

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY



CURRICULUM FOR PRIMARY EDUCATION
STANDARD I - VI

© Tanzania Institute of Education 2023

Published 2023

ISBN 978-9987-09-852-1

Tanzania Institute of Education
Mikocheni Area
132 Ali Hassan Mwinyi Road
P. O. Box 35094
14112 Dar es Salaam

Mobile numbers: +255 735 041 168 / 735 041 170

E-mail: director.general@tie.go.tz

Website: www.tie.go.tz

This document should be cited as Ministry of Education, Science and Technology. (2023). *Curriculum for Primary Education, Standard I-VI*. Tanzania Institute of Education.

All rights reserved. No part of this curriculum may be reproduced, stored in any retrieval system or transmitted in any form or by any means, be it electronic, mechanical, photocopying, recording or otherwise, without the prior written permission of the Commissioner for Education, Ministry of Education, Science and Technology.

Table of Contents

List of Tables	iv
Abbreviations and Acronyms	v
Acknowledgements	vi
Preface	viii
Section One	1
Introduction	1
1.1 Background	1
1.2 The Structure of the Primary Education.....	1
Section Two	2
Vision, Objectives and General Competences	2
2.1 Vision of Education in Tanzania	2
2.2 Main Objectives of Education in Tanzania	2
2.3 Objectives of Primary Education Standard I and II	3
2.4 Objectives of Primary Education Standard III to VI.....	3
2.5 General Competences for Primary Education.....	4
2.5.1 General competences of Primary Education Standard I and II	4
2.5.2 General competences of Primary Education Standard III to VI.....	4
Section Three	5
Curriculum Content	5
3.1 Learning Areas and Main Competences for Standard I and II.....	5
3.2 Learning Areas and Subjects for Standard III to Standard VI.....	5
3.3 Main and Specific Competences	6
3.3.1 Standard I and II.....	6
3.3.2 Standard III to VI	7
Section Four	17
Teaching and Learning	17
4.1 Integration of Cross-cutting Issues.....	17
4.2 Teaching and Learning Techniques.....	17
4.3 Teaching and Learning Time.....	17
4.4 Language of Instruction	19
Section Five	20
Assessment and Evaluation of Teaching and Learning	20
5.1 Types of Assessment	20
5.1.1 Placement assessment	20
5.1.2 Diagnostic assessment.....	20
5.1.3 Formative assessment	21
5.1.4 Continuous assessment.....	21
5.1.5 Summative assessment	21
5.2 Assessment Tools	22
Section Six	23
Curriculum Implementation Resources	23
6.1 Human Resources.....	23
6.2 Material Resources.....	23
6.3 Furniture and Buildings.....	23
6.4 Time Resources	24
6.5 Financial Resources	24
6.6 Stakeholders Participation	24
6.7 Management, Monitoring and Evaluation of the Curriculum.....	24
Bibliography	25

List of Tables

Table 1: Learning Areas and Main Competences for Standard I and II.....	5
Table 2: Learning Areas and Subjects for Primary Education Standard III to VI	6
Table 3: Main and Specific Competences for Standard I and II	6
Table 4: Subjects, Main Competences and Specific Competences for Standard III to VI.....	7
Table 5: Allocation of Time and Periods for Standard I and II per Week.....	18
Table 6: Allocation of Time and Periods for Standard III to VI per Week	18

Abbreviations and Acronyms

3Rs	Reading, Writing and Arithmetic
MoEST	Ministry of Education, Science and Technology
SADC	Southern Africa Development Community
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language

Acknowledgements

The preparation of this Curriculum involved various stakeholders from both public and private sectors. The Tanzania Institute of Education (TIE) acknowledges and appreciates the contributions of all participants who facilitated the development of the Primary Education Curriculum Standard I to VI. Therefore, TIE extends sincere thanks, first, to the National Technical Curriculum Review Committee, appointed by the Minister for Education, Science, and Technology, Hon. Prof. Adolf Faustine Mkenda (MP). The committee comprised ten (10) members, led by Prof. Makenya Abraham Maboko as its chairman. The committee discharged its duties professionally to ensure that this curriculum is timely prepared and meets expectations of the stakeholders on the quality of primary education.

Secondly, thanks go to institutions, ministries, and various education stakeholders who provided input on curriculum improvement. Some of these institutions, ministries, and stakeholders include the Parliament of the United Republic of Tanzania, the House of Representatives of Zanzibar, members of the Education Policy Review Committee, members of the Committee for Major Educational Reforms in Zanzibar, religious leaders, the Office of the Vice President-Union and Environment, the Office of the President-Regional Administration and Local Government, the Ministry of Education and Vocational Training of Zanzibar, the Ministry of Finance and Planning, the Ministry of Community Development, Gender, Children, and People with Disabilities, the Zanzibar Education Authority, the Boards and Managements of the Vocational Education and Training Authority in Tanzania, the management and trainers of the Karume Institute of Science and Technology, Vocational Training Authority-Zanzibar, the Council for Technical Education and Vocational Training, the National Examination Council of Tanzania, the Tanzania Teachers' Union, and the Council for Children and Youth Welfare in Tanzania. Additionally, other stakeholders include school committee members, primary and secondary school pupils, college and university pupils, primary and secondary school teachers, tutors, university lecturers, employers, graduates of various education levels, the Cooperative Societies Commission, the Tanzania Revenue Authority, the Prevention and Combating of Corruption Bureau, the Tanzania Academy of Sciences, the Central Bank of Tanzania, and the International Food and Agriculture Organization.

Thirdly, TIE is thankful to different organisations for sponsoring the preparation of this Curriculum at different stages. These include the United Nations International Children's Fund, the United Nations Educational, Scientific and Cultural Organization,

Room to Read, Right to Play, Data Vision, Plan International, the Norwegian Refugee Council, the Christian Social Services Commission, Global Education Link, UWEZO, Hill Packaging Ltd., the Teacher Education Support Project, the Madrasa Early Childhood Programme - Zanzibar, the Morale Foundation for Education and Training, and Educate!

Fourthly, TIE extends its sincere gratitude to all primary education experts from TIE and other institutions who participated in the preparation of this Curriculum. Last but not least, TIE greatly appreciates the Ministry of Education, Science, and Technology (MoEST) for facilitating the writing, printing, and distribution of this Curriculum.



Dr Aneth A. Komba

Director General

Tanzania Institute of Education

Preface

The Primary Education Curriculum for Standard I to VI has been developed in accordance with the Education and Training Policy of 2014, the 2023 Edition, stakeholders' feedback collected and processed from 2021 to 2022, and the analysis of documents regarding experiences from other countries. Furthermore, this Curriculum adheres to the educational vision, which aims to prepare an educated Tanzanian with knowledge, skills, and positive attitudes, valuing equality, justice, and lifelong education for sustainable national and international development. Also, this Curriculum observes the main objectives of education, as well as the specific objectives of primary education in Tanzania. Based on these considerations, the Curriculum sets standards for the delivery of education at the level of Primary Education, prescribing the competences, knowledge, skills, and attitudes that pupils will develop, general competences, key learning areas, main and specific competences, as well as teaching and learning methods. Additionally, the Curriculum has specified the duration for implementation, the language of teaching and learning, teaching and learning materials, and assessment approaches that will be used to develop the intended competences to the learners. Moreover, the Curriculum states the professional and academic qualifications expected of teachers, who are the main implementers of the Curriculum at the school level.

In addition, to various policy statements and national, regional, and international guidelines, this Curriculum observes theories of human development and learning and the philosophy of Education for Self-Reliance which emphasises the provision of education that enables a Tanzanian who will be self-reliant in his or her daily life. Therefore, its implementation will enable the physical, intellectual, emotional, and social development of the pupil. It is my expectation that through this Curriculum, teachers will empower pupils to acquire the intended competences. Furthermore, all curriculum implementers and other stakeholders involved in primary education in the country will ensure that the education provided meets the accepted national, regional, and international quality standards.



Dr Lyabwene M. Mtahabwa
Commissioner for Education

Section One

Introduction

1.1 Background

Many countries, including Tanzania, recognise that education is the right of every child, and thus have been making various efforts to ensure that quality education is provided fairly and equitably. These efforts are driven by understanding that education is a vital tool in the academic, moral, and talent development of every child. In line with the nation's commitment to build a competitive economy country, the government aims to prepare a knowledge-based society with skills and positive attitude that can fully participate in developmental activities. In line with this commitment, Tanzania has agreed on the Protocol on Education and Training of the Southern Africa Development Community (SADC, 1997), which requires member states to provide compulsory education for a minimum period of nine years.

With these statements in mind, Tanzania is committed to providing quality and inclusive education that aligns with the Philosophy of Education for Self-Reliance, initiated in 1967 by the Father of the Nation, Mwalimu Julius Kambarage Nyerere. Furthermore, the Primary Education Curriculum is focused on developing the 21st Century skills, which include communication, collaboration, creativity, critical thinking, problem solving and digital literacy. Thus, this Curriculum has been developed to prepare Tanzanians with knowledge, skills, ethics, patriotism and positive attitudes to contribute to national development, taking into account advancements in science and technology and the demands of the 21st Century. The development of this Curriculum has involved various stages, including stakeholder consultations, review of relevant documents, and learning from the experiences of other countries in order to learn from best practices that can be implemented in the Tanzanian context.

1.2 The Structure of Primary Education

As stated by the Education and Training Policy of 2014, the 2023 Edition, Primary Education is provided for a duration of six years and will consist of two stages. The first stage will be offered for a period of two years and will include Standard I and Standard II. The main objective of this stage is to develop competences in Reading, Writing, and Arithmetic (3Rs). The second stage will span from Standard III to Standard VI and will aim to enhance 3Rs skills along with other life skills. A pupil will begin Standard I at the age of six and complete Standard VI at the age of eleven.

Section Two

Vision, Objectives and General Competences

This Curriculum considers the vision, objectives, and competences that need to be developed at each stage of primary education.

2.1 Vision of Education in Tanzania

To have an educated and knowledgeable Tanzanian with skills and positive attitudes, who values equality, justice, and lifelong education in bringing about sustainable national and international development.

2.2 Main Objectives of Education in Tanzania

The main objectives of providing education in Tanzania are to enable every Tanzanian to:

- (a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;
- (b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;
- (c) Advance knowledge and apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her development and for the sustainable development of the nation and the world at large;
- (d) Understand and protect national virtues, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;
- (e) Develop life and work-related skills to increase efficiency in everyday life;
- (f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;
- (g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well as the management and sustainable conservation of the environment; and
- (h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

2.3 Objectives of Primary Education Standard I and II

The main objectives of Primary Education Standard I and II are to enable the pupil to:

- (a) Develop Reading, Writing, and Arithmetic skills (3Rs), including the use of Braille, Tanzanian Sign Language (TSL), and tactile communication;
- (b) Enhance the ability to communicate appropriately, including using ICT and assistive technologies;
- (c) Improve physical fitness, develop talents, collaborate with peers, and have a positive attitude towards learning;
- (d) Develop metacognition and aesthetics as well as love and take care of health, environment, and the available resources;
- (e) Promote ethics and the ability to appreciate and uphold National Virtues and the culture of his or her community, as well as recognise cultural differences; and
- (f) Develop the ability to interact in inclusive environments.

2.4 Objectives of Primary Education Standard III to VI

The objectives of Primary Education, Standard III to VI are to enable the pupil to:

- (a) Develop reading, writing, and arithmetic skills and communicate fluently using Tanzanian Sign Language (TSL) and tactile communication;
- (b) Understand, use and appreciate Kiswahili and English Language. Also, a pupil should be encouraged to develop competence in at least one other foreign language depending on the school situation;
- (c) Appreciate and maintain Tanzanian culture and national unity and acknowledge other people's cultures;
- (d) Develop knowledge, inquisitive mind, critical thinking, creativity and problem-solving skills;
- (e) Promote ethics, integrity, and respect for differences in faith;
- (f) Identify and develop talents, gifts, work skills, sports and arts;
- (g) Develop the habit of valuing and loving work;
- (h) Recognise and use science and technology in learning and daily life;
- (i) Develop knowledge, skills and attitude towards taking care of the environment and respect gender equality, as well as other cross-cutting issues; and
- (j) Develop the ability to interact in an inclusive environment.

2.5 General Competences for Primary Education

2.5.1 General competences of Primary Education Standard I and II

The general competences to be developed by the Standard I and II pupil are to:

- (a) Use the skills of Reading, Writing, and Arithmetic (3Rs), including the use of Braille, Tanzanian Sign Language (TSL), and tactile communication;
- (b) Communicate effectively, using Information and Communication Technology (ICT) and other assistive technologies;
- (c) Engage in physical activities, nurturing talents, collaborating with peers, and having a positive attitude towards learning;
- (d) Demonstrate reasoning and creativity, promoting health and environmental care, as well as utilising available resources;
- (e) Exhibit ethical behaviour, valuing and preserving national virtues and the culture of their community, while recognising cultural differences; and
- (f) Interact in inclusive environments.

2.5.2 General competences of Primary Education Standard III to VI

The general competences that will be developed by the pupil of Standard III to VI are to:

- (a) Use reading, writing, and arithmetic skills as well as communicate through standard language, Tanzanian Sign Language (TSL) and tactile communication;
- (b) Use and appreciate the value of Kiswahili and English Language. However, a pupil should be encouraged to learn at least one other foreign language depending on the school environment;
- (c) Demonstrate value and respect for Tanzanian culture, and national unity and appreciate other people's cultures;
- (d) Inquire, think critically, create, and solve problems;
- (e) Demonstrate integrity and respect for other people;
- (f) Use talents, aptitudes, work skills, sports and arts in various contexts;
- (g) Develop the habit of appreciating/valuing and loving work;
- (h) Apply science and technology in learning and daily life;
- (i) Conserve the environment, respect gender equality and other cross-cutting issues; and
- (j) Interact in inclusive environments.

Section Three

Curriculum Content

The content of this Curriculum consists of competences, learning areas and subjects that will be taught in primary schools.

3.1 Learning Areas and Main Competences for Standard I and II

The learning areas and main competences for Standard I and II have focused on language development, communication and arithmetic skills, culture, arts and sports, as well as health and environment. Table 1 illustrates the learning areas and main competences for Standard I and II.

Table 1: *Learning Areas and Main Competences for Standard I and II*

SN	Learning areas	Main competences
1.	Language, communication and mathematical skills	(a) Reading (b) Writing (c) Arithmetic (d) Demonstrate mastery of basic English language skills
2.	Culture, beliefs, arts and sports	Appreciate culture, beliefs, arts and sports
3.	Health and environment	Taking care of health and the environment

3.2 Learning Areas and Subjects for Standard III to VI

The learning areas and subjects for Standard III to VI focus on developing pupils' proficiency in language and communication, mathematics, social science, science and technology, and arts and sports. Table 2 shows learning areas and subjects for Standard III to VI.

Table 2: *Learning Areas and Subjects for Primary Education Standard III to VI*

SN	Learning areas	Subjects
1.	Language and Communication	(a) Kiswahili (b) English (c) Chinese (d) Arabic (e) French
2.	Mathematics	Mathematics
3.	Social Science	(a) <i>Historia ya Tanzania na Maadili</i> (b) Geography and Environment (c) Religious Education
4.	Science and Technology	Science
5.	Arts and Sports	Arts and Sports

3.3 Main and Specific Competences

This part presents the main and specific competences for every stage of the Primary Education.

3.3.1 Standard I and II

The main and specific competences for Standard I and II are specified in Table 3.

Table 3: *Main and Specific Competences for Standard I and II*

SN	Main competences	Specific competences
1.	Reading	1.1 Recognise letter sounds 1.2 Recognise the relationship between sounds and letters 1.3 Read fluently 1.4 Read and listen for comprehension
2.	Writing	2.1 Demonstrate mastery of the fundamentals of writing 2.2 Demonstrate mastery of writing skills 2.3 Apply writing principles

SN	Main competences	Specific competences
3.	Demonstrate mastery of basic English language skills	3.1 Develop listening and speaking skills in different contexts 3.2 Develop early literacy and numeracy skills (3Rs) 3.3 Communicate in different contexts
4.	Arithmetic	4.1 Recognise the concept of numbers 4.2 Use mathematical operations 4.3 Apply mathematical concepts
5.	Appreciate culture, arts, and sports	5.1 Appreciate one's own culture and the culture of others 5.2 Respect faith differences 5.3 Demonstrate ethical behaviour 5.4 Create works of art 5.5 Participate in various sports
6.	Taking care of health and the environment	6.1 Take care of one's health and the surrounding community 6.2 Explore the objects present in the environment 6.3 Protect oneself from hazardous environments 6.4 Have a positive attitude towards the environment.

3.3.2 Standard III to VI

The main and specific competences of each subject for Standard III to VI are specified in Table 4.

Table 4: *Subjects, Main Competences and Specific Competences for Standard III to VI*

SN	Subject	Main competences	Specific competences
1.	Kiswahili	1.1 Kuwasiliana katika miktadha mbalimbali	1.1.1 Kutambua matamshi ya sauti mbalimbali katika silabi, maneno, sentensi na habari 1.1.2 Kuendeleza mazungumzo katika miktadha mbalimbali 1.1.3 Kutumia maandishi katika mawasiliano kulingana na miktadha mbalimbali

SN	Subject	Main competences	Specific competences
		1.2 Kuonesha uelewa wa jambo alilosikiliza au kulisoma	1.2.1 Kuonesha stadi za kusikiliza na kuelewa 1.2.2 Kusoma matini kwa ufasaha na ufahamu
		1.3 Kuwasilisha hoja kwa mazungumzo na kwa maandishi kulingana na muktadha	1.3.1 Kuwasilisha hoja kwa njia ya mazungumzo katika miktadha mbalimbali 1.3.2 Kuandika matini mbalimbali 1.3.3 Kuchanganua mawazo yaliyowasilishwa katika matini mbalimbali 1.3.4 Kuonesha stadi za awali za ubunifu wa kazi mbalimbali za Kiswahili
2.	English	2.1 Demonstrate mastery of basic English language skills	2.1.1 Develop listening and speaking skills 2.1.2 Develop phonemic awareness and pronunciation of English letters 2.1.3 Develop vocabulary by relating words with objects in the environment 2.1.4 Use appropriate grammar and vocabulary both orally and in writing
		2.2 Comprehend oral and written information	2.2.1 Comprehend information presented orally 2.2.2 Construct meaning from simple texts 2.2.3 Respond appropriately in a familiar communicative context 2.2.4 Read appropriately a variety of simple texts

SN	Subject	Main competences	Specific competences
		2.3 Communicate effectively in different contexts	2.3.1 Demonstrate knowledge of the basic features of spoken language 2.3.2 Produce short and basic oral messages with a logical structure and intelligible pronunciation 2.3.3 Produce short written messages using appropriate grammar and vocabulary 2.3.4 Demonstrate basic skills in creative writing
3.	French	3.1 Maîtriser les compétences langagières de base du Français Demonstrate mastery of basic skills in the French Language	3.1.1 Démontrer la conscience phonémique et la prononciation des lettres francaises Demonstrate an understanding of phonemes and pronunciation of French letters 3.1.2 Rélier des mots aux objets dans l'environnement Relate words with objects in the environment 3.1.3 Matriser la grammaire et le vocabulaire simples Demonstrate mastery of grammar and basic vocabulary
		3.2 Comprendre des informations orales et écrites Demonstrate an understanding of information in conversations and written texts	3.2.1 Écouter et comprendre des informations simples présentées oralement Listen and understand orally presented information 3.2.2 Lire et comprendre des textes simples Read and understand simple texts 3.2.3 Réagir de manière appropriée à un contexte familier de communication Demonstrate appropriate response in a familiar communication context 3.2.4 Lire correctement des textes simples Read various types of simple texts correctly

SN	Subject	Main competences	Specific competences
		<p>3.3 Communiquer efficacement dans des divers contextes</p> <p>Communicate efficiently in various contexts</p>	<p>3.3.1 Démontrer une connaissance des caractéristiques de base de la langue parlée et écrite Demonstrate an understanding of the basic principles of oral and written information</p> <p>3.3.2 Converser dans des contextes variés en utilisant la grammaire et le vocabulaire appropriés Speak in various contexts using appropriate grammar and vocabulary</p> <p>3.3.3 Communiquer à l'écrit dans des contextes variés en utilisant la grammaire et le vocabulaire appropriés Communicate in writing in various contexts using appropriate grammar and vocabulary</p>
4.	Chinese	<p>4.1 掌握基本汉语技能</p> <p>Demonstrate mastery of the basic skills of the Chinese language</p>	<p>4.1.1 培养汉语声母、韵母和声调的音素意识并掌握发音 Demonstrate an understanding of phonemes and the pronunciation of initials, finals, tones, and characters.</p> <p>4.1.2 能够联系单词与环境中的对象 Relate words and elements in the environment</p> <p>4.1.3 掌握简单的语法和词汇 Demonstrate mastery of grammar and basic vocabulary</p>

SN	Subject	Main competences	Specific competences
		<p>4.2 在对话和写作中展示对信息的理解</p> <p>Demonstrate an understanding of information in conversations and written texts</p>	<p>4.2.1 听懂口语表达的内容 Listen and understand information</p> <p>4.2.2 阅读和理解简单的文本 Read and understand simple texts</p> <p>4.2.3 在熟悉的对话环境中做出正确回应 Demonstrate correct responses in different familiar communication contexts</p> <p>4.2.4 正确阅读各种简单的文本 Read simple texts</p>
		<p>4.3 在不同的语境下进行有效交流</p> <p>Communicate efficiently in different contexts</p>	<p>4.3.1 展现对口语和书面语言基本特征的理解 Demonstrate an understanding of the basic features of spoken and written language</p> <p>4.3.2 使用适当的语法和词汇在各种环境中说话 Speak in various contexts using appropriate grammar and vocabulary</p> <p>4.3.3 在不同的语境中，使用适当的语法和词汇进行书面交流 Communicate in writing using appropriate grammar and vocabulary</p>

SN	Subject	Main competences	Specific competences
5.	Arabic	<p>إظهار فهم المهارات الأساسية في اللغة العربية</p> <p>5.1 Kumudu stadi za msingi za lugha ya Kiarabu</p>	<p>اكتساب المهارات الأساسية للأصوات ونطق الحروف العربية وكتابتها</p> <p>5.1.1 Kumudu ufahamu wa fonimu na matamshi ya herufi za Kiarabu na uandishi wake</p> <p>ربط الكلمات بالأشياء في البيئة</p> <p>5.1.2 Kuhusianisha maneno na vitu katika mazingira</p> <p>استخدام القواعد والمفردات المناسبة شفويا وكتابة</p> <p>5.1.3 Kumudu sarufi na msamiati sahili</p>
		<p>إظهار فهم المعلومات الشفوية والمكتوبة</p> <p>5.2 Kuonesha uelewa wa taarifa katika mazungumzo na maandishi</p>	<p>استماع وفهم المعلومات المقدمة شفويا</p> <p>5.2.1 Kusikiliza na kuelewa taarifa</p> <p>قراءة وفهم معنى النصوص السهلة</p> <p>5.2.2 Kusoma na kuelewa matini sahili</p> <p>إظهار الاستجابة الصحيحة في سياق تواصل مألوف</p> <p>5.2.3 Kuonesha mwitiko sahihi katika muktadha wa kimawasiliano unaofahamika</p> <p>القراءة بشكل صحيح أنواع متنوعة للنصوص السهلة</p> <p>5.2.4 Kusoma kwa usahihi aina mbalimbali za matini sahili</p>
		<p>التواصل الفعال في السياقات المختلفة</p> <p>5.3 Kuwasiliana kwa ufanisi katika miktadha mbalimbali</p>	<p>فهم الملامح الأساسية للغة المحادثة والنصوص المكتوبة</p> <p>5.3.1 Kuonesha uelewa wa sifa za msingi za lugha ya mazungumzo na maandishi</p>

SN	Subject	Main competences	Specific competences
6.	Mathematics	6.1 Demonstrate mastery of the mathematical language in various contexts	6.1.1 Use the concept of numbers to communicate in various contexts
			6.1.2 Use numerical operations in everyday life
			6.1.3 Use measurement skills in everyday life
			6.1.4 Use geometric skills in everyday life
			6.1.5 Use statistical skills to present various information
		6.2 Think logically in interpreting and solving problems	6.2.1 Use ordering skills to solve puzzles in everyday life
6.2.2 Use algebraic skills in everyday life			
6.3 Use mathematical knowledge and skills in other disciplines	6.3.1 Use number and time relationship skills in various contexts		
	6.3.2 Use number and money relationship skills in everyday life		
7.	Historia ya Tanzania na Maadili	7.1 Kulinda historia ya Tanzania, urithi na maadili ya Taifa	7.1.1 Kumudu dhana ya historia ya Tanzania, urithi na maadili
			7.1.2 Kumudu maarifa ya jamii inayomzunguka
			7.1.3 Kutumia maarifa na ujuzi wa jamii inayomzunguka kusimulia asili, urithi na maadili ya jamii husika
			7.1.4 Kutathmini ushirikiano baina ya jamii za Kitanzania katika kujenga uhusiano wa kijamii na kiuchumi
		7.2 Kumudu historia ya Tanzania na maadili kabla ya ukoloni	7.2.1 Kuelezea mifumo mbalimbali ya utunzaji na ukuzaji wa maadili ya jamii za Kitanzania kabla ya ukoloni
			7.2.2 Kuelezea maendeleo ya jamii za Kitanzania na maadili yake kabla ya ukoloni
		7.3 Kumudu Historia ya Tanzania na Maadili wakati wa ukoloni 1890- 1960	7.3.1 Kuelezea ukoloni kama sehemu ya historia na urithi wa Tanzania
			7.3.2 Kulinganisha mabadiliko na mwendelezo wa maadili kabla na wakati wa ukoloni
			7.3.3 Kuelezea jitihada za kulinda maadili ya Kitanzania dhidi ya maadili ya kigeni yaliyoletwa wakati wa ukoloni

SN	Subject	Main competences	Specific competences
		7.4 Kumudu Historia ya ujenzi wa Taifa la Tanzania na maadili katika kipindi cha 1961-1966	7.4.1 Kumudu historia ya ujenzi wa Taifa na maadili baada ya uhuru 7.4.2 Kuelezea mchango wa tunu na alama za Taifa katika kujenga umoja wa kitaifa na uzalendo 7.4.3 Kutumia alama za Taifa kama utambulisho wa Tanzania
		7.5 Kutathmini Ujenzi wa Taifa na maadili wakati wa Azimio la Arusha, 1967-1985	7.5.1 Kuelezea misingi na maadili ya Azimio la Arusha na Siasa ya Ujamaa na Kujitegemea 7.5.2 Kuelezea mchango wa Tanzania katika mapambano dhidi ya ukoloni na ukandamizaji
		7.6 Kutathmini Historia ya Tanzania na maadili wakati wa uliberali, 1986 hadi sasa	7.6.1 Kufafanua dhana ya uliberali kwa kuhusianisha na maadili ya Kitanzania 7.6.2 Kutumia maarifa na ujuzi wa historia ya Tanzania na maadili ya Taifa kufanya uamuzi sahihi katika nyakati za uliberali
8.	Religious Education	It will be provided by the relevant religious experts in accordance to the guidelines provided by ministry responsible for overseeing education	It will be provided by the relevant religious experts in accordance to the guidelines provided by the ministry responsible for overseeing education
9.	Arts and Sports	9.1 Create works of art	9.1.1 Demonstrate mastery in the basics of singing and acting 9.1.2 Create images 9.1.3 Sculpt various shapes 9.1.4 Craft objects using various materials
		9.2 Improve health, skills, and competitiveness	9.2.1 Demonstrate mastery of work skills through sports 9.2.2 Demonstrate mastery of physical exercises 9.2.3 Play traditional sports 9.2.4 Play major sports

SN	Subject	Main competences	Specific competences
		9.3 Use arts and sports for personal and societal benefits.	9.3.1 Participate in exhibitions of arts and sports at the community and national levels.
10.	Science	10.1 Demonstrate mastery of scientific theories	10.1.1 Recognise scientific theories 10.1.2 Investigate things found in the environment 10.1.3 Recognise types of energy and their uses
		10.2 Solve various challenges in society using scientific skills	10.2.1 Demonstrate mastery of scientific skills 10.2.2 Conduct simple scientific experiments 10.2.3 Use scientific skills in everyday life
		10.3 Demonstrate mastery of ICT skills, knowledge, and competences	10.3.1 Use ICT equipment and systems in different situations
		10.4 Design various ICT programmes	10.4.1 Design simple computer programmes
11.	Geography and Environment	11.1 Demonstrate mastery of an elementary knowledge of maps and the solar system	11.1.1 Use maps in daily life 11.1.2 Demonstrate an elementary understanding of the solar system
		11.2 Demonstrate mastery of an elementary knowledge of the earth's relief and the available resources	11.2.1 Demonstrate an elementary understanding of the earth's relief 11.2.2 Demonstrate an elementary understanding of the major natural resources of Tanzania 11.2.3 Demonstrate an elementary understanding of the relationship between the resources and development

SN	Subject	Main competences	Specific competences
		11.3 Demonstrate mastery of an elementary knowledge of human geography	11.3.1 Demonstrate an elementary understanding of the sources of population and settlements data 11.3.2 Demonstrate an elementary understanding of the relationship between population distribution and resource utilisation
		11.4 Demonstrate mastery of an elementary knowledge of environmental conservation	11.4.1 Demonstrate an elementary understanding of environmental conservation 11.4.2 Demonstrate an elementary understanding of the concept of climate and its relationship with economic activities

Section Four

Teaching and Learning

The implementation of this Curriculum will involve various things including integration of cross-cutting issues, teaching and learning techniques, time and language of instruction.

4.1 Integration of Cross-cutting Issues

Cross-cutting issues are among the important aspects observed in this Curriculum. Pupils will learn cross-cutting issues such as the environment, health, and inclusive education, gender, peace education, ethics, child's rights and responsibilities, human rights, safety and security, road safety, financial literacy, anti-corruption, cooperation, and union matters. These issues will be integrated into carrier subjects during teaching and learning practices of various subjects, taking into account the relevance of the cross-cutting theme and the specific subject.

4.2 Teaching and Learning Techniques

The implementation of this Curriculum will require the use of teaching and learning techniques that place the pupil at the centre of learning and with the teacher serving as a facilitator. The teacher will employ techniques that engage the pupil in the learning process, taking into account their age, diverse needs, and abilities. The techniques to be used include the use of sports and arts, ICT and other assistive technologies, scientific experiments, study tours, discussions, gallery walks, and other inclusive techniques that promote learning. The Curriculum put emphasis on teacher's creativity and flexibility in utilising realia available in their environment and creating a conducive learning environment for pupils to utilize these tools in various learning contexts.

4.3 Teaching and Learning Time

The academic year will have 194 days, equivalent to 39 weeks, which are divided into two equal terms. In each term, two weeks will be allocated for continuous assessment and final examinations. The periods and time for teaching and learning in Primary Education will be 30 minutes for each period for Standard I and II, and 40 minutes for each period for Standard III to VI. The allocation of periods and time for each subject at each stage of Primary Education is indicated in Table 5 and 6.

Table 5: Allocation of Time and Periods for Standard I and II per Week

SN	Competence	Standard I and II	
		Number of hours per week	Number of periods
1.	Reading	4	8
2.	Writing	2 hours 30 minutes	5
3.	Arithmetic	3 hours 30 minutes	7
4.	Demonstrate mastery of basic English language skills	3	6
5.	Taking Care of Health and the Environment	1	2
6.	Appreciating Culture, Arts, and Sports.	1	2
	Total hours and number of periods per week	15	30

Table 6: Allocation of Time and Periods for Standard III to VI per Week

SN	Subject	Standard III - IV		Standard V - VI	
		Time	Number of periods	Time	Number of periods
1.	Kiswahili	3 Hours 20 Minutes	5	3 Hours 20 Minutes	5
2.	English	4 Hours 40 Minutes	7	4 Hours	6
3.	Mathematics	4 Hours	6	4 Hours	6
4.	Science	3 Hours 20 Minutes	5	3 Hours 20 Minutes	5
5.	Geography and Environment	2 Hours 40 Minutes	4	2 Hours 40 Minutes	4
6.	Historia ya Tanzania na Maadili	3 Hours 20 Minutes	5	3 Hours 20 Minutes	5
7.	Arts and Sports	2 Hours 40 Minutes	4	3 Hours 20 Minutes	5
8.	Religious Education	40 Minutes	1	40 Minutes	1
9.	Arabic/French/Chinese	1 Hour 20 Minutes	2	1 Hour 20 Minutes	2
10.	Self-Study/Library	40 Minutes	1	40 Minutes	1

4.4 Language of Instruction

The Education and Training Policy of 2014, 2023 Edition, directs the use of Kiswahili, English, Tanzanian Sign Language (TSL), and other foreign languages in education and training. The policy states that Kiswahili will be used as the language of instruction in schools that use Kiswahili, while English will be used in schools that use English as the language of instruction. Moreover, subjects such as Kiswahili, English, French, Chinese, and Arabic will be taught in their respective languages.

Section Five

Assessment and Evaluation of Teaching and Learning

Assessment in education is conducted with the aim of understanding the progress of the learner in terms of their knowledge, skills, behavioural changes, and attitudes, as well as identifying the challenges they face in learning in order to find solutions. When assessment is done properly, it motivates a pupil to learn more and at the same time improves teaching practices. As stated in the Education and Training Policy of 2014, 2023 Edition, this Curriculum aims to enhance the assessment and evaluation of the pupil's academic progress. This Curriculum emphasises a system of assessment that employs recognised criteria for daily monitoring of the pupil's progress and final evaluation to complete the respective level. Moreover, the assessment should take into account the competence-based curriculum approaches and development of 21st-century skills including fostering creativity, critical thinking, and problem-solving abilities in pupils.

5.1 Types of Assessment

5.1.1 Placement assessment

This is an assessment that is conducted as soon as a pupil enters school, before the start of learning and teaching in Standard I, in order to assess his or her level of understanding and competence. The purpose of this assessment is to enable the teacher to identify the individual needs of the pupil so that he/she can provide appropriate support in learning and teaching. The teacher will use these needs to prepare plans that enable pupils to achieve the intended competences. Placement assessment can also be used to group pupils according to their specific needs. Furthermore, the teacher can use the results of the placement assessment to track the progress of the pupil by comparing them with the results of subsequent assessments of the same type after a certain period of learning and teaching. Schools are required to have a system in place to assess pupils before teaching and learning starts.

5.1.2 Diagnostic assessment

Diagnostic assessment is part of continuous assessment which enables the teacher to identify the specific needs of the pupil in order to provide appropriate intervention. This assessment will be conducted to enable the teacher gather information about the pupil's ability to master various skills. The assessment information will be used to provide guidance and appropriate intervention to pupils facing specific learning challenges. In

order to be effective, the involvement of a healthcare professional may be required, especially for pupils with special needs.

5.1.3 Formative assessment

This Curriculum insists the use of formative assessment in the process of teaching and learning. This type of assessment is similar to the continuous assessment because is performed during the classroom sessions just before the summative assessment. Though it is different in terms of tools used and their results it does not included in the pupil's final academic performance. The main objective of formative assessment is to enable a pupil to master knowledge and skills taught in classroom. Tools that are used in formative assessment include pupil to participate in classroom monitoring, provide constructive feedback, sharing learning criteria, conduct peer-assessment and self-assessment in classroom. Also question and answer such as classroom discussion may be used to promote effective feedback during teaching and learning process.

5.1.4 Continuous assessment

Continuous assessment will involve internal assessment (classroom assessment) and will be done and coordinated within the school alongside teaching and learning. The feedback from this assessment will enable the teacher to understand the areas of teaching and learning with challenges that require extra effort. The teacher will use continuous assessment to identify a pupil who experience learning difficulties and provide him or her with appropriate help. In order to measure the achievement of intended competence, the teacher will use various assessment techniques and tools. The use of assessment techniques and tools will align with the assessment goals, subject requirements, individual pupil needs, and the competences to be developed in primary education. This assessment will also enable the teacher to identify various talents of pupil, such as creativity, drawing, arts, and sports. Continuous assessment will contribute 30% to final assessment of Standard VI.

5.1.5 Summative assessment

The summative assessment will be conducted at the end of each term. Also, summative assessment will include the national examinations that will take place at the end of Standard II, IV, and VI, with the aim of determining if the pupil has attained the expected competences to progress to the next level. The national examinations will be conducted to ensure the validity and reliability of internal assessments. Furthermore, this assessment will not be used for selection purposes but rather to identify learning gaps in a pupil so that he or she can be supported before being promoted to the next

class. This assessment will be prepared and coordinated by the National Examinations Council of Tanzania and will contribute 70% to the final assessment of Standard VI.

5.2 Assessment Tools

This Curriculum emphasises continuous and final assessment using tools and techniques that assess both theoretical knowledge and practical skills. The recommended techniques include brainstorming, observations, tests, face-to-face questions, exercises, individual work, group work, and project work. Other techniques include practical sessions, presentations, midterm examinations, and final exams. Moreover, the Curriculum emphasises the use of assessment tools such as checklists, questionnaires, and portfolios. The selection of these methods and tools will vary depending on the purpose of the assessment, the type and requirements of the subject, the diverse needs of pupils, and the intended competences to be developed.

Section Six

Curriculum Implementation Resources

Resources for implementing this Curriculum will include human resources, materials, furniture and buildings, time, and finances. The standards and specifications of these resources will be provided by the responsible ministry through various guidelines.

6.1 Human Resources

The human resources required for curriculum implementation include competent teachers and non-teaching staff (supporting staff). Besides, the teacher who will be teaching in primary schools should have at least a Diploma in Primary Education from a government-recognised institution. The teacher should be able to teach, assess, and evaluate the teaching and learning processes. The qualifications of teachers are outlined in the Teacher Professional Competence Framework prepared by the Ministry responsible for overseeing education.

Moreover, curriculum implementation will be supported by supporting staff who are not teachers by profession. These staff members play a crucial role in the successful implementation of the Curriculum. This group of personnel includes professionals such as librarians, laboratory technicians, medical doctors and nurses, secretaries, and office assistants. These employees should have received training from a government-recognised institution and obtained qualifications in their respective fields.

6.2 Material Resources

Material resources involve various equipment that will support the implementation of the Curriculum. These resources are teaching and learning materials, which include syllabi, guidelines, textbooks and supplementary books as well as teaching and learning tools. Other materials include science and ICT equipment such as microscopes, audio recorders, and computers. Also, material resources include sports fields, equipment for sports, arts and various fields. Furthermore, other essential resources for curriculum implementation are assistive devices for pupils with special needs. These devices include visual, auditory, and tactile aids such as Braille machines, audio books, amplifiers, and magnifiers for pupils with visual impairments. To ensure quality, the materials used in schools, they should be approved by the Ministry responsible for overseeing education.

6.3 Furniture and Buildings

Furniture and buildings are among the important resources in curriculum implementation. Buildings include classrooms, laboratories, workshops, libraries, teacher offices, dormitories, halls, health service facilities, and a kitchen. The furniture and buildings

should be built in consideration to all types of pupils, including those with special needs. Therefore, the furniture and buildings will adhere to the guidelines set by the ministry responsible for overseeing education.

6.4 Time Resources

The duration of implementing this Curriculum is six (6) years, with two terms per academic year. The total number of instructional days in a year is 194, which is equivalent to 39 weeks as described in Tables 5 and 6. Moreover, the academic calendar will be provided by the ministry responsible for education. Therefore, parents, guardians, the community, the government, and various education stakeholders are required to ensure that the allocated time is effectively utilised in implementing this Curriculum.

6.5 Financial Resources

The implementation of this Curriculum will depend on the availability of adequate financial resource that will be obtained through various stakeholders. The government will collaborate with the private sector and development partners in education to ensure that there is sufficient financial resource to facilitate the successful implementation of this Curriculum.

6.6 Stakeholders Participation

The involvement of parents/guardians and other education stakeholders is important in the successful implementation of this Curriculum. Primary school teachers will collaborate with these stakeholders to achieve the intended goals in the delivery of primary education.

6.7 Management, Monitoring and Evaluation of the Curriculum

The management of the implementation of the primary education curriculum is a crucial process to ensure that its objectives are effectively achieved as intended. This Curriculum will be managed by the ministry responsible for education. At the school level, the management of the Curriculum will be carried out by the school headteachers in collaboration with the school committee, regional, district and ward education officers, as well as quality assurance officers at the regional and district levels. Moreover, the monitoring of the implementation of the Primary Education Curriculum aims to observe or gather feedback on the way the teaching and learning process takes place, including achievements, challenges, and strategies for addressing them, in order to attain the intended goals.

Bibliography

- Charter, A. (1990). *African charter on the rights and welfare of the child*. AU.
- Halinen, I., & Järvinen, R. (2008). Towards inclusive education: the case of Finland. *Prospects*, 38(1), 77-97.
- Jamhuri ya Muungano wa Tanzania. (1982). Mfumo wa elimu Tanzania 1981-2000. Ripoti na maendeleo ya tume ya Rais ya Elimu. Juzuu ya Pili.
- KICD. (2017). Basic Education curriculum framework. Kenya Institute of Curriculum Development.
- Kopweh, P. S. (2014). *Curriculum development in Tanzania: an investigation of the formulation, management and implementation of the 2005 curriculum reform in selected disadvantaged districts* (Doctoral dissertation, University of Glasgow).
- Lakkala, S., Uusiautti, S., & Määttä, K. (2016). How to make the neighbourhood school a school for all? Finnish teachers' perceptions of educational reform aiming towards inclusion. *Journal of Research in Special Educational Needs*, 16(1), 46-56.
- Mauritius Institute of Education. (2015). *National curriculum framework nine year continuous*. Mauritius Institute of Education.
- Ministry of Education and Vocational Training. (2014). *Education and training policy*. Ministry of Education and Vocational Training.
- Ministry of Education, Science and Technology. (2019). *National curriculum framework for basic and teacher education*. Tanzania Institute of Education.
- Ministry of Education, Science and Technology. (2022). National strategy for inclusive education in Tanzania 2021/22 -2025/26. Ministry of Education Science and Technology.
- Ministry of Education and Vocational Training. (2014). *Education and training policy (2023 Ed.)*. Ministry of Education, Science and Technology.
- Ministry of Education and Vocational Training. (2009). National strategy on inclusive education 2009 – 2017. Ministry of Education Science and Technology.
- National Institute for Educational Development. (2016). *National curriculum for basic education*. Ministry of Education, Arts and Culture.

- Nyerere J. K. (1967). *Education for self-reliance*. Government printer.
- Persekutuan, P. P. K. (2013). *Malaysia education blueprint 2013-2025 (Preschool to Post-Secondary Education)*. Kementerian Pendidikan Malaysia.
- Tanzania Institute of Education. (2007). *Curriculum for ordinary level Secondary education in Tanzania*. Tanzania Institute of Education.
- Taasisi ya Elimu Tanzania. (2022). *Ripoti ya maoni ya wadau kuhusu uboreshaji wa mitaala ya elimu ya awali, msingi, sekondari na ualimu*. Tanzania Institute of Education.
- United Republic of Tanzania. (2019). *National curriculum framework for basic and teacher education*. Ministry of Education, Science and Technology.
- UNESCO. (1990). *Joemtien World Conference on EFA*. UNESCO.
- United Republic of Tanzania. (1999). *The Tanzania development vision 2025*. United Republic of Tanzania.
- Wizara ya Elimu Sayansi na Teknolojia. (2019). *Mtaala wa elimu ya msingi darasa la I–VII*. Tanzania Institute of Education.