about people's lives and time</li> <li>• use inquiry skills to investigate the past</li> </ul>	<ul style="list-style-type: none"> <li>• use appropriate vocabulary (e.g., archaeology, archaeological evidence) to describe their inquiries and observation</li> <li>• list three types of archaeological evidence (remains of building, pottery, human skeletons) which tell us about how people lived</li> <li>• discuss what we can learn from the past by using archaeological evidence</li> <li>• list and visit archaeological sites to get sense of Namibia's history</li> <li>• use films, books, internet to obtain information on archaeology</li> </ul>
<b>3.2 Life in our early communities</b>	<ul style="list-style-type: none"> <li>• understand how communities lived in the past and had contact with one another</li> </ul>	<ul style="list-style-type: none"> <li>• describe the economic and cultural activities of women and men of stock herding and crop farming communities</li> <li>• gather information on the economic and cultural activities of women and men of stock herding and crop farming communities</li> </ul>
<b>3.3 Newcomers bring changes</b>	<ul style="list-style-type: none"> <li>• understand the changes brought by the arrival of European explorers, traders, hunters and missionaries, and of the Oorlam people and Basters in Namibia</li> </ul>	<ul style="list-style-type: none"> <li>• explain the reasons why European explorers, traders, hunters and missionaries came to Namibia around 1800</li> <li>• describe the changes brought by the newcomers toward agriculture, trading, education and religion</li> <li>• list advantages brought by the newcomers (European explorers)</li> <li>• locate and label the newcomer's countries of origin on a world map</li> <li>• discuss how the Oorlam and Basters moved into Namibia</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>4. Namibia before Independence</b>		
<b>4.1 Life under foreign rule</b>	<ul style="list-style-type: none"> <li>• understand how Namibia came under foreign rule as German colony and South African mandate</li> <li>• understand how the lives of Namibians were affected by foreign rule</li> <li>• appreciate the contribution that women have made in our history</li> </ul>	<ul style="list-style-type: none"> <li>• describe how Namibia became a German colony (1884) and fell under the of South Africa (1919)</li> <li>• describe the ways in which foreign rule affected the Namibian people</li> <li>• explain how Namibian people resisted foreign rule</li> <li>• explain how women contributed to the development of our country in the past</li> <li>• gather information through interviews, books on how women contributed to the development of our country</li> </ul>
<b>5. Civics</b>		
<b>5.1 Rights and responsibilities</b>	<ul style="list-style-type: none"> <li>• understand people's rights and responsibilities</li> <li>• understand the rights and responsibilities of children</li> </ul>	<ul style="list-style-type: none"> <li>• list examples of children's rights (e.g. to be cared for by adults, to go to school), and the corresponding responsibilities of children</li> <li>• identify people and institutions that protect children's rights (nurses, social workers, police, churches etc)</li> <li>• formulate and observe rules to protect their rights and the rights of others</li> <li>• define the term Gender based violence and list examples of gender based violence</li> </ul>
<b>5.2 National Assembly and National Council</b>	<ul style="list-style-type: none"> <li>• know and understand the components of Namibia's government</li> </ul>	<ul style="list-style-type: none"> <li>• identify the components of Namibia's government</li> <li>• describe the composition of the National Assembly and the National Council</li> <li>• gather information and write a short report on the duties and functions of both the National Assembly and the National Council</li> <li>• explain why laws are important and the consequences for breaking the laws</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>5.3 Our President, Prime Minister and Ministers</b>	<ul style="list-style-type: none"> <li>• know that the President is the head of the nation and has certain duties and responsibilities</li> <li>• understand the responsibilities and duties of the Prime Ministers and Ministers</li> </ul>	<ul style="list-style-type: none"> <li>• identify the duties and responsibilities of the President as Head of state</li> <li>• name the duties and responsibilities of the Prime Ministers</li> <li>• write a short report about the present ministries and the services they offers e.g. four ministries</li> </ul>
<b>6. Resources and Economic activities</b>		
<b>6.1 Natural Resources</b>	<ul style="list-style-type: none"> <li>• understand relationship between natural resources and economic activities in Namibia</li> <li>• appreciate the importance and sustainable use of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• describe the relationship between natural resources and economic activities in Namibia (e.g. mining and manufacturing)</li> <li>• explain the importance of natural resources and why it should be protected</li> <li>• draw a poster to raise awareness about the importance of our natural resources for the future sustainability and survival</li> </ul>
<b>6.2 Tourism and the environment</b>	<ul style="list-style-type: none"> <li>• understand that Namibia's physical features has a special attraction for tourist</li> <li>• understand the of benefits of preservation and conservation of tourist attraction areas</li> </ul>	<ul style="list-style-type: none"> <li>• explain why Namibia is attractive to tourists</li> <li>• explain the benefits of tourism to the people and the economy of the country</li> <li>• name some of the laws government passed to protect the environment</li> <li>• list different conserved animals and identify places where they can be found</li> <li>• draw a poster or design a display with pasted pictures of conserved animals in Namibia. (to add)</li> <li>• give examples of tourist attraction areas that is in danger of deterioration and suggest how it can be protected and conserved</li> </ul>



THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>7. Communication and Technology</b>		
<b>7.1 Communication long ago</b>	<ul style="list-style-type: none"> <li>• realise that in the past people used many forms of long distance communication without use of modern technology</li> </ul>	<ul style="list-style-type: none"> <li>• explain how people communicated in the past without use of modern technology (e.g. smoke signals, messengers, drums etc)</li> <li>• design a display with pasted pictures of how people communicated in the past</li> <li>• draw two examples of long distance communication in the past (e.g. drums, messengers, smoke signals etc)</li> </ul>
<b>7.2 Modern technology and communication</b>	<ul style="list-style-type: none"> <li>• know the latest technological development</li> <li>• understand the functions of transport and transport links in the region or country</li> </ul>	<ul style="list-style-type: none"> <li>• discuss some of the latest technological development e.g. the cellular phone, fax and internet</li> <li>• design a display with pasted pictures of the cellular telephone as the most modern technical achievement</li> <li>• describe main means of communication in the region</li> <li>• make a presentation on the use of different forms of transport in the region and link to the rest of the country</li> </ul>
<b>8. Fighting HIV and AIDS</b>		
<b>8.1 HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• understand what is HIV and AIDS</li> <li>• show respect for people living with HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• define HIV and AIDS</li> <li>• discuss the rights of HIV and AIDS infected and affected people</li> <li>• explain how prejudice affects the lives of people living with HIV and AIDS</li> <li>• design a poster for display in school about caring for people with HIV and AIDS</li> <li>• arrange an HIV AND AIDS activities at school during AIDS Awareness Week or to commemorate World AIDS Day</li> <li>• use role-play and simulation games to show respect and care for people living with HIV and AIDS</li> </ul>

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
<b>8.2 HIV and AIDS in Namibia</b>	<ul style="list-style-type: none"> <li>• know the situation of HIV and AIDS in Namibia</li> </ul>	<ul style="list-style-type: none"> <li>• describe the HIV and AIDS situation in Namibia</li> <li>• gather facts and figures on the situation of HIV and AIDS in Namibia</li> </ul>

## 9.2 Learning content for Grade5

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>1. Map reading skills</b>		
<b>1.1 Locating southern Africa</b>	<ul style="list-style-type: none"> <li>• know and locate the countries of Southern Africa on a map or an atlas</li> </ul>	<ul style="list-style-type: none"> <li>• identify and locate Southern Africa (SADC countries) on a political map of Africa and its location in relation to the world</li> <li>• draw a political map of Africa by locating SADC countries on it</li> </ul>
<b>1.2 What is a map scale</b>	<ul style="list-style-type: none"> <li>• know the different types of map scales</li> </ul>	<ul style="list-style-type: none"> <li>• explain what is a map scale</li> <li>• name the difference types of map scales</li> <li>• draw a map of their school ground or classroom by using one type of scale</li> </ul>
<b>1.3 Finding direction</b>	<ul style="list-style-type: none"> <li>• be familiar with the methods of determining directions</li> </ul>	<ul style="list-style-type: none"> <li>• identify different methods of determining directions</li> <li>• determine the direction by using a compass, a shadow stick, a watch, the sun and the stars</li> </ul>
<b>2. Time and History</b>		
<b>2.1 Time can be measured</b>	<ul style="list-style-type: none"> <li>• know the date and the terms related to time, place and events and arrange them in order</li> <li>• understand aspects of the past using historical sources</li> </ul>	<ul style="list-style-type: none"> <li>• name different ways in which time can be measured (BC and AD)</li> <li>• draw a time line and place events and changes which include terms such as BC and AD</li> <li>• explain the meaning of historical sources</li> <li>• use appropriate vocabulary (e.g., primary and secondary sources, arte facts) to describe their inquires and observations</li>   <li>• collect and process information from primary sources (e.g., interviews, eyewitnesses, class trips) and secondary sources (print materials)</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
		<ul style="list-style-type: none"> <li>• carry out an interview in the community about the establishment of local institutions (school, hospital, church, sport etc)</li> <li>• collect and analyse information from photos, documents, drawings and other sources to find out about important events that influenced the institution over time</li> <li>• draw a time line and make a display of the history of the institution with photos, own drawing, written documents and arte facts</li> <li>• list and visit local historical places to get a sense of Namibia's past</li> </ul>
<b>3. Historical changes in Southern Africa</b>		
<b>3.1 How communities changed and developed</b>	<ul style="list-style-type: none"> <li>• understand how communities have changed, developed over time</li> </ul>	<ul style="list-style-type: none"> <li>• describe how a community in Southern Africa contributed to the change and development using great Zimbabwe as an example</li> <li>• discuss the effects of changes and development on some communities (Bantu and Khoisan)</li> </ul>
<b>3.2 Colonialism in Southern Africa</b>	<ul style="list-style-type: none"> <li>• know the reasons why countries were colonised and the consequences of colonialism on African countries</li> </ul>	<ul style="list-style-type: none"> <li>• define colonialism and colony</li> <li>• explain why countries were colonised</li> <li>• draw a map of southern Africa by indicating the names of colonised countries and the names of colonisers</li> <li>• List consequences of colonialism on African Countries</li> </ul>
<b>3.3 Slavery and our human rights</b>	<ul style="list-style-type: none"> <li>• understand slavery, the reasons for slave trade and what lead to its abolition</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiate between Slave and Slavery</li> <li>• discuss when slavery began and give reasons why people from Africa were sold as slaves</li> <li>• draw a map of slave trade to indicate the route of slave trade between Europe, Africa and America</li> <li>• describe how the concept of human rights developed</li> </ul>

*Social Studies syllabus, Grades 4-7, NIED 2014*

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
		<p>with the activities of people who opposed slavery and which led to the abolition of slavery</p> <ul style="list-style-type: none"> <li>• compile information about what the Namibian constitution say about slavery and human rights</li> </ul>
<b>3.4 Freedom and equality</b>	<ul style="list-style-type: none"> <li>• know how countries in southern Africa gained political freedom and equality</li> </ul>	<ul style="list-style-type: none"> <li>• explain the concepts freedom and equality</li> <li>• describe why and how a country in southern Africa gained political freedom and equality (Namibia and South Africa)</li> </ul>
<b>4. How our country is governed</b>		
<b>4.1 What is democracy and how it work</b>	<ul style="list-style-type: none"> <li>• understand what is democracy, how it work and why political parties are important</li> <li>• know the rights of the citizens to vote for the party of the choice</li> <li>• understand how government are elected</li> </ul>	<ul style="list-style-type: none"> <li>• define what is Democracy</li> <li>• explain what is a political party and name the different political parties in Namibia</li> <li>• identify the characteristics of different systems of government (democracy, dictatorship)</li> <li>• describe how democracy works by organising an election for a class captain to demonstrate democracy where each one has to vote for the leader of his/her choice</li> </ul>
<b>4.2 State, nation and one party or many parties</b>	<ul style="list-style-type: none"> <li>• know the difference between State and Nation</li> <li>• understand that a country can be governed by either one or multi party system</li> </ul>	<ul style="list-style-type: none"> <li>• explain the difference between the following concepts:               <ol style="list-style-type: none"> <li>i) state and nation</li> <li>ii) one party and multi party state</li> </ol> </li> <li>• explain why a one party system can lead to dictatorship</li> <li>• list the advantages of multi party system</li> <li>• discuss or debate the advantages and disadvantages of a one party and multi party system</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>5. The Geography of our continent</b>		
<b>5.1 Physical features of Africa</b>	<ul style="list-style-type: none"> <li>• understand the physical features of Africa and its representation on a map</li> </ul>	<ul style="list-style-type: none"> <li>• identify the main physical features of Africa on a given physical map of Africa e.g. rivers, mountains, deserts</li> <li>• draw a map of Africa and indicate the main physical features on it</li> </ul>
<b>5.2 The movement of the earth</b>	<ul style="list-style-type: none"> <li>• know the movements of the earth and its effects on animals and plants</li> </ul>	<ul style="list-style-type: none"> <li>• describe the basic shape of the earth</li> <li>• describe the rotation of the earth causing day and night</li> <li>• describe the revolution of the earth and its effects (seasons)</li> <li>• explain the effects of seasons on plants and animals</li> </ul>
<b>5.3 Climate and natural vegetation of Africa</b>	<ul style="list-style-type: none"> <li>• know the major climatic and natural vegetation zones of our continents</li> </ul>	<ul style="list-style-type: none"> <li>• explain what “natural vegetation “ is</li> <li>• describe the major vegetation zones of Africa</li> <li>• describe the major climatic and natural vegetation zones of our continent</li> <li>• draw a map showing major climatic zones and its vegetation of Africa</li> </ul>
<b>5.4 Population distribution and density</b>	<ul style="list-style-type: none"> <li>• understand population distribution and the need for planned urban development</li> <li>• know physical factors influencing population distribution</li> </ul>	<ul style="list-style-type: none"> <li>• explain dense and sparse population.</li> <li>• explain why unplanned urbanisation is a problem</li> <li>• discuss ways of improving life in poor, densely populated areas</li> <li>• explain why the population is unevenly distributed in Namibia (e.g. physical features)</li> </ul>
<b>5.5. Population growth and natural resources of Africa</b>	<ul style="list-style-type: none"> <li>• realise how the population of Africa has grown from past to present</li> <li>• understand the relationship of population and natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the relationship of population and natural resources</li> <li>• list ways in which excessive population growth can be controlled</li> <li>• analyse the population growth table of Africa</li> <li>• state the importance of the preservation and</li> </ul>

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THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
		conservation of our natural resources <ul style="list-style-type: none"> <li>• describe ways in which our natural resources should be conserved and protected</li> <li>• have a class discussion on the problems resulting from over population</li> <li>• draw a poster on ways in which our water supply, animals and plants should be conserved and protected</li> </ul>
<b>6. Economic development in Southern Africa</b>		
<b>6.1 Resources and economic activities</b>	<ul style="list-style-type: none"> <li>• understand the relationship between resources and economic activities in southern Africa</li> <li>• realise the impact of economic activities on natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• describe the relationship between resources and economic activities in southern Africa</li> <li>• explain the impact of economic activities on natural resources (e.g. Mining, farming, manufacturing)</li> </ul>
<b>6.2 Trade, transport and communication</b>	<ul style="list-style-type: none"> <li>• realise that trade is influence by transport and communication links</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between import and export</li> <li>• make a list of goods Namibia imports and exports</li> <li>• identify the routes used to bring in and send out the imports and exports respectively</li> <li>• draw a map showing the major road, rail, air and sea routes of southern Africa</li> <li>• compare and discuss the advantages of road, rail, air and sea transport</li> <li>• discuss how new technology in communication contribute to economic development</li> </ul>
<b>6.3 People and nature influence economic development</b>	<ul style="list-style-type: none"> <li>• understand how people and nature influences economic development</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between natural and human factors and explain how it can influence economic development</li> <li>• discuss the effects of diseases on human resources and economic development (e.g. HIV and AIDS, TB, malaria)</li> </ul>

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
<b>6.4 Namibia as part of SADC</b>	<ul style="list-style-type: none"> <li>• realise that Namibia is part of SADC</li> </ul>	<ul style="list-style-type: none"> <li>• list the member countries of SADC</li> <li>• explain the purpose for which SADC was established</li> </ul>
<b>7. Civic and culture</b>		
<b>7.1 Growing up brings new responsibilities</b>	<ul style="list-style-type: none"> <li>• realise that their responsibilities in the family, school and society changes as they grow up</li> <li>• appreciate that culture influence the ways of preparing children for their adult roles and keeps on changing over time</li> <li>• understand that marriage and family life bring new responsibilities, and know that there are different types of marriage and families</li> </ul>	<ul style="list-style-type: none"> <li>• list their present responsibilities in the family, school and community</li> <li>• describe and explain the importance of new responsibilities will have in the coming years</li> <li>• describe and discuss different types of families (e.g. nuclear family, extended family, single parent family, family with adopted child, children' s home, foster home)</li> <li>• discuss different types of marriage found in Southern Africa (e.g. monogamy, polygamy, polyandry and explain the system under which people get married)</li> </ul>
<b>7.2 The work of women and men in our community or country</b>	<ul style="list-style-type: none"> <li>• know the differences between women's and men's roles in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>• list all work done in the household and and compare the work mostly done by women and men</li> <li>• use statistics from different sources to compare the types of work done by men and women in different trades and profession, including political leaders</li> <li>• describe why more men work in some professions and why more women work in other professions</li> <li>• suggest how this inequality could be changed (e.g. more technical and leadership education for girls, shared children care with fathers, more crèches , changing gender discrimination laws example affirmative action's)</li> </ul>



<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
		<ul style="list-style-type: none"> <li>• discuss in the class about sharing of work at home and give reasons for their opinion</li> <li>• investigate through interview and compare attitudes among men and women in the community about sharing of work at home or in at school or hostel</li> <li>• examine stereotypes about women's and men's work in the community</li> </ul>
<b>7.3 Gender equity</b>	<ul style="list-style-type: none"> <li>• appreciate the importance of gender equity</li> </ul>	<ul style="list-style-type: none"> <li>• explain the importance of gender equity</li> <li>• discuss the role and status of men and women in a traditional society and changes thereon</li> <li>• discuss cultural practices that discriminate against men and women</li> <li>• suggest ways of empowering men and women</li> <li>• describe the forms, causes and solution to gender based violence</li> </ul>
<b>7.4 Adornments, our pride</b>	<ul style="list-style-type: none"> <li>• understand that each culture has its own ways to express identities of its members</li> <li>• appreciate and respect the rich variety of ways in which cultures and groups express their identity with pride</li> <li>• know some of the major components of culture</li> </ul>	<ul style="list-style-type: none"> <li>• give examples of how clothing and adornments are used to express aspects of identity of people (e.g. tribe, sex, age, profession, ceremonial role, status)</li> <li>• collect or draw pictures of different clothing, hairstyles and body adornments found in southern Africa</li> <li>• discuss how they express aspects of their own identities through clothing and adornments</li> <li>• seek opportunities to talk and interact with people from different cultures or traditions</li> <li>• perform or listen to music from different cultures</li> <li>• arrange food fair using different recipes or food items from various cultures</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>8. Fighting HIV and AIDS</b>		
<b>8.1 Myths and facts about HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• know the myths and facts about HIV and AIDS</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between myths and facts about HIV and AIDS</li> <li>• identify and discuss beliefs and practices which promotes the spread of HIV and AIDS in our communities</li> <li>• collect data on myths about HIV and AIDS in our communities</li> <li>• use role-play and simulation games to show beliefs and practices which promotes the spread of HIV and AIDS in our communities</li> </ul>
<b>8.2 Living in the era of HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• understand the spread and impact of HIV and AIDS on society</li> </ul>	<ul style="list-style-type: none"> <li>• describe ways in which HIV and AIDS spreads</li> <li>• describe the impact HIV and AIDS on Namibian population</li> <li>• discuss the impact of HIV and AIDS on society and how we could deal with it</li> </ul>

### 9.3 Learning content for Grade6

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>1. Map work</b>		
<b>1.1 Determining location</b>	<ul style="list-style-type: none"> <li>• know the different lines of latitude and longitude</li> <li>• become familiar with grid references as a method to determine location on a map</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between lines of latitude and longitude on a map</li> <li>• name and identify different lines of latitude and longitude on a map</li> <li>• draw in different lines of latitudes and longitude on a map</li> <li>• locate on a map specific lines of longitude and latitude</li> <li>• explain what is meant by “grid references”</li> <li>• locate places on a map using a simple grid reference to determine location</li> </ul>
<b>1.2 Types of maps, charts and graphs</b>	<ul style="list-style-type: none"> <li>• become familiar with different types of maps and their uses</li> <li>• know the basic elements of maps and mapping</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between different types of maps (i.e. political maps, resources maps, physical maps)</li> <li>• identify different maps and what they are used for</li> <li>• extract and analyse information from maps</li> <li>• carry out a survey and present the information obtained on one kind of graph</li> </ul>
<b>1.3 Representation of height</b>	<ul style="list-style-type: none"> <li>• understand height representation on maps</li> <li>• know how to convert a contour drawing into physical features</li> </ul>	<ul style="list-style-type: none"> <li>• name ways in which height can be represented on maps and define contour as a means of representation of height on maps</li> <li>• name the characteristics of contour lines</li> <li>• use topographical map to illustrate contours</li> <li>• create contours practically (using a rock as an island in a glass bowl with changing water level to draw the lines)</li> <li>• convert a contour drawing into physical features and vice versa (cross section)</li> </ul>

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
<b>1.4 The weather forecast</b>	<ul style="list-style-type: none"> <li>• understand weather forecast</li> </ul>	<ul style="list-style-type: none"> <li>• explain the concepts synoptic weather chart and weather station</li> <li>• explain weather conditions from a recorded forecast by using a given chart key which shows weather observation at a weather station</li> <li>• interpret recorded weather (rainfall, wind, speed, temperature, and direction) for their areas, on the basis of a weather report on radio, TV or in a newspaper</li> </ul>
<b>2. Our shared History</b>		
<b>2.1 The origins of humans</b>	<ul style="list-style-type: none"> <li>• understand the origins of humankind</li> </ul>	<ul style="list-style-type: none"> <li>• define pre-history and history</li> <li>• discuss the various sources of historical information</li> <li>• explain the theories of evolution and creation that explains human origin</li> <li>• discuss the technological stages of stone age and iron age</li> </ul>
<b>2.2 Old, middle and modern times</b>	<ul style="list-style-type: none"> <li>• understand that history can be divided into old, middle and modern times</li> </ul>	<ul style="list-style-type: none"> <li>• explain the development and changes which occurred through old, middle and modern time, e.g. Agriculture and Transport</li> <li>• draw a time line to explain the development and changes which occurred through the old, middle and modern times</li> </ul>
<b>2.3 Using primary and secondary sources</b>	<ul style="list-style-type: none"> <li>• know the difference between a primary and secondary source in history</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between a primary and a secondary sources</li> <li>• collect and present a short report given by a person who took part in an event</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>3. Living in Neighbourhoods</b>		
<b>3.1 Our local and global neighbourhoods</b>	<ul style="list-style-type: none"> <li>• understand how international trade and electronic communication brought people together</li> <li>• understand what is globalisation</li> </ul>	<ul style="list-style-type: none"> <li>• identify products or services where people are linked locally and globally</li> <li>• collect and display some local products or services linking them to their neighbourhood</li> <li>• define what is globalisation</li> <li>• identify and explain the benefits and problems associated with globalisation and suggest possible solutions</li> </ul>
<b>3.2 Moral values and rights</b>	<ul style="list-style-type: none"> <li>• understand that moral values and rights can only be preserved if they are also respected values and rights of others</li> </ul>	<ul style="list-style-type: none"> <li>• name moral values and describe a situation in which the moral value plays a role</li> <li>• discuss examples of violations of rights</li> <li>• dramatise an example of violation of human rights and what a citizen can do to help protect the rights of others</li> <li>• discuss the moral values and human right that play a role where a small child was sexually molested</li> </ul>
<b>4. Exploring world geography</b>		
<b>4.1 Physical features of the world</b>	<ul style="list-style-type: none"> <li>• know the main physical features of the world, their importance and our duty to protect them</li> </ul>	<ul style="list-style-type: none"> <li>• name and identify the main physical features of the world , e.g. oceans, deserts, two major mountains or mountain ranges and two important rivers per continent</li> <li>• discuss how they would protect a physical feature if they were a conservation officer</li> </ul>
<b>4.2 The solar system</b>	<ul style="list-style-type: none"> <li>• understand and knows that the sun, stars, moon and planets makes up a solar system</li> </ul>	<ul style="list-style-type: none"> <li>• define the “solar system”</li> <li>• name the planets of our solar system</li> <li>• differentiate between stars, planets and moons</li> <li>• recognise the position of our solar system as part of the Milky Way</li> </ul>

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
<b>4.3 Climate and natural vegetation of the world</b>	<ul style="list-style-type: none"> <li>• understand how climate influences the natural zones of the world</li> </ul>	<ul style="list-style-type: none"> <li>• name and locate different vegetation zones on a map of the world</li> <li>• explain how climate influences the vegetation, living conditions and agricultural activities by using the example of people living in               <ul style="list-style-type: none"> <li>a) ice cap (north and south pole)</li> <li>b) semi-desert climate</li> <li>c) tropical savannah</li> <li>d) tropical rainforest</li> </ul> </li> <li>• indicate using a map key the different vegetation regions on a map of the world</li> </ul>
<b>5. Technology for development and welfare</b>		
<b>5.1 What is technology</b>	<ul style="list-style-type: none"> <li>• know and understand the meaning of technology</li> <li>• understand the advantages and disadvantages of technology</li> </ul>	<ul style="list-style-type: none"> <li>• explain the meaning of technology in modern world</li> <li>• compare the advantages and disadvantages of technology for humans and the environment</li> <li>• investigate three professions in technology and report back to the class</li> <li>• collect pictures from magazines of the latest technological inventions (computers, CDs, digital cameras, fax machines, cell phones etc) and display them in a class</li> </ul>
<b>5.2 New technology for the production of energy</b>	<ul style="list-style-type: none"> <li>• understand the advantages and disadvantages of the new energy sources</li> </ul>	<ul style="list-style-type: none"> <li>• name four alternative sources of energy and explain their advantages and disadvantages of any two example (e.g. wind energy, solar energy, tidal energy , hydro energy)</li> <li>• gather, display and present information on new sources of energy (alternative energy)</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>6. Revolution in communication</b>		
<b>6.1 The world of information</b>	<ul style="list-style-type: none"> <li>• understand the concept of information and know sources of information</li> </ul>	<ul style="list-style-type: none"> <li>• list five sources of information and discuss where they can be found in the community (e.g. natural environment, people, print media, radio television)</li> <li>• describe how communication links communities</li> <li>• collect and display different sources of information and discuss where they can be found in the community (e.g. natural environment, people, print media, radio television)</li> </ul>
<b>6.2 Technology for mass communication</b>	<ul style="list-style-type: none"> <li>• know forms of communication and how it changed over time as a result of new technologies</li> </ul>	<ul style="list-style-type: none"> <li>• list and name major technological development in communication (e.g. printing, audio, visual and space technology)</li> <li>• explain what is internet and give examples of services available on the internet</li> <li>• carry out a project or class assignment on mass communication</li> </ul>
<b>7. Managing economic development</b>		
<b>7.1 Industrial revolution</b>	<ul style="list-style-type: none"> <li>• understand the origin and development of the industrial revolution</li> </ul>	<ul style="list-style-type: none"> <li>• define the term “Industrial Revolution”</li> <li>• discuss the origin and development of the Industrial Revolution</li> <li>• explain how the Industrial Revolution affected the European society</li> <li>• collect information on the causes and consequences of the Industrial Revolution by using ICT</li> </ul>

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
<b>7.2 What helps countries to develop</b>	<ul style="list-style-type: none"> <li>• realise the factors which help countries to develop</li> </ul>	<ul style="list-style-type: none"> <li>• list and explain the factors which help countries to develop</li> <li>• differentiate between human and natural resources</li> <li>• discuss the importance of rules and laws in work places and duties and rights of employees and employers</li> <li>• Discuss the duties and rights of employees and employers in work place.</li> <li>• dramatise a scene to demonstrate the importance of rules and laws and identify duties and rights of employees and employers</li> </ul>
<b>8. Searching for peace</b>		
<b>8.1 Conflicts and violence in our society</b>	<ul style="list-style-type: none"> <li>• understand what is meant by conflict and violence, why conflicts and violence occur and how to deal with them</li> <li>• realise that the best way towards peace in the country is to avoid conflicts and violence</li> </ul>	<ul style="list-style-type: none"> <li>• identify the causes of conflicts and violence in a society</li> <li>• describe social and environmental conflicts</li> <li>• describe the forms and causes of gender based violence</li> <li>• assemble newspaper articles on conflict and violence, analyse it and give feedback on the nature of conflicts and violence</li> <li>• discuss ways society could deal with conflict and violence in their societies</li> </ul>
<b>9. Population Studies</b>		
<b>9.1. Population distribution and density in Africa</b>	<ul style="list-style-type: none"> <li>• understand how natural and social factors affects population distribution and density</li> </ul>	<ul style="list-style-type: none"> <li>• differentiate between population distribution and density</li> <li>• explain the natural and social factors affecting population distribution and density</li> <li>• describe the relationship of population and natural resources</li> </ul>



<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
		<ul style="list-style-type: none"> <li>• analyse population distribution and density maps</li> </ul>
<b>9.2 HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• realise that HIV and AIDS is a global problem</li> <li>• understand that HIV and AIDS is preventable</li> </ul>	<ul style="list-style-type: none"> <li>• collect facts and figures on the situation of HIV and AIDS in Namibia</li> <li>• compare the trend of HIV and AIDS in Africa using facts and figures</li> <li>• suggest possible preventative measures to reduce the spread of HIV and AIDS</li> </ul>

9.4. Learning content for Grade7

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>1. Map work</b>		
<b>1.1. The tool of map work</b>	<ul style="list-style-type: none"> <li>• know the 8 main directions to locate information on the map</li> <li>• become familiar with various map symbols and different kinds of scale</li> <li>• understand the methods used to indicate height on variety of maps of varying scale</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate an ability to work with the 8 divisions of directions on maps and sketches</li> <li>• apply the most common conventional map symbols and keys of variety of maps</li> <li>• name and use three different kinds of scale to calculate distance               <ul style="list-style-type: none"> <li>• word scale (statement)</li> <li>• ratio scale (representation)</li> <li>• linear scale</li> </ul> </li> <li>• calculate distance on straight and uncomplicated curved lines or shape on maps with a variety of scales</li> <li>• demonstrate how to work with contour lines, spot heights, and trigonometrically beacons</li> <li>• identify valleys and spurs represented by contour lines</li> <li>• identify different kind of slopes               <ul style="list-style-type: none"> <li>(a) gradual</li> <li>(b) steep</li> <li>(c) uniform cliff</li> <li>(d) vertical slopes</li> </ul> </li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>2. Climatology</b>		
<b>2.1. Weather and Climate</b>	<ul style="list-style-type: none"> <li>• understand the difference between weather and climate</li> <li>• know the difference types of weather instruments and weather elements</li> <li>• understand how weather influence human activities</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish the differences between weather and climate</li> <li>• name the different elements of weather: <i>such as temperature, rainfall, air pressure, wind speed, wind direction, humidity, cloud cover and sunshine</i></li> <li>• identify and recognize the instruments used for measuring weather elements</li> <li>• demonstrate how to measure and record observations taken with various weather instruments e.g. maximum and minimum thermometer, rain gauge</li> <li>• discuss in brief how the elements of weather influence human activities in their local environment</li> </ul>
<b>2.2. Forms of condensation</b>	<ul style="list-style-type: none"> <li>• understand the terminology and the processes in connection with humidity and recognise condensation forms</li> </ul>	<ul style="list-style-type: none"> <li>• define evaporation, dew-point and condensation</li> <li>• describe the phases through which water moves in the water cycle by experiments/ illustration</li> <li>• describe the factors that influence dew and frost</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>2.3. Major climatic regions south of the Sahara</b>	<ul style="list-style-type: none"> <li>• be introduced to the Equatorial rainforest, Tropical savannahs, and Tropical deserts</li> </ul>	<ul style="list-style-type: none"> <li>• indicate distribution of equatorial rainforests, tropical savannah and tropical deserts on a map</li> <li>• describe the climate in each region by using climatic graphs of temperature and rainfall</li> <li>• identify the vegetation from photographs and sketches</li> <li>• describe human activities and their effects on the natural environment (e.g. <i>deforestation in equatorial rainforest, overgrazing or over cultivation in tropical savannah</i> )</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>3. Early humankind</b>		
<b>3.1. Evolution and creation</b>	<ul style="list-style-type: none"> <li>• know the origin of human beings, e.g. evolution and creation</li> <li>• understand that humanity originated in Africa</li> </ul>	<ul style="list-style-type: none"> <li>• compare the theory of evolution with the idea of creationism</li> <li>• explain the development of humankind in Africa, and how it moved to other parts of the world</li> <li>• discuss how ‘modern man’ developed from forty to fifty thousand years ago</li> </ul>
<b>3.2. Hunters and gatherers</b>	<ul style="list-style-type: none"> <li>• know the various types of hunters and gatherers</li> <li>• understand that these people had specialised skills</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between various types of hunters and gathers and their activities</li> <li>• demonstrate how they applied their skills to make a living (at least one example)</li> </ul>
<b>3.3. Pastoralism</b>	<ul style="list-style-type: none"> <li>• understand how and when the domestication of animals took place</li> <li>• understand that pastoralism developed during the Iron age</li> </ul>	<ul style="list-style-type: none"> <li>• define the term ‘domestication’</li> <li>• explain why animals were domesticated</li> <li>• describe how pastoralism developed and how it spread through Africa</li> </ul>
<b>3.4. Agricultural products</b>	<ul style="list-style-type: none"> <li>• understand that African societies were affected by the introduction of Agricultural products</li> </ul>	<ul style="list-style-type: none"> <li>• list which agricultural products were introduced and when they were introduced in Africa</li> <li>• describe how the introduction of agricultural products affected societies</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>4. Namibia before the 19<sup>th</sup> Century</b>		
<b>4.1. The Stone Age in Namibia</b>	<ul style="list-style-type: none"> <li>• understand that evidence of the Stone Age period is provided by archaeology and oral traditions</li> <li>• understand that idea about places of settlement and socio-economic lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>• list at least three types of historical evidence of Stone Age people</li> <li>• mention the area inhabited by Stone Age people and the reasons for settling there</li> <li>• describe features of their economic, cultural and social lifestyle</li> </ul>
<b>4.2. Migration of Bantu-speaking People</b>	<ul style="list-style-type: none"> <li>• understand the relations between the Bantu-speaking people of Namibia</li> </ul>	<ul style="list-style-type: none"> <li>• define the term 'migration'</li> <li>• describe the places of origin, and the reasons why trek routes were used by Bantu-speaking people</li> <li>• mention the names of the major language groups that moved southwards</li> <li>• indicate on a map where they have settled and list reasons for settling there</li> <li>• discuss the dependence of the Bantu-speaking people on their environment</li> </ul>
<b>4.3. Migration of the Khoisan and Damara people</b>	<ul style="list-style-type: none"> <li>• understand the origin, movements and settlements of Khoisan and Damara people</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the possible origin of the Khoisan and Damara people</li> <li>• compare how the Khoisan and Damara people made a living</li> <li>• explain why a 'good' environment was important for people</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>5. The rise and the decline of Empires and Kingdoms</b>		
<b>5.1. Egypt</b>	<ul style="list-style-type: none"> <li>• understand that ancient Egypt is the oldest known civilisation in Africa</li> <li>• understand that in Egypt a high degree of development of human life was achieved</li> </ul>	<ul style="list-style-type: none"> <li>• explain when and why Egypt began to develop into a kingdom</li> <li>• draw a timeline of the periods into which Egyptian history was divided</li> <li>• describe the most important achievement of the various Egyptian kingdoms</li> </ul>
<b>5.2. Great Zimbabwe</b>	<ul style="list-style-type: none"> <li>• understand that Great Zimbabwe was a state built by African understand that its fame rested on the control of trade</li> </ul>	<ul style="list-style-type: none"> <li>• explain when and why Great Zimbabwe developed into a kingdom</li> <li>• name the successor states of Great Zimbabwe</li> <li>• list the goods traded in the kingdom and how trade was operated between Great Zimbabwe and the coastal areas</li> </ul>
<b>6. Forms of Governments</b>		
<b>6.1. Different forms of government:</b> <ul style="list-style-type: none"> <li>- anarchy</li> <li>- autocracy</li> <li>- democracy</li> </ul>	<ul style="list-style-type: none"> <li>• understand anarchy, autocracy and democracy as a form of government</li> </ul>	<ul style="list-style-type: none"> <li>• define what is government</li> <li>• distinguish between anarchy, autocracy and democracy</li> <li>• name at least one country in the world where the following government systems where practiced</li> <li>• describe the features of each types of government system above</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>7. Exploring world geography</b>		
<b>7.1. Astronomy</b>	<ul style="list-style-type: none"> <li>• know the wonder of the universe and the order in the phases of the moons, meteors, meteorites, and comets</li> </ul>	<ul style="list-style-type: none"> <li>• describe the movement and the phases of the moon</li> <li>• distinguish between meteors, meteorites and comets</li> </ul>
<b>7.2. Natural disasters</b>	<ul style="list-style-type: none"> <li>• understand the impacts of natural disasters and how people deal with them</li> <li>• understand the impact of natural disasters on people and the environment</li> </ul>	<ul style="list-style-type: none"> <li>• list the different types of natural disasters, and how it occur and effect on human lives (<i>floods, droughts, tornadoes, earthquakes and volcanoes</i>)</li> <li>• discuss the effects of natural disasters on the environment</li> <li>• indicate where the major natural disasters occurs</li> </ul>
<b>8. Economic geography and resources</b>		
<b>8.1. Economic activities</b>	<ul style="list-style-type: none"> <li>• understand the different forms of economic activities</li> </ul>	<ul style="list-style-type: none"> <li>• define the following economic concepts and give examples               <ul style="list-style-type: none"> <li>(a) primary economic activities</li> <li>(b) secondary economic activities</li> <li>(c) tertiary economic activities</li> <li>(d) quaternary and Information Communication Technology (ICT) economic activities</li> </ul> </li> <li>• describe the importance of primary economic activities for the development of the country with reference to Ohorongo Cement Industry near Otavi</li> </ul>



THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>8.2. Labour</b>	<ul style="list-style-type: none"> <li>• know the terms like employment, unemployment and labour</li> </ul>	<ul style="list-style-type: none"> <li>• explain the concept “Labour”</li> <li>• define and give examples of the following labour concepts               <ul style="list-style-type: none"> <li>(a) employment and unemployment</li> <li>(b) the private sectors, government sectors and informal sectors</li> <li>(c) unskilled, semi-skilled and skilled labour</li> </ul> </li> <li>• explain the circumstances under which child and woman labour are               <ul style="list-style-type: none"> <li>(a) justifiable</li> <li>(b) unjustifiable</li> </ul> </li> <li>• discuss the importance of worker’s unions</li> </ul>
<b>8.3. Resources</b>	<ul style="list-style-type: none"> <li>• understand the importance of the sustainability of natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• define renewable resources</li> <li>• explain why and how following examples of renewable resources can be sustainably utilized               <ul style="list-style-type: none"> <li>(a) water</li> <li>(b) vegetation</li> <li>(c) game</li> <li>(d) soil</li> <li>(e) fishing</li> </ul> </li> <li>• define non-renewable resources</li> <li>• explain why and how the following examples of non-renewable resources should be sustainably utilized               <ul style="list-style-type: none"> <li>(a) minerals</li> <li>(b) fossil fuels such as oil and coal</li> </ul> </li> <li>• describe the advantages and disadvantages of the following ways of generating power:               <ul style="list-style-type: none"> <li>(a) coal fired power station</li> <li>(b) hydro electric power (HP)</li> </ul> </li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>9. Regional Geography</b>		
<b>9.1. Southern Africa</b>	<ul style="list-style-type: none"> <li>• be familiar with southern Africa physical features</li> </ul>	<ul style="list-style-type: none"> <li>• locate and identify on a map of southern Africa the following physical features:               <ul style="list-style-type: none"> <li>(a) 6 major rivers</li> <li>(b) Deserts</li> <li>(c) Swamps</li> <li>(d) Mountains</li> </ul> </li> </ul>
<b>9.2. The world</b>	<ul style="list-style-type: none"> <li>• know the continents of the world and their major physical features</li> </ul>	<ul style="list-style-type: none"> <li>• locate on the world map the following physical features               <ul style="list-style-type: none"> <li>(a) continents</li> <li>(b) oceans (<i>Pacific, Indian and Atlantic</i>)</li> <li>(c) major rivers (<i>Zambezi, Orange, Congo, Nile, Mississippi, Colorado, Amazon, Niger, Rhine</i>)</li> <li>(d) major mountains (<i>Kilimanjaro, Atlas, Rocky, Andes, Himalaya, and Alps</i>)</li> <li>(e) deserts (<i>Namib, Kalahari, Gobi, Sahara, Atacama, Thar, Great Sand desert</i>)</li> </ul> </li> </ul>
<b>9.3. Southern African Development Community (SADC)</b>	<ul style="list-style-type: none"> <li>• realise that Namibia is part of SADC and understand the responsibilities of member state</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the Southern African Development Community (SADC):               <ul style="list-style-type: none"> <li>(a) name and locate member states on a map with capital cities</li> <li>(b) explain the purpose of the SADC</li> <li>(c) indicate the responsibilities of each member state</li> </ul> </li> <li>• discuss how Namibia benefits as a member of the SADC</li> </ul>

THEMES AND TOPICS	LEARNING OBJECTIVES <i>Learners will:</i>	COMPETENCIES <i>Learners should be able to:</i>
<b>9.4. Communication network in Namibia</b>	<ul style="list-style-type: none"> <li>• develop an understanding of Namibia's major routes</li> </ul>	<ul style="list-style-type: none"> <li>• identify on a map the following major transport routes:               <ul style="list-style-type: none"> <li>(a) road: Trans-Kalahari, Trans-Caprivi and other major roads of Namibia</li> <li>(b) railways</li> <li>(c) airports</li> </ul> </li> <li>• explain the importance of these transport routes to Namibia's economy and SADC in general</li> </ul>
<b>10. Population studies</b>		
<b>10.1. Population growth and change</b>	<ul style="list-style-type: none"> <li>• understand factors and the processes affecting population growth and change of a country</li> </ul>	<ul style="list-style-type: none"> <li>• define the following terms:               <ul style="list-style-type: none"> <li>(a) fertility</li> <li>(b) mortality/death rate</li> <li>(c) birth rate</li> <li>(d) infant mortality</li> <li>(e) population growth</li> <li>(f) life expectancy</li> </ul> </li> <li>• identify factors and processes that affect population growth and change</li> <li>• read and analyse the population growth, fertility and life expectancy on a population map/chart/graph and report on the findings</li> <li>• describe what is urbanisation</li> <li>• explain the causes and problems of urbanisation</li> <li>• suggest possible measures to improve life in poor densely populated areas</li> <li>• identify possible solutions to control excessive population growth</li> </ul>

<b>THEMES AND TOPICS</b>	<b>LEARNING OBJECTIVES</b> <i>Learners will:</i>	<b>COMPETENCIES</b> <i>Learners should be able to:</i>
<b>10.2. Collecting population data</b>	<ul style="list-style-type: none"> <li>• know the different sources of population data</li> </ul>	<ul style="list-style-type: none"> <li>• explain the main sources of population data (<i>population census, vital registration, migration records</i>)</li> <li>• discuss the importance of population data</li> <li>• carry out and analyse a census on how many boys and girls between the age group 6-12 are in school</li> </ul>
<b>10.3. HIV and AIDS</b>	<ul style="list-style-type: none"> <li>• understand the impact of HIV and AIDS on Population and the economy of our country</li> </ul>	<ul style="list-style-type: none"> <li>• explain how HIV and AIDS affects population growth</li> <li>• discuss the impact of HIV and AIDS pandemic on Namibia's economy</li> </ul>

## **10. Assessment**

A learner-centred curriculum uses a broad range of knowledge and skills which are relevant to the knowledge-based society. The competencies in the syllabus state what understanding and skills a learner must demonstrate as a result of a teaching-learning process, and which will be assessed. However, it is intended that the curriculum be learning-driven, not assessment and examination driven. Assessment and examination are to support learning. For more information about differentiated assessment, please refer to the Promotion Policy (NIED 2013).

### **10.1 Types and methods of assessment**

#### ***Continuous Assessment***

In order to capture the full range and levels of competence, a variety of formal and informal continuous assessment situations is needed to give a complete picture of the learner's progress and achievements in all subjects. Continuous assessment must be clear, simple and manageable, and explicitly anchored in learner-centred principles and practice. Teachers must elicit reliable and valid information of the learner's performance in the competencies. The information gathered about the learners' progress and achievements should be used to give feedback to the learners about their strong and weak points, where they are doing well, and why, where and how they need to try more. The parents should be regularly informed about the progress of their child in all subjects, be encouraged to reward achievements, and given suggestions as to how they can support their learning activities. The learner's progress in all subjects must be reported to parents on the school report.

#### ***Formative Assessment***

Formative assessment is any assessment made during the school year in order to improve learning and to help shape and direct the teaching-learning process. Assessment has a formative role for learners if and when:

- it is used to motivate them to extend their knowledge and skills, establish sound values, and to promote healthy habits of study
- assessment tasks help learners to solve problems intelligently by using what they have learned
- the teacher uses the information to improve teaching methods and learning materials

#### ***Summative Assessment***

Summative assessment is an assessment made at the end of the school year based on the accumulation of the assessment marks of the learner throughout the year in a given subject, together with any end-of-year examinations. The result of summative assessment is a single end-of-year promotion grade.

#### ***Diagnostic Assessment***

Barriers to learning, strengths, learning difficulties and gaps in learning can be determined through diagnostic assessment, which takes place at any time during the learning process. Diagnostic assessment should include inputs from the multidisciplinary support team. It informs lesson planning and which learning and teaching methods should be used to support the learners.

#### ***Informal and Formal Methods***

The teacher must assess how well each learner masters the competencies described in the subject syllabus and from this gain a picture of the all-round progress of the learner. To a large extent, this can be done in an informal way through structured observation of each learner's progress in learning and practice situations while they are investigating things,

interpreting phenomena and data, applying knowledge, communicating, making value judgements, and in their participation in general.

When it is necessary to structure assessment more formally, the teacher should, as far as possible, use the same sort of situation as ordinary learning and practice situations to assess the competency of the learner. The use of formal written and oral tests can only assess a limited range of competencies and therefore should not take up a great deal of time. Short tests in any subject should be limited to part of a lesson for the lower grades and a whole lesson in higher grades. End-of-term tests should only be written in the first lesson of the day, so that teaching and learning can continue normally for the rest of the time. **No end-of-term examinations may be written.**

### **Evaluation**

Information from informal and formal continuous assessment is to be used by the teacher to know where it is necessary to adapt methods and materials to the individual progress and needs of each learner. At the end of each main unit of teaching, and at the end of each term, the teacher, together with the learners, should evaluate the process in terms of tasks completed, participation, what the learners have learnt, and what can be done to improve the working atmosphere and achievements of the class.

## **10.2 Grade descriptors**

The learner's level of achievement in relation to the competencies in the subject syllabus is shown in letter grades. When letter grades are awarded, it is essential that they reflect the learner's actual level of achievement in relation to the competencies. In Grades 1 to 3, letter grades are related to a six-point performance scale, while in Grades 4 to 12 letter grades are related to percentages. The relation between the grades awarded and competencies are shown below.

<b>Grade</b>	<b>% Range (Gr 4 - 7)</b>	<b>Competency descriptions</b>
A	80%+	<b>Achieved competencies exceptionally well.</b> The learner is outstanding in all areas of competency.
B	70-79%	<b>Achieved competencies very well.</b> The learner's achievement lies substantially above average requirements and is highly proficient in most areas of competency.
C	60-69%	<b>Achieved competencies well.</b> The learner has mastered the competencies and can apply them in unknown situations and contexts.
D	50-59%	<b>Achieved competencies satisfactorily.</b> The learner's achievement corresponds to average requirements. The learner may be in need of learning support in some areas.
E	40-49%	<b>Achieved the minimum number of competencies to be considered competent.</b> The learner may not have achieved all the competencies, but the learner's achievement is sufficient to exceed the minimum competency level. The learner is in need of learning support in most areas.
U	0-39%	<b>Not achieved the minimum number of competencies.</b> The learner has not been able to reach a minimum level of competency, even with extensive help from the teacher. The learner is seriously in need of learning support.

### 10.3 Assessment objectives

The assessment objectives are:

<b>Assessment Objective A: Knowledge with Understanding</b>	<ul style="list-style-type: none"><li>Requires the learner to identify, give examples, name, list, indicate, define and recognise</li></ul>
<b>Assessment Objective B: Handling Information, Application of Knowledge and Solving Problems</b>	<ul style="list-style-type: none"><li>Requires the learner to use various forms of information to select, explain, deduce, draw, relate, describe, calculate, find, estimate, predict, determine, analyse, extract and analyse, arrange, compare and discuss, suggest, evaluate, interpret and distinguish. Learners may be asked to translate information from one form to another, for example from tables, graphs and pictures.</li></ul>
<b>Assessment Objective C: Practical (experiment and investigative) Skills and Abilities</b>	<ul style="list-style-type: none"><li>Requires the learner to carry out an investigation, present a report to their class, collect data and information and create a display, construct, write an essay, conduct a survey, demonstrate practically, produce a poster, write out a news report and analyse.</li></ul>

### 10.4 Continuous assessment: detailed guidelines

#### **Types of Continuous Assessment**

Continuous assessment should be planned and programmed at the beginning of the year, and kept as simple as possible. Marks given for class and homework activities may be recorded for continuous assessment.

In Social Studies in the Senior Primary Phase the continuous assessment tasks are as follows:

**Practical Investigations:** These are assessments of practical skills done during a practical activity where learners are required to plan and carry out investigations, and collect, report and analyse information. Except for one big investigation or project during the first or second term, these activities should assess not more than two skills and should count 15 marks each.

**Projects:** A project is a longer assignment than a topic task or practical investigation, and gives learners an opportunity to complete an investigation into one of the themes /topics outlined in the syllabus. This type of investigation will enable the teacher and learner to pursue a topic in greater depth and in a more lively and creative way than possible with short discrete topic tasks or practical investigations. The project should count 30 marks and the final mark should be divided by two (to give 15 marks – same as the practical investigations) when entered into the record forms under 'Practical Investigation' in the second term

**Topic Tasks:** These are activities that most teachers already use in their day-to-day teaching. These are recorded, assessed activities that could introduce a topic, be used during the teaching of a topic and /or revision a topic. They may well include assessment involving competencies to do with locating information, conducting surveys, analysing

*Social Studies syllabus, Grades 4-7, NIED 2014*

information or presenting information. Topic tasks will involve assessments of Competencies in all assessment objectives; however, not all assessment objectives need to be present in every topic task. The greatest emphasis should be placed on assessment objectives B and C to meet the weighting shown in the Specification Grid at the end. Each topic task should count 10 marks.

**Topic Tests:** Completed topics should be concluded with a test indicating the achievements of the learners in these topics. However, there are some topics that are not adequate enough to be given as a topic test; in this case a theme test can be given to ensure sufficient coverage of topics.

**End of Term Test:** This will be a more comprehensive topic test of the term's work. No homework should be assigned during the time of writing the end of term tests.

### **Criterion-referenced Grades**

When grades are awarded in continuous assessment, it is essential that they reflect the learner's actual level of achievement in the Competencies, and are not related to how well other learners are achieving or to the idea that a fixed percentage of the learners must always be awarded a Grade A, B, C, and so on (norm-referencing). In criterion-referenced assessment, each assessment task must have an assessment rubric with criteria descriptors for what the learner must demonstrate in order to be awarded the grade. It is important that teachers in each department/section work together to have a shared understanding of what the criteria descriptors mean and how to apply them in continuous assessment, so that grades are awarded correctly and consistently across subjects. Only then will the assessment results be reliable.

### **Summary of Continuous Assessment Tasks**

<b>Continuous Assessment grade 4</b>						
<b>Components</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
	<b>Number &amp; Marks</b>	<b>Total</b>	<b>Number &amp; Marks</b>	<b>Total</b>	<b>Number &amp; Marks</b>	<b>Total</b>
<b>Practical Investigations</b>	2 × 10	20	2 × 10	20	1 × 10	10
<b>Topic Tasks</b>	2 × 10	20	2 × 10	20	2 × 10	20
<b>Topic Tests</b>	$(2 \times 10) \div 2$	10	$(2 \times 10) \div 2$	10	1 × 10	10
<b>End of Term Test</b>	1 × 20	20	1 × 20	20		
<b>Term Marks</b>		70		70		40
<b>Weighted Term Marks for Report</b>		100		100		



<b>Continuous Assessment Grades 5, 6 &amp; 7</b>						
<b>Components</b>	<b>Term 1</b>		<b>Term 2</b>		<b>Term 3</b>	
	<b>Number &amp; Marks</b>	<b>Total</b>	<b>Number &amp; Marks</b>	<b>Total</b>	<b>Number &amp; Marks</b>	<b>Total</b>
<b>Practical Investigations</b>	2 × 15	30	1 × 15	15	2 × 15	30
<b>Projects</b>			(1 × 30) ÷ 2	15		
<b>Topic Tasks</b>	2 × 10	20	2 × 10	20	1 × 10	10
<b>Topic Tests</b>	(2 × 20) ÷ 2	20	(2 × 20) ÷ 2	20	(1 × 20) ÷ 2	10
<b>End of Term Test</b>	1 × 30	30	1 × 30	30		
<b>Term Marks</b>		100		100		50 × 2 = 100
<b>Weighted Term Marks for Report</b>		100		100		

### 10.5 End of year examinations: detailed guidelines

Internal end-of-year examinations will be written at the end of the year in grade 5-7. The purpose of these examinations is to focus on how well learners can demonstrate their thinking, communication and problem-solving skills related to the areas of the syllabus which are most essential for continuing in the next grade. Preparing for and conducting these examinations should not take up more than two weeks altogether right at the end of the year. The purpose of the examination is to assess how far each learner can demonstrate their achievement in reaching the competencies.

The end of year assessment for Grade 4 will be an end-of-term test of work done in the third term only. The end of year examination Grade 5 should consist of work done in the second and third terms only, while the end of year examination for Grades 6 and 7 will consist of all work done during the whole year.

The description of various papers for the written examination is as follows:

<b>Written Examination Grades 5, 6 and 7 and End-of-term 3 test for Grade 4</b>			
<b>Grade</b>	<b>Description of papers</b>	<b>Duration</b>	<b>Marks</b>
<b>4</b>	This will consist of one paper based on work done in the third term.	40 minutes	20
<b>5</b>	This will consist of one paper of 90 minutes consisting of two sections. Section A: 20 multiple choice questions (20 marks) Section B: variety of structured questions (50 marks)	90 minutes	70
<b>6 and 7</b>	This will consist of one paper of 90 minutes consisting of two sections. Section A: 20 multiple choice questions (20 marks) Section B: variety of structured questions (80 marks)	90 minutes	100

### **Promotion Mark**

A promotion mark will be awarded at the end of each year based on the average of the continuous assessment mark and the mark obtained in the examination. . In Grade 4 Continuous Assessment contributes 80% and in Grade 5 Continuous Assessment contributes 65% of the summative mark. In Grades 6 and 7 continuous assessments contributes 50% of the summative mark.

The weighting of each assessment component is as follows:

<b>Component for Grade 4</b>	<b>Description</b>	<b>Marks</b>	<b>Weighting</b>
<b>Written end-of-term test in term 3</b>	Paper 1	<b>20</b>	<b>20%</b>
<b>Continuous Assessment</b>	Topic Tasks, Topic Tests, Practical Investigations/Projects, End of Term Test	<b>80</b>	<b>80%</b>
	<b>TOTAL MARKS</b>	<b>100</b>	<b>100%</b>

<b>Component for Grade 5</b>	<b>Description</b>	<b>Marks</b>	<b>Weighting</b>
<b>Written Examination</b>	Paper 1/Section A:	<b>20</b>	<b>10%</b>
	Paper 1/Section B:	<b>50</b>	<b>25%</b>
<b>Continuous Assessment</b>	Topic Tasks, Topic Tests, Practical Investigations/Projects, End of Term Test	<b>65</b>	<b>65%</b>
	<b>TOTAL MARKS</b>	<b>135</b>	<b>100%</b>

<b>Component for Grades 6 and 7</b>	<b>Description</b>	<b>Marks</b>	<b>Weighting</b>
<b>Written Examination</b>	Paper 1/Section A:	<b>20</b>	<b>10%</b>
	Paper 1/Section B:	<b>80</b>	<b>40%</b>
<b>Continuous Assessment</b>	Topic Tasks, Topic Tests, Practical Investigations/Projects, End of Term Test	<b>50</b>	<b>50%</b>
	<b>TOTAL MARKS</b>	<b>150</b>	<b>100%</b>

The promotion marks are calculated as follows:

<b>Promotion Mark for Grade 4</b>				
<b>Total Term Mark</b>	Term 1	Term 2	Term 3	180
	70	70	40	
<b>CA Mark</b>	$(180 \div 18) \times 8$			80
<b>End-of-term test in term 3</b>	20 Mark			20
<b>Promotion Mark</b>	CA mark + End-of-year examination			<b>100</b>

<b>Promotion Mark for Grade 5, 6 &amp; 7</b>				
<b>Total Term Mark</b>	Term 1	Term 2	Term 3	300
	100	100	100	
<b>Grade 5</b>				
<b>CA Mark</b>	$(300 \div 30) \times 13$			130
<b>End-of-year examination</b>	70 Marks			70
<b>Grade 6 &amp; 7</b>				
<b>CA Mark</b>	$(300 \div 30) \times 10$			100
<b>End-of-year examination</b>	100 Marks			100
<b>Promotion Mark</b>	CA mark + End-of-year examination $200 \div 2$			<b>100</b>

<b>1. Written Examination</b>	<b>Weighting</b>
<b>Assessment Objectives for Written Examination:</b>	
<b>Objective A</b> Knowledge with Understanding	50%
<b>Objective B</b> Handling Information, Application of Knowledge and Solving Problems	30%
<b>Objective C</b> Practical (experimental and investigative) Skills and Abilities	20%
<b>Total</b>	100%
<b>2. Continuous Assessment (CA)</b>	<b>Weighting</b>
<b>Assessment Objectives for Continuous Assessment:</b>	
<b>Objective A</b> Knowledge with Understanding	20%
<b>Objective B</b> Handling Information, Application of Knowledge and Solving Problems	30%
<b>Objective C</b> Practical (experimental and investigative) Skills and Abilities	50%
<b>Total</b>	100%

## 11. Additional Information

### Annexe 1: Terms used in teaching and assessment

<b>WORD</b>	<b>MEANING</b>
<b>Analyse</b>	Examine information in detail to discover patterns or relationships
<b>Calculate</b>	A numerical answer is required - working must be shown
<b>Compare</b>	Find resemblances and differences
<b>Deduce</b>	Use the information provided to come to a conclusion, e.g. reference to a law or principles, or the necessary reasoning is to be included in the answer
<b>Define</b>	A literal statement is required
<b>Describe</b>	Write down what you do, or what you would see, in as much detail as possible
<b>Determine</b>	Use the information given to work out the answer
<b>Discuss</b>	Give a critical account of the points involved in the topic.
<b>Distinguish</b>	Show the difference between one or more variable
<b>Estimate</b>	Implies a reasoned order or statement or calculation about something
<b>Evaluate</b>	Use the information provided to make a judgement about something
<b>Explain</b>	Give a reason for your answer
<b>Find</b>	A general term which means calculate, determine or measure
<b>Give/state/write down</b>	Write down your answer
<b>Identify</b>	Find out what is unique about a material or situation
<b>Interpret</b>	Reasoning or some reference to theory, depending on the context
<b>Investigate</b>	Examine a problem in a systematic way
<b>List</b>	Give a number of points, generally each of one word
<b>Outline</b>	Give a brief answer writing down the main points
<b>Predict</b>	Make a logical deduction either from your own knowledge or from the information given in the question or both
<b>Recognise</b>	Be aware of a fact or problem
<b>Relate</b>	Find the relationship between one or more variables
<b>Select</b>	Choose from a number of alternatives
<b>Sketch</b>	In case of diagrams, make a simple, freehand drawing and in graph work, the shape and/or position of the curve should be given
<b>Study</b>	Use the information or data provided to investigate a problem in a systematic way
<b>Suggest</b>	Use your knowledge of science and the information in the question to give what you think is the best answer.

## Annexe 2: Glossary of terms

Word	Meaning
<b>Affirmative Action</b>	An action or policy favouring those who tend to suffer from discrimination, especially in relation to employment or education
<b>Archaeology</b>	The study of the past by digging up and examining the remains of buildings, tools and other things
<b>Birth rate</b>	The number of live births per thousand of population per year
<b>Colony</b>	A country controlled by a more powerful country
<b>Conservation</b>	The protection of plants and animals, structures and buildings, especially from the damaging effects of human activity
<b>Contour lines</b>	Lines on a map joining points of equal height above or below sea level
<b>Climate</b>	The general weather conditions usually found in a particular place for a longer period of time
<b>Deforestation</b>	The cutting down of trees in a large area
<b>Democracy</b>	A system of government based on freedom and equality, where power is either held by elected representatives or directly by the people themselves.
<b>Death rate</b>	Refer to the number of deaths per thousand people in a country per year
<b>Discrimination</b>	Treating a person or a particular group of people differently, especially in a bad way in which you treat other people, because of their skin, colour, religion, sex, race etc
<b>Earthquake</b>	A series of vibrations along the surface of the earth caused by a building of pressure deep within the earth
<b>Erosion</b>	The gradual breaking down of rocks and destruction of something
<b>Evolution</b>	The way in which things change and develop over millions of year
<b>Employment</b>	The state of having a job
<b>Evaporation</b>	The process in which water change from liquid to gas
<b>Infant mortality rate</b>	The number of infants (babies) dying before reaching the age of one
<b>Latitude</b>	The latitude of a place is its distance north or south of equator, measured in degree
<b>Longitude</b>	The distance of a place east or west of the imaginary lines from top to bottom of the earth, measured in degree
<b>Life expectancy</b>	The average number of years is a person expected to live
<b>Monogamy</b>	The practice or state of being married to one person at a time
<b>Multi-party</b>	More than one party in the government
<b>Nation</b>	A country, especially when thought of as a large group of people living in one area with their own government

<b>Non- renewable energy</b>	Energy resources that cannot be replaced once it's used up
<b>One party</b>	Government consists of only one party
<b>Over-exploitation</b>	The action of taking too much from nature
<b>Overgrazing</b>	Allowing too many animals to graze a piece of land for too long and thus affecting the ability of the natural plant growth to recover
<b>Pastoralism</b>	Farming system concerned with the raising of livestock
<b>Population</b>	Number of people living in a particular country, place or area
<b>Population density</b>	Refer to the number of people per square km
<b>Population distribution</b>	Refer to the way in which the population is spread out over an area
<b>Polygamy</b>	A custom of being married to more than one person at the same time
<b>Renewable energy</b>	Energy sources that can be replaced, reused or recycle once it's used up
<b>Sanitation</b>	A system of taking dirty water and other waste products away from building in order to protect people's health
<b>Trade</b>	The activity of buying, selling, or exchanging goods or services between people, commercial companies or countries
<b>Unemployment</b>	The state of not having a job
<b>Valley</b>	An area of low land between hills or mountains, often with a river running through it
<b>Volcanoes</b>	A mountain with a larger circular hole at the top through which lava (hot liquid rock) gases, steam and dust are forced out
<b>Weather</b>	The condition in the atmosphere over a short period of time such as wind, rain, sunshine etc

**Annexe 3: Assessment record sheet for Grade 4 (Term 1 and 2)**

<b>ASSESSMENT RECORD SHEET: Social Studies</b>																<b>Grade: .....</b>			<b>Year: .....</b>		
<b>School: .....</b>																<b>Teacher: .....</b>					
<b>Name of Learner</b>		<b>Practical Investigation/ Project</b>			<b>Topic Task</b>			<b>Topic Test</b>				<b>End of Term Test</b>	<b>Term Mark</b>	<b>CA Mark</b>	<b>Exam mark</b>	<b>Weighted term mark</b>					
		1	2	Total	1	2	Total	1	2		Total										
	Mark	10	10	<b>20</b>	10	10	<b>20</b>	10	10	<b>20÷2</b>	50	<b>20</b>	70	$(70 \div 7) \times 10 = 100$	100						
	1																				
	2																				
	Mark	10	10	<b>20</b>	10	10	<b>20</b>	10	10	<b>20÷2</b>	50	<b>20</b>	70	$(70 \div 7) \times 10 = 100$	100						
	1																				
	2																				
	Mark	10	10	<b>20</b>	10	10	<b>20</b>	10	10	<b>20÷2</b>	50	<b>20</b>	70	$(70 \div 7) \times 10 = 100$	100						
	1																				
	2																				
	Mark	10	10	<b>20</b>	10	10	<b>20</b>	10	10	<b>20÷2</b>	50	<b>20</b>	70	$(70 \div 7) \times 10 = 100$	100						
	1																				
	2																				
	Mark	10	10	<b>20</b>	10	10	<b>20</b>	10	10	<b>20÷2</b>	50	<b>20</b>	70	$(70 \div 7) \times 10 = 100$	100						
	1																				
	2																				
	Mark	10	10	<b>20</b>	10	10	<b>20</b>	10	10	<b>20÷2</b>	50	<b>20</b>	70	$(70 \div 7) \times 10 = 100$	100						
	1																				
	2																				

**Annexe 4: Assessment record sheet for Grade 4 (Term 3)**

ASSESSMENT RECORD SHEET: Social Studies										Grade: .....		Year: .....	
School: .....					Teacher: .....								
Name of Learner		Practical Investigation	Topic Task			Topic Test	Total Term 3 Mark	Term 1 + Term 2	Total Term Mark	CA Mark	End of 3 <sup>rd</sup> term test mark	Promotion Mark	
			Total	1	2								Total
	Mark	<b>10</b>	10	10	<b>20</b>	10	<b>40</b>	140	180	$[180 \div 18] \times 8 = 80$	20	100	



**Annexe 5: Assessment record sheet for Grade 5**

ASSESSMENT RECORD SHEETS: SOCIAL STUDIES													Grade:		Year:		
School:													Teacher:				
Name of Learner	Mark	Practical Investigation/ Project			Topic Task			Topic Test				End of Term Test	Term Mark	Weighted Term Mark	Exam mark	CA Mark	Promotion Mark
		1	2	Total	1	2	Total	1	2		Total				70	130	100
	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	(300÷30) x 13 = 130			100
1																	
2																	
Mark	10		10	10	10	20	20	20	20	50		50x2	100	70	130	200÷2	
3																	
Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	(300÷30) x 13 = 130			100
1																	
2																	
Mark	10		10	10	10	20	20	20	20	50		50x2	100	70	130	200÷2	
3																	
Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	(300÷30) x 13 = 130			100
1																	
2																	
Mark	10		10	10	10	20	20	20	20	50		50x2	100	70	130	200÷2	
3																	
Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	(300÷30) x 13 = 130			100
1																	
2																	
Mark	10		10	10	10	20	20	20	20	50		50x2	100	70	130	200÷2	
3																	

**ANNEXE 6: Assessment record sheet for Grades 6 and 7**

ASSESSMENT RECORD SHEETS: SOCIAL STUDIES													Grade:		Year:		
School:													Teacher:				
Name of Learner		Practical Investigation/ Project			Topic Task			Topic Test			End of Term Test	Term Mark	Weighted Term Mark	Exam mark	CA Mark	Promotion Mark	
		1	2	Total	1	2	Total	1	2	Total							
	Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	100	100	
	1														300÷3 = 100		
	2																
	Mark	10		10	10	10	20	20	20	20	50		50×2	100	100	200÷2	
	3																
	Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	100	100	
	1														300÷3 = 100		
	2																
	Mark	10		10	10	10	20	20	20	20	50		50×2	100	100	200÷2	
	3																
	Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	100	100	
	1														300÷3 = 100		
	2																
	Mark	10		10	10	10	20	20	20	20	50		50×2	100	100	200÷2	
	3																
	Mark	15	15	30	10	10	20	20	20	40÷2	70	30	100	100	100	100	
	1														300÷3 = 100		
	2																
	Mark	10		10	10	10	20	20	20	20	50		50×2	100	100	200÷2	
	3																



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