

**THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**



**SOCIAL STUDIES SYLLABUS FOR PRIMARY SCHOOL EDUCATION
STANDARD III–VII**

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Foreword

Quality education is the right of every Tanzanian. The Ministry of Education, Science and Technology has been improving the primary school education curriculum to ensure that quality education is provided and that it prepares the pupil to cope with his or her environment. This goal has necessitated the Ministry of Education, Science and Technology to improve the teaching and learning of Social Studies using this syllabus. The syllabus is based on the 2019 edition of the 2015 Standard I–II curriculum and on the 2016 Standard III–VI curriculum. This syllabus emphasises the kind of teaching and learning that focuses on developing the pupil’s competencies. Through this syllabus, the pupil will develop skills of valuing and protecting the nation’s environment and resources, use map and spatial education in everyday life and follow economic principles when engaging in economic production activities.

The Social Studies subject syllabus consists of main competencies, specific competencies, pupil assignments, criteria and assessment standards, as well as a number of periods for each specific competency. These components will help the teacher to decide how to teach and measure the pupils’ performance with respect to his/her ability to demonstrate the competencies. However, Reading, Writing and Arithmetic (3R’s) are emphasised in the Social Studies subject.

The teacher is expected to use this syllabus following the instructions provided. However, he or she may use the syllabus by considering his/ her surroundings.

The Ministry of Education, Science and Technology continues to receive constructive suggestions for improving the quality of this syllabus from teachers and other education stakeholders. All suggestions should be sent to the Director General of the Tanzania Institute of Education.



Dr Lyabwene M. Mtahabwa

Commissioner for Education

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1.0 Introduction

The Social Studies subject syllabus is based on the third edition of the 2015 Primary School Education curriculum, which came out in 2019. The current structure of the Social Studies subject began in 2016. The Ministry of Education, Science and Technology changed how the subject used to be taught that year. The changes included those to do with the teaching and learning of Social Studies as a single subject, rather than teaching and learning it as Geography and History. Research shows that the previous way of teaching the subject caused the pupil to learn parts of the content and thus fail to develop the target competencies.

This subject is intended to develop knowledge, skills and attitudes which enable the pupil to cope with the environment. The teaching of this subject aims to prepare the pupil to become a good citizen by enabling him/her to understand interactions among Tanzanians and other people, and to build in the pupil the foundations for self-reliance. This subject emphasises creativity in identifying and using the opportunities available in the pupil's environment. The changes that have been made to the teaching and learning of this subject include teaching historical and geographical skills in a holistic way, instead of teaching them as single subjects. Teaching them as single subjects makes the pupil get information in parts, thereby preventing him/her from developing the expected competencies. This syllabus is divided into three sections, namely general introduction to the subject, general curriculum overview and syllabus content.

2.0 General curriculum overview

The curriculum for Primary School Education for Standard III–VII has a number of components which show that the curriculum is holistic as it allows one to understand various things in an integrated way. The components are Objectives of Primary School Education, Competencies of Primary School Education for Standard III–VII, Importance and Objectives of Social Studies, Main and Specific Competencies, Teaching and Learning Social Studies, and Assessment of Learning.

2.1 Objectives of primary school education

The objectives of primary school education for standard III–VII are to enable the pupil to

- (a) develop reading, writing, arithmetic and oral communication skills;
- (b) understand, use and value Kiswahili and English languages;
- (c) understand the foundations of the rule of law;
- (d) value Tanzanian culture and those of other countries;
- (e) think creatively and solve problems;
- (f) recognise the importance of ethics, integrity and accountability as qualities of a good citizen;
- (g) value games and sport activities, and value artistic activities;
- (h) discover and develop his or her talents and abilities;
- (i) value and like work;
- (j) recognise, value and make use of technical skills; and
- (k) prepare for the next level of education and enhance the spirit of lifelong learning.

2.2 Competencies in primary school education for standard III–VII

The competencies in primary school education are intended to enable the pupil to

- (a) communicate correctly in Kiswahili and English in both speech and writing;
- (b) confidently read and understand texts;
- (c) apply theoretical and mathematical principles in day-to-day life situations;
- (d) apply scientific, technological and vocational skills in real-life situations;

- (e) value his or her culture and the cultures of other communities;
- (f) respect diverse beliefs and ideological differences in the community of which he or she is a member;
- (g) participate in games and sport activities, as well as in artistic activities;
- (h) respect oneself and others;
- (i) perform patriotic duties;
- (j) participate in various activities which are appropriate to his or her age;
- (k) participate in activities which enhance his or her logical and analytical thinking; and
- (l) cooperate with others in doing activities that are acceptable to the community.

2.3 Objectives of the Social Studies subject

Social Studies prepares the pupil to

- (a) value and protect the environment and the resources of the nation;
- (b) value the relationship between people and the environment;
- (c) identify and use the opportunities available in his or her environment; and
- (d) identify the origins of the ethnic groups in our nation.

2.4 Main and specific competencies

The Social Studies subject will develop in the pupil the competencies indicated in Table 1 below:

Table 1: Competencies to be acquired by the pupil in the Social Studies subject (standard III–VII)

| Main competency | Specific competency |
|---|--|
| 1.0 Identifying different events occurring in his or her environment | 1.1 Conserving one's environment 1.2 Keeping a record of historical events 1.3 Using the knowledge of weather conditions in doing day-to-day activities |
| 2.0 Identifying the principles of patriotism in the society | 2.1 Maintaining Tanzanian culture 2.2 Honouring our heroes 2.3 Building good relationships with other society members |
| 3.0 Using the knowledge of maps and astronomy in day-to-day life situations | 3.1 Using maps in different kinds of environment 3.2 Describing the solar system |
| 4.0 Applying economic principles to doing income generating activities | 4.1 Valuing and protecting national resources 4.2 Identifying production activities in the society 4.3 Applying entrepreneurial skills to doing daily activities |

2.5 Teaching and learning activities

The teaching and learning of Social Studies will be guided by the development of competencies using participatory strategies. Such strategies will enable the pupil to be the centre of the learning process and the teacher a facilitator. For instance, the teaching and learning of History, which aims to acquaint the pupil with historical events, uses modern history to inform old history. This is different from earlier times when a number of teachers taught historical events using old history so that people could understand modern history.

2.6 Assessment of learning

Assessment of the Social Studies subject will be based on the pupil's ability to participate in various activities, and design and make different things, according to his or her ability and age. To make sure that this assessment is done successfully, the teacher should use the assessment tools intended to show that learning has taken place. The tools are portfolios, simple tests and questionnaires for pupils, group discussions, projects, class presentations, terminal examinations and monitoring forms.

3.0 Syllabus content

The content of this syllabus includes main competencies, specific competencies and activities to be done by the pupil. The assessment criteria, performance standards (benchmarks) and the number of periods for each specific competency are also included in the syllabus.

3.1 Main competency

A main competency refers to the pupil's ability to do something correctly and effectively after learning a topic for a particular period of time. The main competency is developed by several specific competencies which the pupil is expected to acquire while doing various activities.

3.2 Specific competency

A specific competency refers to the pupil's ability to do various activities for a specific period.

3.3 Activities to be done by the pupil

These are activities which the pupil ought to do in order to develop a specific competence, depending on his or her ability and age.

3.4 Assessment criteria

Assessment criteria are the efficiency standards the pupil must attain in order to build a specific competence.

3.5 Benchmarking of the pupil's performance

Benchmarking is judging "the extent" to which the pupil has achieved something in each activity done.

3.6 Number of periods

This refers to the time which is expected to be spent teaching and learning in relation to the specific competencies and the activities to be done by the pupil. There are three periods per week and each period lasts 40 minutes. The number of periods for each specific competency may be changed, depending on the actual teaching and learning circumstances.

3.7 Standard III contents

Table 2: Competencies to be developed by the Standard III pupil

| Main competency | | Specific competency |
|-----------------|--|---|
| 1.0 | Recognising different events occurring in his or her environment | 1.1 Conserving the environment 1.2 Using the knowledge of weather conditions in doing day-to-day activities |
| 2.0 | Recognising the principles of patriotism in society | 2.1 Promoting Tanzanian culture 2.2 Building good relationships with other society members 2.3 Honouring our heroes in the society |
| 3.0 | Applying knowledge of maps and the solar system in daily life | 3.1 Using maps in different environments 3.2 Recognising the solar system |
| 4.0 | Applying economic principles in production activities | 4.1 Valuing and protecting natural resources 4.2 Recognising production activities in our society 4.3 Using entrepreneurial skills in doing social activities |

Syllabus contents

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|--|--|---|--|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| 1.0 Recognising different events occurring in the environment | 1.1 Conserving the environment surrounding the society | a) Analysing things that constitute the school environment | Things that constitute the school environment are correctly analysed. | Mentions things that constitute the school environment | Mentions and describe things that constitute the school environment | Analyses properly things that constitute the school environment and give examples | Analyses and tries to explain the importance of everything that constitutes the school environment | 32 |
| | | b) Cleaning the classroom | The classroom is properly cleaned. | Sweeps the classroom | Sweeps and remove dusts in the classroom | Cleans the classroom properly by sweeping, dusting and removing cobwebs | Cleans the classroom and the environment outside the classroom | |
| | | c) Cleaning the school environment | The school environment is properly cleaned. | Cleans the school environment but leave some areas dirty | Cleans and collect wastes in the school environment | Cleans the school environment properly | Cleans the school environment, collect and burns wastes | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|--|---|--|---|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | d) Analysing the importance of a clean environment | The importance of a clean environment is properly analysed. | Mentions the importance of a clean environment with some few errors | Mentions and explain the importance of a clean environment | Analyses the importance of a clean environment properly | Analyses the importance of a clean environment and suggests ways of keeping it clean | |
| | | e) Explaining the stages of planting grass, trees and flowers in the environment | The stages of planting grass, trees and flowers in the environment are correctly explained. | Mentions the stages involved in planting grass, trees and flowers in the environment | Explains the stages of planting grass, trees and flowers but with a few errors | Explains the stages of planting grass, trees and flowers in the environment correctly | Explains the stages of planting grass, trees and flowers in the environment in an orderly manner | |
| | | f) Elaborating on how to plant and keep flowers, trees and grass in the school compounds | The way of planting and keeping flowers, trees and grass in the school compounds is elaborated as expected. | Explains how to plant trees and grass in the school compound with many errors | Elaborates on how to plant and keep trees, grass and flowers in the school compound with a few errors | Elaborates on how to plant and keep flowers, grass and trees in the school compounds as expected | Elaborates on the stages of planting and keeping trees, flowers and grass in the school compounds in a correct order | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|--|---|--|--|---|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 1.2 Applying knowledge of weather conditions in daily activities | a) Define the concept "temperature" | The concept "temperature" is defined correctly. | Identifies the meaning of "temperature" | Explains the concept "temperature" with a few errors | Elaborates on the concept "temperature" correctly | Elaborates on the concept "temperature" and explains how to measure temperature | 10 |
| | | b) Identifying ways of protecting oneself from very cold or hot weather in the school environment | Proper ways of protecting oneself from very cold or hot weather in the school environment are properly identified. | Mentions ways of protecting oneself from cold or hot weather conditions in the school environment with many errors | Mentions ways of protecting oneself from cold or hot weather conditions in school environment with a few errors | Identifies ways of protecting oneself from very cold or hot weather in the school environment properly | Identifies and explains, with vivid examples, ways of protecting oneself from very cold or hot weather conditions in the school environment | |
| 2.0 Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture | a) Show how Tanzanian ethnic groups greet | Greeting actions of different ethnic groups in Tanzania are shown as expected. | Unable to show any greeting actions of Tanzanian ethnic groups | Shows greeting actions of one ethnic group in Tanzania correctly | Shows greeting actions of Tanzanian ethnic groups as expected | Shows greeting actions of ethnic groups in Tanzania and pronounces such greetings well | 10 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|--|---|--|--|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Dancing to and singing familiar traditional songs | Familiar traditional dances and songs are sung properly. | Sings well known traditional songs without dancing | Dances and sings traditional songs that are well-known | Dances and sings well known traditional songs properly | Dances and sings well known traditional songs and try to use traditional instruments | |
| | 2.2 Build good relationship with the surrounding community | a) Analysing the concept "family" | The concept "family" is analysed correctly. | Explains the meaning of "family" | Analyses some of the items in the concept "family" wrongly | Analyses some of the items in the concept "family" correctly | Analyses the concept "family" by drawing a simple family tree | 10 |
| | | b) Describing his or her relationship with friends | His or her relationship with friends is properly described. | Mentions his or her relationship with friends | Mentions and explain his or her relationship with friends | Describes his or her relationship with friends correctly | Describes his or her relationship with friends and mention the importance of friendship | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|--|--|--|--|---|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 2.3 Honouring our heroes in the society | <p>a) Naming the leaders of the Tanzanian central government since independence</p> <p>b) Describing the contribution of government leaders since independence</p> | <p>Leaders of the Tanzanian government since independence are properly named.</p> <p>The contribution of government leaders since independence is correctly described.</p> | <p>Mentions only names of top leaders of the Tanzanian government since independence</p> <p>Mentions the contribution of government leaders since independence</p> | <p>Mentions the names of leaders and orderly explain their leadership's terms</p> <p>Mentions and explain the contribution of government leaders since independence</p> | <p>Mentions names of the leaders of the governments since independence correctly</p> <p>Describes the contribution of government leaders since independence correctly</p> | <p>Names the leaders of the government since independence and draws their pictures</p> <p>Describes the contribution of government leaders since independence and tries to differentiate their contribution in each phase</p> | 10 |
| 3.0 Applying the knowledge of maps and the solar system in daily life | 3.1 Using maps in different environments | a) Identifying real things that are in the classroom | Real things that are in the classroom are correctly identified. | Identifies real things that are in the classroom with many errors | Identifies some of the real things that are in the classroom with few errors | Identifies real things that are in the classroom correctly | Identifies real things that are in the classroom and tries to draw their pictures | 10 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---|--|--|--|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Drawing maps of different things in the school | Maps of different things in the school are drawn correctly. | Draws a maps of different things in the school with a many errors | Draws maps of different things in the school with a few errors | Draws maps of different things in the school correctly | Draws maps of different things in the school and writes the names of each | |
| | 3.2 Recognising the solar system | Describing things that constitute the solar system | Things that constitute the solar system are correctly described. | Lists things that constitute the solar system with a lot of errors | Describes things that constitute the solar system with a few errors | Describes things that constitute the solar system correctly | Describes things that constitute the solar system and draws some of those things | |
| 4.0 Applying economic principles in production activities | 4.1 Appreciating and protect if it is “natural” resources | a) Describing resources that are owned by a family | Resources owned by a family are correctly described. | Mentions resources owned by a family correctly | Mentions and describe resources owned by a family with a few errors | Describes the resources owned by a family correctly | Describes the resources owned by a family and mentions why they are important | 10 |
| | | b) Recognising resources owned by a school | Resources owned by a school are correctly recognised. | Unables to recognise the resources owned by a school | recognises resources owned by a school with a few errors | recognises the resources owned by a school correctly | recognises resources owned by a school and describe their importance | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|--|--|--|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 4.2 Recognising the production activities in the society | a) Analysing production activities in a family | Production activities in a family are correctly analysed. | Mentions production activities in a family | Mentions and describe the production activities in a family | Analyses production activities in a family correctly | Analyses production activities in a family and explains the importance of producing such wealth | 10 |
| | | b) Assessing the responsibility of every family in production activities | The responsibility of every family in production activities is assessed correctly. | Explains the responsibility of every family in production activities | Explains and analyse the responsibility of every family in production activities | Assesses the responsibility of every family in production activities correctly | Assesses the responsibility of each family in production activities and tries to differentiate the duties of every family member | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|--|---|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 4.3 Applying entrepreneurial skills in social activities | a) Assessing economic activities in the surroundings e.g. areas with arable land and rainfall | Economic activities in his or her surroundings are assessed correctly. | Mentions only the economic activities in his or her surroundings | Mentions and explain economic activities in his or her surroundings | Assesses economic activities in the surroundings correctly | Assesses economic activities in the surroundings and mentions areas where they take place | 10 |
| | | b) Analysing the importance of economic activities in society | The importance of economic activities in a particular society is analysed correctly. | Explains the importance of economic activities in a particular society with many errors | Analyses the importance of economic activities in a particular society with a few errors | Analyses the importance of economic activities in a particular society correctly | Analyses the importance of economic activities in a particular society and tries to explain their importance in the nation | |

3.8 Standard IV contents

Table 3: Competencies to be developed by the Standard IV pupil

| Main competency | | Specific competency |
|------------------------|--|---|
| 1.0 | Recognising different events occurring in his or her environment | 1.1 Conserving the environment surrounding the community 1.2 Keeping records of historical events 1.3 Applying knowledge of weather conditions in daily activities. |
| 2.0 | Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture 2.2 Building good relationships with members of the surrounding community 2.3 Honouring our heroes in society |
| 3.0 | Applying knowledge of maps and the solar system in daily life | 3.1 Using maps in different environments 3.2 Recognising the solar system |
| 4.0 | Applying economic principles in production activities | 4.1 Appreciating and protect natural resources 4.2 Recognising production activities in the society 4.3 Applying entrepreneurial skills in social activities |

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| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|--|--|--|---|---|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| 1.0 Recognising different events occurring in his or her environment | 1.1 Conserving the environment surrounding the community | a) Identifying actions which contribute to the destruction of the environment in a village or street | Actions which contribute to the destruction of the environment in a particular village or street are identified correctly. | Mentions some of the actions which contribute to the destruction of the environment in a particular village or street | Identifies actions which contribute to the destruction of the environment in a particular village or street with few errors | Identifies the actions which contribute to the destruction of the environment of a particular village or street correctly | Identifies and tries to take action, depending on the source which contributes to the destruction of the environment in a particular village or street | 10 |
| | | b) Clarifying environmental conservation activities of a particular village or street | Environmental conservation activities of a particular village or street are clarified correctly. | Mentions environmental conservation activities of a particular village or street | Mentions and explain environmental conservation activities of a particular village or street | Elaborates on environmental conservation activities of a particular village or street correctly | Elaborates on and tries to classify the specific responsibility of every individual concerning environmental conservation activities of a particular village or community | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---|--|--|---|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 1.2 Keeping records of historical events | a) Identifying different events which occur in society | Different events which occur in society are identified properly. | Mentions different events which occur in society | Identifies different events which occur in society with a few errors | Identifies different events which occur in society properly | Identifies different events which occur in society and tries to write its story | 8 |
| | | b) Analysing ways of keeping historical records | Ways of keeping historical records are analysed properly. | Mentions ways of keeping historical records | Mentions and explain ways of keeping historical records | Analyses ways used in keeping historical records properly | Identifies and tries to show how to preserve historical records | |
| | 1.3 Using knowledge of weather conditions in daily activities | a) Elaborating on the concept of weather | The concept of weather is elaborated properly. | Explains the meaning of weather | Lists and explains the elements of weather | Elaborates on the concept of weather properly | Elaborates on the concept of weather and tries to explain how to measure each weather element | 8 |
| | | b) Identifying changes in weather conditions | Changes in weather conditions are identified properly. | Identifies changes in weather conditions with some errors | Identifies the changes in weather conditions with some few errors | Identifies changes in weather conditions properly | Identifies changes in weather conditions and tries to explain the source of those changes | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---|---|---|---|--|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| 2.0 Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture | a) Identifying things that build co-operation in the society | Things that build co-operation in the society are identified properly. | Mentions things that build co-operation in the society | Analyses and explain things that build co-operation in the society | Assesses things that build co-operation in the society properly | Assesses things that maintain co-operation in the society | 10 |
| | | b) Assessing things that maintain co-operation in the society | Things that maintain co-operation in the society are assessed properly. | Mentions things that maintain co-operation in the society | Explains and analyses things that maintain co-operation in the society | Assesses things that maintain co-operation in the society properly | Assesses things that maintain co-operation among people in the society and tries to identify things which can destroy such co-operation | |
| | 2.2 Building good relationship with the surrounding community | a) Explaining the concept of relationship in the community | The concept of relationship in the society is explained properly. | Explains the meaning of relationship in the community | Elaborates on the concept of relationship in the community with a few errors | Elaborates on the concept of relationship in the society properly | Analyses the relationship among people in the community and tries to explain its benefits | 18 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|---|---|--|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Analysing his or her clan | His or her clan is analysed properly. | Explains the meaning of a clan | Analyses his or her clan with a few errors | Analyses his or her clan properly | Analyses his or her clan and tries to mention clan names and their relationship | |
| | | c) Identifying ancient communal societies | Ancient communal societies are identified properly. | Vaguely mentions the characteristics of ancient communal society | Identifies characteristics of ancient communal societies with a few errors | Identifies ancient communal societies properly | Identifies characteristics and tries to give examples of ancient communal societies and where they were found | |
| | | d) Analysing the ancient feudal societies | The ancient feudal societies are analysed properly. | Mentions the features of an ancient feudal society | Analyses the features of an ancient feudal societies with a few errors | Analyses the features of an ancient feudal societies properly | Analyses the features and tries to mention some examples of an ancient feudal society | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---|--|---|--|--|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 2.3 Honouring our heroes in the society | a) Identifying our heroes | Our heroes are properly identified. | Mentions the names of our heroes | Identifies the names of our heroes with a few errors | Identifies our heroes properly | Identifies our heroes and tries to elaborate each hero's feats | 13 |
| | | b) Analysing the contemporary invasion of our nation | The contemporary invasion of our nation is properly analysed. | Explains the contemporary invasion of our nation | Analyses the contemporary invasion of our nation with a few errors | Analyses the contemporary invasion of our nation properly | Analyses the contemporary invasion of our nation and tries to elaborate the strategies that are taken against the invasion | |
| | | c) Assessing the contributions of our heroes | The contributions of our heroes are assessed properly. | Mentions the contributions of our heroes | Mentions and explain the contributions of our heroes | Assesses the contributions of our heroes properly | Assesses the contributions of our heroes and discuss ways to honour them | |
| 3.0 Applying the knowledge of maps and solar system in daily life | 3.1 Using maps in the environment | a) Drawing a map of the school and show its symbols | A map of the school with symbols is drawn properly. | Draws a map of the school and includes a few symbols | Draws a map of the school and includes its few symbols with a few errors | Draws a map of the school with symbols properly | Draws a map of the school, showing symbols and tries to indicate the cardinal points of the world | 13 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|----------------------------------|--|---|--|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Drawing the cardinal point | The cardinal points are drawn correctly. | Draws the cardinal point with many mistakes | Draws the cardinal point with a few mistakes | Draws the cardinal point correctly | Draws the cardinal point and tries to make a mode of them | |
| | | c) Pointing out the direction of things in the environment using cardinal points | The direction of things in the environment are pointed out using cardinal points correctly. | Points out the direction of things in the environment using cardinal points with many errors | Points out the direction of things in the environment using cardinal points with a few errors | Points out the direction of things in the environment using cardinal points correctly | Points out the direction of things in the environment using cardinal points and tries to draw the eight cardinal points of the world | |
| | 3.2 Recognising the solar system | a) Analysing the solar system | The solar system is analysed properly. | Mentions the planets that form the solar system | Analyses the solar system with a few errors | Analyses the solar system properly | Analyses the solar system and tries to draw it | |
| | | b) Identifying natural light in the environment | Natural light in the environment is identified properly. | Mentions things which give natural light in the environment | Mentions and explain natural light in the environment | Identifies natural light in the environment properly | Identifies natural light in the environment and tries to elaborate on its importance | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|---|--|--|---|--|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| 4.0 Applying economic principles in production activities | 4.1 Appreciating and protect national resources | a) Identifying the resources available in villages or streets | Resources available in the village or street are properly identified. | Mentions available resources in the village or street with a few errors | Identifies and explains the resources available in the village or street | Identifies the resources available in a village or street properly | Identifies the resources available in the village or street and suggests ways of conserving them | 13 |
| | | b) Analysing ways of conserving resources in a villages or streets | Ways of conserving resources in a village or street are properly analysed. | Mentions ways of conserving resources in a village or street | Mentions and explains ways of conserving and protecting resources in a village or street | Analyses ways of conserving resources in a village or street and ward properly | Analyses ways of conserving resources in a village or street and ward properly and tries to give information on the misuse of resources | |
| | | c) Assessing the resources available in our district | The resources available in our district are properly assessed. | Mentions the resources available in our district with a few errors | Mentions and explains the resources available in our district | Assesses the resources available in our district properly | Assesses the resources available in our district and tries to show them on the map | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|--|---|---|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 4.2 Recognising production activities in the society | a) Recognising production activities in the village or street | Production activities in the village or street are properly recognised. | Mentions production activities in the village or street | Recognises production activities in the village or street with a few errors | Recognises production activities in the village or street properly | Recognises production activities in the village or street and tries to explain their effects on the environment | |
| | | b) Clarifying the challenges in the production process of wealth | The challenge in the production of wealth are properly clarified. | Mentions the challenges in the production of wealth with major errors | Identifies the challenges in the production of wealth with a few errors | Clarifies the challenges in the production of wealth correctly. | Clarifies the challenges in the production of wealth and tries to suggest ways of facing the challenges | |
| | 4.3 Applying entrepreneurial skills in social activities | Identifying the opportunities available in areas that have minerals, animal parks and forests | The opportunities available in areas that have minerals, animal parks and forests are identified properly. | Identifies the available opportunities in the environment | Identifies the opportunities available in the environment with few errors | Identifies the opportunities available in the environment properly | Identifies the opportunities available in the environment and tries to explain how to use them in production | 5 |

5.9 Standard V contents

Table 4: Competencies to be developed by the Standard V pupil

| Main competency | | Specific competency |
|------------------------|---|---|
| 1.0 | Recognising different events occurring in the environment | 1.1 Conserving the environment surrounding the community 1.2 Keeping records of historical events 1.3 Using knowledge of weather conditions in daily activities |
| 2.0 | Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture 2.2 Building good relationships with the community 2.3 Honouring our heroes in the society |
| 3.0 | Applying knowledge of maps and the solar system in daily life | 3.1 Using maps in different environments 3.2 Recognising the solar system |
| 4.0 | Applying economic principles in production activities | 4.1 Appreciating and protect national resources 4.2 Recognising production activities in the society 4.3 Applying entrepreneurial skills in social activities |

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| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|--|---|--|---|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| 1.0 Recognising different events occurring in his or her environment | 1.1 Preserving the environment surrounding the community | a) Assessing environmental degradation | Environmental degradation is assessed correctly. | Explains environmental degradation with many errors | Explains and provides examples of environmental degradation | Assesses environmental degradation correctly | Assesses environmental degradation and mentions ways to reduce it | 10 |
| | | b) Clarifying ways of protecting water sources | Ways of protecting water sources are clarified correctly. | Mentions water sources only | Mentions and explains ways of protecting water sources with a few errors | Explains ways of protecting water sources correctly | Explains ways of protecting water sources and the effects of destroying them | |
| | 1.2 Keeping records of historical events | a) Analysing historical events that have occurred in Tanzania | Historical events that have occurred in Tanzania are correctly analysed. | Mentions historical events that have occurred in Tanzania | Analyses historical events that have happened in Tanzania with a few errors | Analyses historical events that have happened in Tanzania correctly | Analyses and tries to arrange, according to time, historical events that have happened in Tanzania | 8 |
| | | b) Clarifying ways of keeping records of historical events | Keeping records of historical events is correctly clarified. | Clarifies ways of keeping records of historical events with many errors | Clarifies ways of keeping records of historical events with a few errors | Clarifying ways of keeping records of historical events correctly | Clarifies ways of keeping records of historical events with vivid examples | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---|---|---|--|---|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 1.3 Using knowledge of weather conditions in daily activities | a) Clarifying the concept of "wind" | The concept of "wind" is correctly clarified. | Clarifies the concept of "wind" with many errors | Clarifies the concept of "wind" with a few errors | Clarifies the concept of "wind" correctly | Clarifies the concept of "wind" by trying to mention tools used to measure it | 8 |
| | | b) Measuring wind | Wind is measured correctly. | Mentions tools for measuring wind but cannot use them | Measures wind without following some stages | Measures wind properly | Measures wind and records the information obtained | |
| 2.0 Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture | Defining elements of culture | Elements of culture are correctly defined. | Mentions elements of culture without explanations | Defines the elements of culture with a few errors | Defines the elements of culture correctly | Defines elements of culture and gives examples for each of them | 10 |
| | 2.2 Building good relationship with the surrounding society | a) Analysing relations between Tanganyika and European countries until 1961 | Analysis of relations between Tanganyika and European countries until 1961 is done correctly. | Mentions European countries that Tanganyika had established relations with until 1961 with a lot of errors | Explains the relations between Tanganyika and European countries until 1961 with a few errors | Analyses the relations between Tanganyika and European countries until 1961 correctly | Analyses the relations between Tanganyika and European countries until 1961 and tries to assess strategies that were used to start such relations | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|--|--|--|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Analysing strategies that were used to establish relations between Tanganyika and European countries until 1961 | Analysis of strategies that were used to establish relations between Tanganyika and European countries until 1961 is done correctly. | Mentions strategies that were used to establish relations between Tanganyika and European countries until 1961 | Mentions and explain strategies that were used to establish relations between Tanganyika and European countries until 1961 | Analyses strategies that were used to establish relations between Tanganyika and European countries until 1961 correctly | Analyses strategies that were used to establish relations between Tanganyika and European county until 1961 and tries to indicate the effects of each strategy | |
| | | c) Clarifying the outcomes of the relations between Tanganyika and European countries until 1961 | A clarification of outcomes of the relations between Tanganyika and European countries until 1961 is done correctly. | Clarifies the outcomes of relations between Tanganyika and European countries until 1961 with many errors | Clarifies the outcomes of relations between Tanganyika and European countries until 1961 with a few errors | Clarifies the outcomes of relations between Tanganyika and European countries until 1961 correctly | Clarifies and arranges in different categories the outcomes of relations between Tanganyika and European countries until 1961 | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---|---|--|--|--|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 2.3 Honouring our heroes in the society | a) Identifying the contemporary invasion of African countries | Contemporary invasion of African countries is identified correctly. | Identifies contemporary invasion of African countries with a number of errors | Identifies contemporary invasion of African countries with a few errors | Identifies the contemporary invasion of African countries correctly | Identifies the contemporary invasion of African countries correctly in economic, political, social and cultural categories | 13 |
| | | b) Identifying African heroes who resisted the invasion of their respective countries | African heroes who resisted the invasion of their respective countries are correctly analysed. | Mentions the names of African heroes who resisted the invasion of their respective countries | Mentions and explain the strategies used by African heroes who resisted the invasion of their respective countries | Identifies African heroes who resisted the invasion of their respective countries correctly | Identifies and draw maps of countries of African heroes who resisted the invasion of their respective countries | |
| 3.0 Applying knowledge of maps and the solar system in daily life | 3.1 Using maps in the environment | a) Using the inter-cardinal points of the Earth | The inter-cardinal points of the Earth are used correctly. | Draws the inter-cardinal points of the Earth without using them | Uses the inter-cardinal points of the Earth with a few errors | Uses the inter-cardinal points of the Earth correctly | Uses the inter-cardinal points of the Earth and produce a model | 13 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|----------------------------------|--|---|---|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Drawing a map of a street or village or district | A map of a street or village and a district is drawn correctly. | Draws a map of a street or village and a district incorrectly | Draws a map of a street or village and a district with a few errors | Draws a map of a village and a district correctly | Draws a map of a street, village or district and tries to use inter cardinal points of the world to locate places on the map | |
| | 3.2 Recognising the solar system | a) Analysing the solar system | The solar system is analysed correctly. | Analyses the solar system with many errors | Analyses the solar system with a few errors | Analyses the solar system correctly | Analyses the solar system and tries to explain the earth | 10 |
| | | b) Explaining the rotation and revolution of the Earth | The rotation and revolution of the Earth are explained correctly. | Explains only the Earth's rotation incorrectly | Explains the rotation and revolution of the Earth with a few errors | Explains the rotation and revolution of the Earth correctly | Explains the rotation and revolution of the Earth through demonstration | |
| | | c) Explaining the concept of oceanic tides | The concept of oceanic tides is explained correctly. | Explains the meaning of oceanic tides with a lot of errors | Explains the concept of oceanic tides with a few errors | Explains the concept of ocean tides correctly | Explains the concept of ocean tides using drawings | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|--|---|--|--|---|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| 4.0 Applying the economic principles in production activities | 4.1 Appreciating and protect natural resources | a) Identifying resources available in the region where she or he lives | Resources available in the region where she or he lives are identified correctly. | Identifies resources that are available in the region where he or she lives with a lot of errors | Identifies resources available in the region where he or she lives with a few errors | Identifies resources available in the region where he or she lives correctly | Identifies resources available in the region where he or she lives and show them on the map | 13 |
| | | b) Clarifying strategies for the protection of region's resources | Strategies for the protection of region's resources are clarified correctly. | Mentions strategies for the protection of the region's resources with a lot of errors | Mentions strategies for the protection of the region's resources with a few errors | Mentions strategies for the protection of region's resources correctly | Clarifies strategies for the protection of region's resources and identifies persons responsible for doing so | |
| | 4.2 Recognising production activities in the society | a) Differentiating between production activities that existed before and after independence | Production activities that existed before and after independence are differentiated correctly. | Mentions production activities that existed after independence | Differentiates production activities that existed before and after independence with a few errors | Differentiates production activities that existed before and after independence correctly | Differentiates and relates production activities that existed before and after independence and compare them | 9 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|--|--|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Identifying ways of improving production activities | Ways of improving production activities are identified correctly. | Identifies ways of improving production activities with a lot of errors | Identifies ways of improving production activities with a few errors | Identifies ways of improving production activities correctly | Identifies and arrange in order of importance ways of improving production activities | |
| | 4.3 Applying entrepreneurial skills in social activities | a) Identifying production activities in areas that have lakes, oceans, villages, towns and industries | Production activities in areas that have lakes, oceans, villages, towns and industries are identified correctly. | Identifies production activities in areas that have lakes, oceans, villages, towns and industries with a lot of errors | Identifies production activities in areas that have lakes, oceans, villages, towns and industries with a few errors | Identifies production activities in areas that have lakes, oceans, villages, towns and industries correctly | Identifies production activities in areas that have lakes, oceans, villages, towns and industries and draw a map of Tanzania to show those areas | 5 |

2.10 Standard VI contents

Table 5: Competencies to be developed by the Standard VI pupil

| Main competency | | Specific competency |
|------------------------|--|---|
| 1.0 | Recognising different events occurring in his or her environment | 1.1 Conserving the environment of the surrounding society. 1.2 Keeping records of historical events 1.3 Using knowledge of weather conditions in daily activities |
| 2.0 | Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture 2.2 Building good relationships with the community 2.3 Honouring our heroes in the society |
| 3.0 | Applying knowledge of maps and the solar system in daily life | 3.1 Using maps in different environments 3.2 Recognising the solar system |
| 4.0 | Applying economic principles in production activities | 4.1 Appreciating and protect national resources 4.2 Recognising production activities 4.3 Applying entrepreneurial skills in social activities |

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| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|--|---|--|---|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| 1.0 Recognising different events occurring in his or her environment | 1.1 Conserving the environment surrounding the community | a) Analysing hazards resulting from the destruction of the environment | Hazards resulting from the destruction of the environment have been analysed. | Mentions hazards resulting from the destruction of the environment incorrectly | Analyses hazards resulting from the destruction of the environment with a few errors | Analyses hazards resulting from the destruction of the environment correctly | Analyses and tries to suggest some of the measures to deal with hazards resulting from environmental destruction | 10 |
| | | b) Suggesting actions to be taken in dealing with environmental destruction | Actions to be taken in dealing with environmental destruction have been suggested. | Mentions actions to be taken in dealing with environmental destruction with a lot of errors | Mentions actions to be taken in dealing with environmental destruction with a few errors | Suggests actions to be taken in dealing with environmental destruction correctly | Suggests people who will participate in dealing with environmental destruction | |
| | 1.2 Keeping records of historical events | a) Arranging events in chronological order (e.g. modern to early times) | Events have been arranged in chronological order (e.g. modern to early times). | Mentions events in un chronological order (e.g. modern to early times) with a lot of errors | Arranges events in chronological order (e.g. modern to early times) with a few errors | Arranges events in chronological order (e.g. modern to early times) correctly | Arranges and narrates events in chronological order (e.g. modern to early times) correctly | 14 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|--|---|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Presenting data on historical events | Data on historical events have been presented. | Presents data on some of historical events with a lot of errors | Presents data on some historical events with a few errors | Presents data on some historical events correctly | Presents data about historical events in chronological order | |
| | | c) Analysing ways of recording information on historical events | Ways of recording information on historical events have been analysed. | Mentions a few ways of recording information on historical events | Mentions and explains ways of recording information on historical events | Analyses ways of recording information on historical events correctly | Analyses and tries to arrange in order of importance ways of recording information on historical events | |
| | 1.3 Applying knowledge of weather conditions in daily activities | a) Identifying the elements of weather | The elements of weather have been identified. | Mentions some of the elements of weather | Mentions some of the elements of weather with a few errors | Identifies the elements of weather correctly | Identifies and tries to explain the elements of weather | 12 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---------------------------------|--------------------------------------|---|--|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Measuring the elements of weather | Elements of weather have been measured. | Mentions the instruments that are used to measure the elements of weather with a lot of errors | Mentions some of the instruments used to measure elements of weather with a few errors | Mentions the instruments used to measure the elements of weather correctly | Mentions and tries to write information on instruments used to measure the elements of weather | |
| | | c) Analysing seasons of the year | Seasons of the year are correctly analysed. | Mentions seasons of the year | Mentions and explains seasons of the year | Analyses the seasons of the year correctly | Analyses and tries to explain the changes in the seasons of the year | |
| 2.0 Recognising the principles of patriotism in the society | 2.1 Promoting Tanzanian culture | a) Analysing Tanzanian culture | Tanzanian culture has been analysed. | Mentions some of the traditions and customs of the Tanzanian culture with many errors | Mentions and explains Tanzanian culture with a few errors | Analyses Tanzanian culture correctly | Analyses and tries to mention some of outdated traditions and customs in Tanzanian culture | 10 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|--|---|---|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Clarifying the importance of culture in the society | The importance of culture in the society has been clarified. | Clarifies the importance of culture in the society with a lot of errors | Clarifies the importance of culture in the society with a few errors | Clarifies the importance of culture in the society correctly | Clarifies and provides vivid examples of the importance of culture in the society | |
| | 2.2 Building good relations with the surrounding communities | a) Analysing the relations between Tanzania and African countries | The relations between Tanzania and African countries have been analysed. | Analyses the relations between Tanzania and African countries with a lot of errors | Analyses the relationship between Tanzania and African countries with a few errors | Analyses the relations between Tanzania and African countries correctly | Analyses and tries to draw a map that shows African countries that have good relations with Tanzania | 10 |
| | | b) Clarifying ways to enhance the relations between Tanzania and other African countries | Ways to enhance the relations between Tanzania and other African countries have been clarified. | Mentions some of the ways for enhancing the relations between Tanzania and other African countries with a lot of errors | Analyses ways for enhancing the relations between Tanzania and other African countries with a few errors | Analyses ways for enhancing the relations between Tanzania and other African countries correctly | Analyses and tries to suggest temporary and permanent ways of enhancing the relations between Tanzania and other African countries | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|---|--|--|--|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 2.3 Honouring our heroes in the society | a) Assessing the liberation movements currently existing in our societies (economically, politically, socially and culturally) | Liberation movements currently existing in our societies have been assessed. | Mentions the liberation movements currently existing in our societies with a lot of errors | Mentions and explains the liberation movements currently existing in our societies with a few errors | Assesses the liberation movements currently existing in our societies correctly | Assesses the liberation movements existing in our societies and arrange them in terms of economic, social, political and cultural groupings | 14 |
| b) Identifying African heroes | | African heroes have been identified. | Mentions the names of African heroes with a lot of errors | Identifies African heroes with a few errors | Identifies African heroes correctly | Identifies African heroes correctly and try to explain their contribution | | |
| c) Assessing the contribution of African heroes | | The contribution of African heroes has been assessed. | Mentions the contribution of some of the African heroes | Assesses the contribution of African heroes with a few errors | Assesses the contribution of African heroes correctly | Tries to assess the contribution of African heroes in particular countries | | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods | |
|---|-----------------------------------|---|---|---|--|--|---|----------------|----|
| | | | | Below average | Average | Good | Very good | | |
| 3.0 Applying knowledge of maps and the solar in daily life | 3.1 Using maps in the environment | a) Drawing and reading a map of the region he or she lives in | A map of the region he or she lives in has been drawn and read. | Draws and reads a map of the region he or she lives in with a lot of errors | Draws and reads a map of the region he or she lives in with a few errors | Draws and reads a map of the region he or she lives in correctly | Draws and reads a map of the region she or he lives in and also tries to draw a map of Tanzania | 10 | |
| | | b) Drawing and reading a map of Tanzania | A map of Tanzania has been drawn and read. | Draws without reading the map of Tanzania | Draws and reads the map of Tanzania with a few errors | Draws and reads the map of Tanzania correctly | Draws and reads the map of Tanzania and also tries to draw a map of East Africa | | |
| | 3.2 Recognising the solar system | a) Analysing the concept of the Earth's revolution | The concept of the Earth's revolution has been analysed. | Analyses the concept of the Earth's revolution with a lot of errors | Analyses the concept of the Earth's revolution with a few errors | Analyses the concept of the Earth's revolution correctly | Analyses the concept of Earth's revolution and tries to demonstrate it | | 10 |
| | | b) Explaining the solar and lunar eclipses | The solar and lunar eclipses have been explained. | Explains solar and lunar eclipses with a lot of errors | Explains the solar and lunar eclipses with a few errors | Explains the solar and lunar eclipses correctly | Explains and tries to identify the results of the lunar and solar eclipse | | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|--|--|--|---|---|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| 4.0 Applying economic principles in production activities | 4.1 Appreciating and protect national resources | a) Analysing resources that are available in Tanzania | Resources that are available in Tanzania have been analysed. | Mentions resources that are available in Tanzania with a lot of errors | Analyses resources that are available in Tanzania with a few errors | Analyses resources that are available in Tanzania correctly | Draws and analyses resources that are available in Tanzania and tries to show them on the map | 10 |
| | | b) Explaining ways of participating in the protection of our resources | Ways of participating in protecting our resources have been explained. | Explains ways of participating in protecting our resources with a lot of errors | Explains ways of participating in protecting of our resources with a few errors | Explains ways of participating in protecting our resources correctly | Explains ways of participating in protection of our resources by arranging them according to their order of importance | |
| | 4.2 Recognising production activities in the society | a) Assessing production activities in Tanzania | Production activities in Tanzania have been assessed. | Assesses production activities in Tanzania with a lot of errors | Assesses production activities in Tanzania with a few errors | Assesses production activities in Tanzania correctly | Assesses production activities in Tanzania and suggests ways for improving them | 9 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|---|---|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Analysing how production activities stir the relations between Tanzania and other countries up | The ways production activities stir the relations between Tanzania and other countries up have been analysed. | Analyses the ways production activities stir the relations between Tanzania and other countries up with many errors | Analyses how production activities stir the relations between Tanzania and other countries up with few errors | Analyses how production activities stir relations between Tanzania and other countries up correctly | Analyses and differentiates, according to importance, how production activities stir relations between Tanzania and other countries up | |
| | 4.3 Applying entrepreneurial skills in social activities | a) Explaining the concept of entrepreneurship | The concept of entrepreneurship has been explained. | Explains the meaning of entrepreneurship wrongly | Explains the concept of entrepreneurship by mentioning a few important words | Explains the concept of entrepreneurship correctly | Explains the concept of entrepreneurship and tries to mention the characteristics of an entrepreneur | 10 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|--|---|---|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Explaining the challenges to identifying opportunities available in the environment | Challenges to identifying opportunities available in the environment have been explained. | Mentions vaguely challenges to identifying opportunities available in the environment | Mentions and explains the challenges to identifying opportunities available in the environment with a few errors | Explains the obstacles to identifying opportunities available in the environment correctly | Explains the challenges to identifying opportunities available in the environment and tries to suggest ways to overcome them | |

3.11 Standard VII contents

Table 6: Competencies to be developed by the standard VII pupil

| Main competency | Specific competency |
|---|---|
| 1.0 Identifying different events occurring in his or her environment | 1.1 Conserving one's environment 1.2 Keeping a record of historical events 1.3 Using the knowledge of weather conditions in day-to-day activities |
| 2.0 Identifying the principles of patriotism in the society | 2.1 Maintaining Tanzanian culture 2.2 Honouring our heroes 2.3 Building good relationships with other society members |
| 3.0 Using the knowledge of maps and astronomy in day-to-day life situations | 3.1 Using maps in different kinds of environment 3.2 Recognising the solar system |
| 4.0 Applying economic principles to income generating activities | 4.1 Valuing and protecting national resources 4.2 Identifying production activities in the society 4.3 Using entrepreneurial skills in doing daily activities |

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| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|---|----------------------------------|--|---|--|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| 1.0 Identifying different events occurring in his or her environment | 1.1 Conserving one's environment | a) Analysing natural hazards caused by natural forces and their effects on the environment and the way they affect the ecosystem | Natural hazards caused by natural forces and their effects on the environment and the way they affect the ecosystem have been analysed. | Mentions natural hazards | Explains natural hazards and how they cause environmental degradation | Explains natural hazards and how they cause environmental degradation and their effects on living organisms | Analyses natural hazards and how they cause environmental degradation and the way they affect the ecosystem | 17 |
| | | b) Analysing causes of natural hazards by relating the causes to each other | Causes of natural hazards have been identified by relating them to each other. | Mentions causes of natural hazards | Explains causes of natural hazards | Identifies causes of natural hazards by relating them to each other | Analyses causes of natural hazards by relating them to each other with the aid of examples | |
| | | c) Analysing the precautions to take in order to deal with effects of natural hazards with the aid of examples | The precautions to take when one is dealing with effects of natural hazards have been analysed. | Mentions the precautions to take when one is dealing with effects of natural hazards | Explains the precautions to take when one is dealing with effects of natural hazards | Explains the precautions to take when one is dealing with effects of natural hazards with the aid of examples | Analyses the precautions to take when one is dealing with effects of natural hazards with the aid of examples | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---|--|--|--|--|--|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | d) Analysing causes of fire hazards and showing how to prevent them | Causes of fire hazards and ways of preventing them have been analysed. | Mentions causes of fire hazards | Explains causes of fire hazards | Explains causes of fire hazards and ways of preventing them | Analyses causes of fire hazards and ways of preventing each of them | |
| | | e) Explaining how to use the principles of firefighting and rescue in his or her environment | The principles of firefighting and rescue have been explained and vivid examples have been given. | Mentions the principles of firefighting and rescue | Explains the principles to consider during firefighting and rescue in his or her environment | Explains the procedures to follow in applying the principles of firefighting and rescue in his or her environment | Explains the principles of firefighting and rescue when fighting a fire in his or her environment with the aid of vivid examples | |
| | 1.2 Keeping a record of historical events | a) Comparing the development of tools of production during the Stone Age, the Iron Age and the Digital technological Age | The development of tools of production during the Stone Age, the Iron Age and the Digital technological Age has been compared. | Mentions the development of tools of production during the Stone Age, the Iron Age and the Digital technological Age | Explains the development of tools of production during the Stone Age, the Iron Age and the Digital technological Age | Analyses the development of tools of production during the Stone Age, the Iron Age and the Digital technological Age | Compares and contrasts the development of tools of production during the Stone Age, the Iron Age and the Digital technological Age | 13 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|--|--|--|---|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Differentiating the changes in development between the Stone Age and the Iron Age in the economic, social, political and cultural spheres | The changes in development during the Stone Age and the Iron Age in the economic, social, political and cultural spheres have been differentiated. | Lists the changes in development during the Stone Age and the Iron Age in the economic, social, political and cultural spheres | Describes the changes in development during the Stone Age and the Iron Age in the economic, social, political, and cultural spheres | Explains the changes in development during the Stone Age and the Iron Age in the economic, social, political and cultural spheres | Differentiates the changes in development during the Stone Age and the Iron Age in the economic, social, political and cultural spheres | |
| | | c) Discussing technological effects on the society during the Stone Age and the Iron Age | Technological effects on the society during the Stone Age and the Iron Age have been discussed. | Mentions technological effects on the society during the Stone Age and the Iron Age | Explains technological effects on the society during the Stone Age and the Iron Age | Discusses technological effects on the society during the Stone Age and the Iron Age | Discusses the effects of technology on the society during the Stone Age and the Iron Age | |
| | 1.3 Using the knowledge of weather conditions in doing day-to-day activities | a) Analysing the climatic zones of Tanzania and their characteristics in relation to economic activities | Climatic zones and their characteristics have been analysed in relation to economic activities. | Defines the terms climate and climatic zones | Explains the climate and climatic zones of Tanzania | Analyses the climatic zones of Tanzania and their characteristics | Analyses the climatic zones of Tanzania in relation to economic activities | 13 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|--|---|--|---|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Clarifying the factors affecting the climate of Tanzania in relation to economic activities | The factors affecting the climate of Tanzania in relation to economic activities have been analysed with the aid of examples. | Mentions the factors affecting the climate of Tanzania | Explains the factors affecting the climate of Tanzania | Analyses the factors affecting the climate of Tanzania in relation to economic activities | Analyses the factors affecting the climate of Tanzania in relation to economic activities with the aid of examples | |
| | | c) Analysing climate change and its effects on economic activities in Tanzania | Climate change and its effects on economic activities in Tanzania have been analysed. | Defines the concept of climate change | Mentions the effects of climate change on economic activities in Tanzania | Explains climate change and its effects on economic activities in Tanzania | Analyses climate change and its effects on economic activities in Tanzania | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|-----------------------------------|---|---|---|---|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| 2.0 Identifying the principles of patriotism in the society | 2.1 Maintaining Tanzanian culture | a) Evaluating the role of Tanzanian traditions and customs since the pre-colonial period and suggesting ways of maintaining good cultural practices | The role of Tanzanian traditions and customs since the pre-colonial period and ways of maintaining good cultural practices have been evaluated. | Mentions the role of Tanzanian traditions and customs from the pre-colonial period to the present | Explains the role of Tanzanian traditions and customs from the pre-colonial period to the present | Explains the role of Tanzanian traditions and customs from the pre-colonial period to the present and ways of maintaining good cultural practices | Evaluates the role of Tanzanian traditions and customs since the pre-colonial period and proposes ways of maintaining good cultural practices | 7 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|---|---|---|--|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Evaluating the effects of bad/unacceptable Tanzanian traditions and customs since the pre-colonial period and ways of eradicating them in order to lay the foundation for societal development | Effects of bad/unacceptable Tanzanian traditions and customs since the pre-colonial period and ways of eradicating them to lay the foundation for societal development have been evaluated. | Mentions the effects of bad/unacceptable Tanzanian traditions and customs from the pre-colonial period to the present | Explains bad/unacceptable Tanzanian traditions and customs from the pre-colonial period to the present | Differentiates bad/unacceptable Tanzanian traditions and customs since the pre-colonial period to lay the foundation for patriotism | Evaluates the effects of bad/unacceptable Tanzanian traditions and customs since the pre-colonial period and proposes ways of eradicating them in order to lay the foundation for patriotism | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--------------------------|---|--|--|--|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 2.2 Honouring our heroes | a) Analysing the effects of the nationalist struggles that were organised by African heroes when Africans were fighting for their countries' independence and explaining how to use the struggles to protect and value our independence | The effects of the nationalist struggles organised by African heroes when Africans were fighting for their countries' independence have been analysed and an explanation about how to use them to protect and value our independence has been given. | Mentions the nationalist struggles organised by African heroes when Africans were fighting for their countries' independence | Explains the struggles organised by African heroes when Africans were fighting for their countries' independence | Relates the effects of the nationalist struggles organised by African heroes when Africans were fighting for their countries' independence to the act of protecting and valuing our independence | Analyses the effects of the nationalist struggles organised by African heroes when Africans were fighting for their countries' independence and explains how to use similar struggles to protect and value our independence | 7 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|---|---|--|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Evaluating the techniques which Africans used while fighting for independence in various African colonies and their effects | The techniques Africans used while fighting for independence in various African colonies and their effects on developing good relationships in society have been evaluated. | Names the techniques used during the fight for independence in various African colonies | Explains the techniques used during the fight for independence in various African colonies | Evaluates the techniques used during the fight for independence in various African colonies and the effects of the fight | Evaluates the techniques used by Africans while fighting for independence in various African colonies and the role of the techniques in developing good relationships in society | |
| | 2.3 Building good cooperation for the development of society | a) Analysing the economic, political, cultural and social development that has been attained in Tanzania and its effects since 1961 | The economic, political, cultural and social development that has been attained in Tanzania and its effects since 1961 have been analysed. | Mentions the development that has been attained in Tanzania since 1961 | Explains the development that has been attained in Tanzania since 1961 | Explains the economic, political, cultural and social development that has been attained in Tanzania and its effects since 1961 | Analyses the economic, political, cultural and social development that has been attained in Tanzania and its effects since 1961 | 7 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|--|--|---|--|--|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Describing the means of transport connecting Tanzania with other countries and their contribution to maintaining international relations and fostering the economic development of Tanzania | The means of transport connecting Tanzania with other countries and their contribution to maintaining international relations and fostering the economic development of Tanzania have been described. | Mentions the means of transport connecting Tanzania with other countries | Explains the means of transport connecting Tanzania with other countries | Explains the means of transport connecting Tanzania with other countries and showing how they foster international relations | Explains the means of transport connecting Tanzania with other countries and shows how they help to maintain international relations and their contribution to the economic development of Tanzania | |
| 3.0 Using the knowledge of maps and astronomy in day-to-day life situations | 3.1 Using maps in different kinds of environment | a) Using latitudes and longitudes to locate different places on maps | Latitudes and longitudes have been used to locate different places on maps. | Defines the concepts of latitudes and longitudes | Explains latitudes and longitudes and draws latitudes and longitudes | Differentiates latitudes and longitudes and shows how they are used to locate different places on maps | Uses latitudes and longitudes to locate different places on maps | 7 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|--|---|---|---|--|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Calculating time using longitudes | Time has been calculated using longitudes and all the steps have been followed. | Identifies longitudes | Identifies the steps that should be followed when one is calculating time | Calculates time differences using longitudes | Calculates time using longitudes and shows all the steps | |
| | 3.2 Recognising the solar system | Explaining human activities and how they affect the ozone layer | Human activities and how they affect the ozone layer have been explained with the aid of examples. | Mentions human activities | Identifies human activities and their effects on the ozone layer | Explains human activities and explains how they affect the ozone layer | Explains human activities and how they affect the ozone layer with the aid of examples | 7 |
| 4.0 Using economic principles in doing income generating activities | 4.1 Valuing and protecting national resources | a) Evaluating how the human population and settlements affect production activities | The human population and settlements and how they affect production activities have been evaluated. | Defines the concepts of human population and human settlements | Explains how the human population and settlements affect production activities | Shows how the human population and settlements affect production activities | Evaluates the human population and settlements and shows how they affect production activities with the aid of examples | 13 |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|---|---|--|--|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | b) Relating geographical, economic and social criteria to factors for population distribution | Geographical, economic and social criteria have been related to factors for population distribution. | Mentions the geographical, economic and social factors that affect population distribution | Explains geographical, economic and social criteria as factors for population distribution | Analyses geographical, economic and social criteria as factors for population distribution | Discusses effects of geographical, economic and social criteria as factors for population distribution with the aid of examples | |
| | | c) Analysing the factors affecting the human population and showing how to control them | The factors affecting the human population and how to control them have been analysed with the aid of examples. | Mentions the factors affecting the human population | Explains the factors affecting the human population | Analyses the factors affecting the human population and shows how to control them | Analyses the factors affecting the human population and shows how to control them with the aid of examples | |
| | | d) Identifying the effects of rapid population growth | Effects of rapid population growth and how to control it have been identified with the aid of examples. | Mentions the effects of rapid population growth | Explains the effects of rapid population growth | Identifies the effects of rapid population growth and shows how to control them | Identifies the effects of rapid population growth and shows how to control them with the aid of examples | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|---|--|--|---|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 4.2 Identifying production activities in the society | a) Relating economic activities to their advantages in the member states of East African Community | Economic activities and their advantages in the member states of East African Community have been related. | Mentions the production activities necessary to the development of a society | Draws the map of East Africa showing the member states of the East African Community | Explains economic activities and their importance to the member states of East African Community | Relates economic activities to their advantages in the member states of East African Community with the aid of examples | 7 |
| | | b) Analysing the tourist activities done in the member states of East African Community and their economic contribution | The tourist activities done in the member states of East African Community and their economic contribution to the development of the society have been analysed with the aid of examples. | Defines the concept of tourism | Mentions the tourist activities done in the member states of East African Community | Explains the tourist activities done in the member states of East African Community and their economic importance | Analyses the tourist activities done in the member states of East African Community and their contribution to the development of the society with the aid of examples | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|--|---|--|---|---|--|---|----------------|
| | | | | Below average | Average | Good | Very good | |
| | 4.3 Using entrepreneurial skills in doing daily activities | a) Discussing entrepreneurial activities and their contribution to the growth of production | Entrepreneurial activities and their contribution to the growth of production have been discussed. | Defines and explains the concepts of entrepreneurship and production | Explains the types of entrepreneurship and the production activities done in his or her locality | Explains the types of entrepreneurship and their contribution to the growth of production in his or her locality | Discusses entrepreneurial activities and their contribution to the growth of production with the aid of examples | 10 |
| | | b) Analysing the opportunities arising from the means of transport and communication found in his or her locality | The opportunities arising from the means of transport and communication found in his or her area have been analysed. | Mentions the opportunities arising from the means of transport and communication found in his or her area | Explains the opportunities arising from the means of transport and communication found in his or her area | Analyses the opportunities arising from the means of transport and communication found in his or her area | Analyses the opportunities arising from the means of transport and communication found in his or her area and shows how they contribute to economic growth with the aid of examples | |

| Main competency | Specific competency | Activities to be done by the pupil | Assessment criteria | Benchmarking of the pupil's performance | | | | No. of periods |
|-----------------|---------------------|---|--|--|--|---|--|----------------|
| | | | | Below average | Average | Good | Very good | |
| | | c) Evaluating effects of illegal entrepreneurial activities on social development | Effects of illegal entrepreneurial activities on social development have been evaluated. | Mentions effects of illegal entrepreneurial activities | Explains effects of illegal entrepreneurial activities | Evaluates effects of illegal entrepreneurial activities on social development | Evaluates effects of illegal entrepreneurial activities on social development and suggests ways of alleviating the problem | |