



# **Republic of Malawi**

Syllabus for

**Initial Primary Teacher Education**

## **Social studies**

**Ministry of Education, Science and Technology**





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**Initial Primary Teacher Education**

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**Prepared and published by**

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## Foreword

Education is the lifeblood of the nation. It is a prerequisite for individual, community and national development. Education prepares learners to play their roles effectively in efforts to promote and sustain a country's socio-economic development. Parents or guardians desire that their children develop into adults with sound minds and healthy bodies, through the acquisition of appropriate knowledge, skills and desirable attitudes to enable them to live productive and happy lives.

Education should, therefore, help learners to develop high standards of conduct, attitudes, judgment and a sense of responsibility. Student teachers have to be well prepared in order to be able to take this responsibility of teaching children effectively.

The provision of quality education is based on many factors and a good quality of teachers is one of them. Teachers play a central role because they are the key source of knowledge, responsible for facilitating the learning process and act as role models for the learners.

The function of initial teacher education in Malawi is to prepare student teachers in their aspiration of becoming teachers of high quality. This is achieved by helping the student teachers to acquire the right knowledge, skills and competences to enable them to effectively teach children. In view of this, the Initial Teacher Education curriculum has been reviewed to ensure that student teachers who graduate from this programme are well trained and prepared for their profession.

The process and implementation of this review has been guided by the Teacher Education Philosophy which states as follows:

‘To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners’ diversity.’

It is therefore hoped that Teacher Training Colleges will find this curriculum effective in helping the student teachers to build a solid foundation in their teaching profession.

Secretary for Education  
**Ministry of Education, Science and Technology**

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## **Introduction**

The purpose of primary teacher education is to produce and continually develop competent and responsive teachers who effectively deliver quality education to all learners under prevailing conditions and demands in primary schools and promote their desire for life-long learning. IPTE endeavors to educate teachers in sufficient numbers, continually develop their professionalism so that they are able to effectively and efficiently deliver quality and relevant education to primary school learners.

### **National goals for primary teacher education**

The national goals of primary teacher education in Malawi are to produce teachers who are:

- academically well-grounded and professionally competent
- flexible and capable of adapting to the changing needs and environment of the Malawian society
- capable of adhering to and maintaining the ethics of the teaching profession  
imaginative in adapting, creating and utilising locally available resources  
suitable for the needs of their learners

### **Rationale**

Foundation studies will equip student teachers with the necessary knowledge, skills and attitudes to carry out their role of facilitating learning of the primary school child. To teach effectively, student teachers must study the origins and development of the primary school curriculum and understand their role in its implementation through appropriate management of the teaching, learning and assessment processes at school level.

### **Teacher education philosophy**

The following has been the guiding principle during the design, development and implementation of the IPTE curriculum.

*To produce a reflective, autonomous, lifelong learning teacher, able to display moral values and embrace learners' diversity has been designed.*

## IPTE programme structure

The duration of the teacher education is two years. The general outlook of the two years is as follows:

| Year 1                                                                                 |                                                                                      |                                                                                   | Year 2                                                                            |                                                                                                     |                                                                               |
|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| Term 1                                                                                 | Term 2                                                                               | Term 3                                                                            | Term 1                                                                            | Term 2                                                                                              | Term 3                                                                        |
| In college, learning subject content with a special focus on methods for lower classes | In college, learning subject content with special focus on methods for upper classes | Out in teaching practice schools, practising teaching mainly in the lower classes | Out in teaching practise schools, practising teaching mainly in the upper classes | In college, with special emphasis on reflection, inclusion and further practice on teaching methods | In college, with special emphasis on subject content, policies and frameworks |

## Unique features

The features of the reviewed curriculum are as follows:

- The curriculum design is based on reflective and practice principles.
- Early grade teaching methodologies are distinct.
- The delivery of the subject content follows the modular approach.
- Student teachers will be allowed to practise teaching both in the lower classes (Standards 1 to 4) as well as in upper classes (Standards 5-8).
- Cross cutting issues such as Assessment for Learning, Information Communication Technology, Inclusive Education and Critical Thinking are integrated.

## IPTE subject matrix

The new curriculum has adopted the reflective practitioner model of teacher education which connects practice and theory and integrates content and pedagogy in teaching and learning. In this structure, student-teachers will be in college for two terms of year 1 and be in primary schools for teaching practice in the third term of first year and first term of the second year. Student teachers will be back to colleges in terms 2 and 3 of year 2 to continue learning subject content, reflecting on their experiences of teaching practice and then wind up their studies.

This curriculum is designed in a modular structure and contains eleven subjects. These are Chichewa, English, Mathematics, Education Foundation Studies, Agriculture, Social Studies, Life Skills, Science and Technology, Expressive Arts, Religious Studies and Human Ecology. In this modular design, a set of topics forms a module in a subject. A module consists of 40 hours contact time.

## **IPTE outcomes based curriculum**

This outcomes-based curriculum is focused on student teachers' achievements. These achievements are teaching competences.

The teaching competences student teachers develop from the IPTE programme will be seen when student teachers are able to transfer the knowledge and skills directly in primary schools.

## **Subject and core elements**

The IPTE curriculum comprises of eleven subjects namely Agriculture, Science and Technology, Mathematics, Expressive arts, Chichewa, English, Education Foundation studies, Social studies, Life skills, Religious studies and Human ecology. Each subject has a rationale from which core elements are derived.

## **Teacher education core element outcomes**

Teacher education core element outcomes are descriptions of the competences to be acquired by the student teacher for successful teaching.

## **IPTE assessment procedures**

In Outcomes-Based Education (OBE), assessment is a significant part of the teaching and learning process. The main purpose of assessment is to facilitate learning by constant monitoring of the progress of individual student teachers. The process is on-going and it uses clearly defined criteria with a variety of tools, methods and techniques in different situations and contexts. This helps to gather valid and reliable information on the student teachers' achievement of outcomes.

Assessment in initial primary teacher education in Malawi comprises two major components: continuous and summative assessment. Both modes involve assessment tasks that measure the student teachers' achievement of knowledge, skills, values and attitudes. These tasks include oral presentations, practical and reflective tasks, reports, researches, tests and examinations.

In the reviewed curriculum, the weighting of continuous assessment in the final grade will be *60% continuous assessment* and *40% summative assessment*.

The continuous assessment will comprise:

- two grades based on each module
- end of module examinations for terms 1 and 3 of year 1
- teaching practice grades
- school experience journal grade

While the summative assessment will comprise:

- moderated grade from teaching practice in term 1 of year 2
- national examinations to be administered in term 3 of year 2 based on the modules of terms 2 and 3 of year 2.

## **Rationale**

Social Studies will contribute to the development of student teachers' full potential, identity, self esteem and dignity through tracing their history and investigating the inter-relationship between the individual family, society and the environment on one hand and Malawi and the world on the other. This will influence student teachers to develop primary school learners who are active and responsible citizens.

## **Core elements and outcomes**

### **Core element: Nature of Social studies**

**Core element outcome:** The student teachers will be able to demonstrate an understanding of the nature of social studies with respect to the meaning, themes, aims, rationale, concepts and principles, values, attitudes and the importance of the subject to enable them to teach the subject effectively in the primary school.

### **Core element: Interrelationship between individual, family and society**

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of personal identity in terms of family life, location and historical background through enquiry into origins, cultural beliefs and practices.

### **Core element: Citizenship and Good governance**

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts and show an understanding of individual rights and responsibilities within the wider society.

### **Core element: Environment and sustainable development**

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to make informed decisions considering local, regional and global consequences to maintain a balance between human beings and their environment to ensure its sustained use for present and future generations.

**Core element: Interdependence between Malawi and the world**

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to demonstrate an understanding of the position of Malawi within regional and global contexts through an investigation of geographical, social and environmental aspects.

**Core element: Social development**

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to live and work effectively as a member of a family, group, community and a nation.

## Scope and sequence chart

| Core Element                                                         | Term 1 of year 1                                                                                                                                                                                                                                                                                                                                                    | Term 2 of year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| a. <b>Nature of Social Studies</b>                                   | <ul style="list-style-type: none"> <li>• Teaching of social studies (4 hours)               <ul style="list-style-type: none"> <li>- aims</li> <li>- importance</li> <li>- role of social studies in development</li> <li>- concepts and principles</li> <li>- themes</li> </ul> </li> </ul>                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| b. <b>Inter-relationships between individual, family and society</b> | <ul style="list-style-type: none"> <li>• Teaching of early civilisation (5 hours)               <ul style="list-style-type: none"> <li>- Greek</li> <li>- Egypt</li> </ul> </li> <li>• Factors that led to the rise of early civilisation centres</li> <li>• Decline of early civilisation</li> <li>• Contributions of early civilisations to the world.</li> </ul> | <ul style="list-style-type: none"> <li>• Teaching of early missionaries ( 4 hours)               <ul style="list-style-type: none"> <li>- early missionaries of Malawi (Scottish, UMCA, Catholics)</li> <li>- activities of the early missionaries in Malawi</li> <li>- contributions of the early missionaries to Malawi</li> </ul> </li> <li>• Teaching of early kingdoms of Malawi (Maravi, Nkhamanga) (4 hours)               <ul style="list-style-type: none"> <li>- growth</li> <li>- organisation structure</li> <li>- decline</li> <li>- contributions made by early kingdoms to Malawi</li> </ul> </li> </ul> |
| c. <b>Inter-dependence between Malawi and the world</b>              | <ul style="list-style-type: none"> <li>• Teaching of the earth ( 5 hours)               <ul style="list-style-type: none"> <li>- shape</li> <li>- movements</li> </ul> </li> </ul>                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>• Teaching of location (5 hours)               <ul style="list-style-type: none"> <li>- cardinal points</li> <li>- latitudes and longitudes</li> <li>- location of Malawi using cardinal points</li> <li>- location of Malawi using latitudes and longitudes</li> </ul> </li> <li>• Teaching of physical features (4 hours)               <ul style="list-style-type: none"> <li>- types</li> <li>- importance</li> </ul> </li> </ul>                                                                                                                                            |

| Core Element                                      | Term 1 of year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Term 2 of year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|---------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| d. <b>Environment and sustainable development</b> | <ul style="list-style-type: none"> <li>• Teaching of natural resources (5 hours) <ul style="list-style-type: none"> <li>- types</li> <li>- ways of destroying natural resources</li> <li>- effects of destroying natural resources</li> <li>- ways of conserving natural resources</li> </ul> </li> <li>• Teaching of environmental degradation (6 hours) <ul style="list-style-type: none"> <li>- forms</li> <li>- solutions</li> </ul> </li> </ul>                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Teaching of climate change and disaster risk management (5 hours) <ul style="list-style-type: none"> <li>- causes,</li> <li>- effects,</li> <li>- mitigation (micro-project)</li> <li>- adaptation (micro projects)</li> <li>- concepts and terms related to DRM</li> <li>- common disasters in Malawi</li> </ul> </li> </ul>                                                                                                                                                                                                                      |
| e. <b>Citizenship and governance</b>              | <ul style="list-style-type: none"> <li>• Teaching of the constitution of the Republic of Malawi (5 hours) <ul style="list-style-type: none"> <li>- importance</li> <li>- features</li> <li>- fundamental principles</li> </ul> </li> <li>• Teaching of human rights (5 hours) <ul style="list-style-type: none"> <li>- fundamental principles</li> <li>- types</li> <li>- importance</li> <li>- violations</li> <li>- responsibilities and duties</li> </ul> </li> <li>• Teaching of democracy and good governance (5hours) <ul style="list-style-type: none"> <li>- fundamental principles of democracy and good governance</li> <li>- types of governments</li> <li>- power and authority</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Teaching of local government administrative structure ( 5 hours) <ul style="list-style-type: none"> <li>- local government institutions,</li> <li>- local government social services</li> <li>- administrative structures of local government institutions</li> </ul> </li> <li>• Teaching of corruption ( 4 hours) <ul style="list-style-type: none"> <li>- reasons for corruption</li> <li>- effects of corruption</li> <li>- role of ACB in preventing corruption</li> <li>- duties of citizens in preventing corruption</li> </ul> </li> </ul> |
| f. <b>Social development</b>                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Teaching of government revenue (4 hours) <ul style="list-style-type: none"> <li>- sources</li> <li>- uses</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |

| Core Element | Term 1 of year 1 | Term 2 of year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|--------------|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              |                  | <ul style="list-style-type: none"> <li>• Teaching of road safety (5 hours) <ul style="list-style-type: none"> <li>- traffic rules for road users</li> <li>- pedestrians</li> <li>- cyclists</li> <li>- motorists</li> </ul> </li> <li>• Road signs and signals <ul style="list-style-type: none"> <li>- types of road signs</li> <li>- road signals</li> <li>- importance of road signs and road signals</li> <li>- duties of a traffic police officer</li> <li>- duties of a traffic warden</li> </ul> </li> <li>• Road accidents <ul style="list-style-type: none"> <li>- types</li> <li>- causes</li> <li>- prevention</li> </ul> </li> </ul> |

## Term 1 Year 1

**Core element:** Nature of social studies

**Core element outcome:** The student teachers will be able to demonstrate an understanding of the nature of social studies with respect to the meaning, themes, aims, rationale, concepts and principles, values, attitudes and the importance of the subject to enable them to teach the subject effectively in the primary school.

| Assessment standard                                                                                                                                                          | Success criteria                                                                                                                                 | Topic                                    | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                      | Suggested teaching, learning and assessment methods                                                                                                                                                                                  | Suggested teaching, learning and assessment resources                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of the teaching of Social studies</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>examine the importance of teaching social studies</li> </ol> | <p><b>Teaching of social studies</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about social studies</li> <li>discussing what student teachers know about social studies</li> <li>researching the aims and themes of social studies</li> <li>analysing the rationale for teaching social studies</li> <li>discussing values and</li> </ul> | <ul style="list-style-type: none"> <li>brainstorming</li> <li>meet in the middle</li> <li>question and answer</li> <li>give one take one</li> <li>bus stop</li> <li>think-pair-share</li> <li>gallery walk</li> <li>K-w-L</li> </ul> | <ul style="list-style-type: none"> <li>local environment</li> <li>copies of primary school Social studies syllabus, teachers' guides and learners' books</li> <li>students experience</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                                                     | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested teaching, learning and assessment methods                     | Suggested teaching, learning and assessment resources                                 |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|                     | <p>2 investigate the role of social studies in development at community, national and international level</p> <p>3 justify the importance of teaching concepts and principles in</p> |       | <p>attitudes in the teaching of social studies</p> <ul style="list-style-type: none"> <li>identifying specific challenges in the teaching of social studies to learners of diverse abilities</li> <li>researching the role of social studies at local, national and international level</li> <li>discussing the role of social studies at local, national and international level</li> <li>analysing the role of social studies at local, national and international level</li> </ul> <ul style="list-style-type: none"> <li>identifying the major concepts and principles in teaching social studies</li> <li>examining the importance of teaching concepts and</li> </ul> | <ul style="list-style-type: none"> <li>one stay- three stray</li> </ul> | <ul style="list-style-type: none"> <li>text books</li> <li>resource person</li> </ul> |

| Assessment standard | Success criteria                                                                              | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-----------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>social studies</p> <p>4 evaluate challenges teachers face when teaching social studies</p> |       | <p>principles in social studies</p> <ul style="list-style-type: none"> <li>identifying specific challenges in teaching social studies to learners with diverse abilities in : <ul style="list-style-type: none"> <li>junior grades</li> <li>senior grades</li> </ul> </li> <li>discussing challenges learners with diverse needs might have in social studies in: <ul style="list-style-type: none"> <li>junior grades</li> <li>senior grades</li> </ul> </li> </ul> <p>exploring solutions to the challenge</p> |                                                     |                                                       |

**Core element:** Interrelationship between individual, family and society

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of personal identity in terms of family life, location and historical background through enquiry into origins, cultural beliefs and practices.

| Assessment standard                                                                                                                                                               | Success criteria                                                                                                                                                   | Topic                                         | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                   | Suggested teaching, learning and assessment resources                                                                                                                                                                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of early civilisations</li> </ul> | <p>The student teachers must be able to:</p> <ul style="list-style-type: none"> <li>analyse how learners develop an understanding of early civilisation</li> </ul> | <p><b>Teaching of early civilisations</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about early civilisation</li> <li>examining syllabuses, teachers guides and learners books to find out: <ul style="list-style-type: none"> <li>when early civilisation is taught at primary school.</li> <li>what learners learn about early civilisation</li> </ul> </li> <li>discussing why it is important for learners to learn about early civilisation</li> </ul> | <ul style="list-style-type: none"> <li>think-pair-share</li> <li>one stay, three stray</li> <li>walk around, talk around</li> <li>quick write</li> <li>author's chair</li> <li>pens in the middle</li> <li>jig saw</li> <li>gallery walk</li> <li>bus stop</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>local environment</li> <li>resource person</li> <li>pictures</li> <li>posters</li> <li>videos</li> <li>maps of early civilisations</li> <li>atlases</li> <li>chart paper</li> <li>illustrations of</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                               | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>2 apply appropriate strategies for teaching early civilisation</p> <p>3 use appropriate strategies to assess learners performance on early civilisation</p> |       | <ul style="list-style-type: none"> <li>• discuss how learners learn about early civilisations</li> <li>• conducting self study on early civilisation</li> <li>• researching on the different strategies for teaching early civilisation.</li> <li>• discussing the different strategies for teaching early civilisation</li> <li>• preparing and micro- teach a lesson on early civilisation</li> <li>• evaluating the micro lesson on early civilisation</li> <li>• developing assessment items for early civilization</li> <li>• analysing assessment items for early civilisation</li> </ul> |                                                     | architecture                                          |

**Core element:** Interdependence between Malawi and the world

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to demonstrate an understanding of the position of Malawi within regional and global contexts through an investigation of geographical, social and environmental aspects.

| Assessment standard                                                                                                                                                 | Success criteria                                                                                                                                          | Topic                               | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                          | Suggested teaching, learning and assessment methods                                                                                                                                                                                                     | Suggested teaching, learning and assessment resources                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of earth</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of the earth</li> </ol> | <p><b>Teaching of the earth</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about the earth</li> <li>discussing what student teachers know about the earth</li> <li>researching on how the topic is taught in primary schools</li> <li>analysing syllabuses, teachers guides and learners books to find out:</li> <li>- when earth is taught at</li> </ul> | <ul style="list-style-type: none"> <li>question and answer</li> <li>group work</li> <li>mix-freeze-pair, share</li> <li>case studies</li> <li>brainstorming</li> <li>give one take one</li> <li>question and answer</li> <li>card collecting</li> </ul> | <ul style="list-style-type: none"> <li>globe</li> <li>resource person</li> <li>aerial photos</li> <li>the solar system</li> <li>torches</li> <li>markers</li> <li>local environment</li> <li>videos</li> <li>clay</li> <li>monkey balls</li> <li>paper</li> </ul> |

| Assessment standard | Success criteria                                      | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                                                    | Suggested teaching, learning and assessment resources     |
|---------------------|-------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                     | 2 apply appropriate strategies for teaching the earth |       | <p>primary school</p> <ul style="list-style-type: none"> <li>- what the learners learn about the earth</li> <li>• discussing why it is important for learners to learn about the earth</li> <li>• conducting self study on the topic earth</li> <li>• preparing resources for teaching the earth</li> <li>• modelling the earth</li> <li>• investigating different strategies for teaching the earth.</li> <li>• critiquing the suitability of different strategies in teaching the earth</li> <li>• preparing and micro teach a lesson on the earth</li> <li>• critiquing the micro lessons on the topic earth</li> </ul> | <p>and clustering</p> <ul style="list-style-type: none"> <li>• gallery walk</li> <li>• think-pair - share</li> <li>• think-ink -pair- share</li> <li>• meet at the middle</li> <li>• k-w-l</li> <li>• teacher observation</li> <li>• peer observation</li> <li>• self evaluation</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• balls</li> </ul> |

| Assessment standard | Success criteria                                                                       | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                   | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|----------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 3 use appropriate methodologies for assessing learners' performance on the topic earth |       | <ul style="list-style-type: none"> <li>• discussing varied ways of assessing learners</li> <li>• developing assessment items on the topic of the earth.</li> <li>• using the assessment items</li> </ul> |                                                     |                                                       |

**Core element:** Environment and sustainable development

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilise appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to make informed decisions considering local, regional and global consequences to maintain a balance between human beings and their environment to ensure its sustained use for present and future generations.

| Assessment standard                                                                                                                                                             | Success criteria                                                                                                                                                  | Topic                                       | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                       | Suggested teaching, learning and assessment methods                                                                                                                                                                                                             | Suggested teaching, learning and assessment resources                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of natural resources</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>examine how learners develop an understanding of natural resources</li> </ol> | <p><b>Teaching of natural resources</b></p> | <ul style="list-style-type: none"> <li>finding out what student teachers know about natural resources</li> <li>analysing syllabuses, teachers guides and learners books to find out: <ul style="list-style-type: none"> <li>when the topic is taught in primary schools</li> <li>what is taught about natural resources</li> </ul> </li> <li>discussing why it is important for learners to learn</li> </ul> | <ul style="list-style-type: none"> <li>one stay -three stray</li> <li>jig saw</li> <li>debate</li> <li>pens in the middle</li> <li>research</li> <li>ball bearing</li> <li>walk around talk around</li> <li>peer assessment</li> <li>self-assessment</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>resource person</li> <li>local environment</li> <li>TV</li> <li>pictures</li> <li>charts</li> <li>posters</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                              | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested teaching, learning and assessment methods                  | Suggested teaching, learning and assessment resources |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------|
|                     | <p>2 analyse challenges learners would face in understanding natural resource</p> <p>3 demonstrate different strategies for teaching of natural resources</p> |       | <p>about natural resources</p> <ul style="list-style-type: none"> <li>• discussing how learners learn about natural resources</li> <li>• conducting self-study on the topic natural resources</li> <li>• discussing challenges learners would face in understanding natural resources</li> <li>• suggesting appropriate ways to overcome the challenges</li> </ul><br><ul style="list-style-type: none"> <li>• investigating different strategies for teaching natural resources</li> <li>• discussing the different strategies for teaching natural resources.</li> <li>• discussing use of strategies for the teaching of natural resources</li> </ul> | <ul style="list-style-type: none"> <li>• panel discussion</li> </ul> |                                                       |

| Assessment standard | Success criteria                                                  | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                           | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 4 apply appropriate methodologies for assessing natural resources |       | <ul style="list-style-type: none"> <li>• discussing varied ways of assessing learners in a large class</li> <li>• developing assessment items on the teaching of natural resources.</li> <li>• using assessment items for the topic natural resources</li> </ul> |                                                     |                                                       |

**Core element:** Environment and sustainable development

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to make informed decisions considering local, regional and global consequences to maintain a balance between human beings and their environment to ensure its sustained use for present and future generations.

| Assessment standard                                                                                                                                                                     | Success criteria                                                                                                                                                          | Topic                                                   | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                 | Suggested teaching, learning and assessment methods                                                                                                                                                                                                       | Suggested teaching, learning and assessment resources                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of environmental degradation</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>examine how learners develop an understanding of environmental degradation</li> </ol> | <p><b>The teaching of environmental degradation</b></p> | <ul style="list-style-type: none"> <li>finding out about what student teachers know about environmental degradation</li> <li>analysing, syllabuses, teachers guide and learners books to find out: <ul style="list-style-type: none"> <li>when the topic is taught at primary school</li> <li>what learners learn about environmental degradation</li> </ul> </li> <li>discussing why it is important for learners to learn</li> </ul> | <ul style="list-style-type: none"> <li>brainstorming</li> <li>question and answer</li> <li>case studies</li> <li>walk around, talk around.</li> <li>pens in the middle</li> <li>think, pair, share</li> <li>quick write</li> <li>authors chair</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>educational visit</li> <li>resource person</li> <li>local environment</li> <li>TV documentaries</li> <li>the constitution of the Republic of Malawi</li> <li>charts</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                                        | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested teaching, learning and assessment methods                                                                        | Suggested teaching, learning and assessment resources     |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|
|                     | <p>2 analyse challenges learners would face in understanding environmental degradation</p> <p>3 apply appropriate strategies for teaching environmental degradation</p> |       | <p>about environmental degradation</p> <ul style="list-style-type: none"> <li>conducting self-study on the topic environment</li> <li>researching on challenges learners would face in understanding environmental degradation</li> <li>discussing how to overcome challenges learners would face in understanding environmental degradation</li> <li>investigating different strategies for teaching environmental degradation</li> <li>discussing different strategies for teaching environmental degradation</li> <li>observing lecturer's lesson on environmental degradation</li> </ul> | <ul style="list-style-type: none"> <li>one stay, three stray</li> <li>bus stop</li> <li>k-w-L</li> <li>research</li> </ul> | <ul style="list-style-type: none"> <li>posters</li> </ul> |

| Assessment standard | Success criteria                                                        | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 4 use appropriate methodologies for assessing environmental degradation |       | <p>using selected method.</p> <ul style="list-style-type: none"> <li>• critiquing lecturer's lesson</li> <li>• imitating what the lecturer demonstrated</li> <li>• preparing and micro-teach a lesson on environmental degradation.</li> <li>• evaluating the micro lessons on the topic environmental degradation</li> <li>• discussing varied ways of assessing learners</li> <li>• developing assessment items for teaching environmental degradation</li> <li>• analysing assessment items for the topic environmental degradation</li> </ul> |                                                     |                                                       |

**Core element:** Citizenship and good governance

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts and show an understanding of individual rights and responsibilities within the wider society

| Assessment standard                                                                                                                                                                                      | Success criteria                                                                                                                                                                           | Topic                                                             | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                               | Suggested teaching, learning and assessment methods                                                                                                                                                                              | Suggested teaching, learning and assessment resources                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of the Constitution of the Republic of Malawi</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of the constitution of the Republic of Malawi</li> </ol> | <p><b>Teaching the Constitution of the Republic of Malawi</b></p> | <ul style="list-style-type: none"> <li>eliciting students experiences on how learners develop an understanding of the constitution of the Republic of Malawi</li> <li>researching online or interviewing teachers from demonstration schools on how students develop an understanding of the constitution</li> </ul> | <ul style="list-style-type: none"> <li>question and answer</li> <li>group work</li> <li>mix- freeze- pair- share</li> <li>case studies</li> <li>brainstorming</li> <li>give one take one</li> <li>question and answer</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>educational visit</li> <li>resource person</li> <li>TV documentaries</li> <li>the constitution of the Republic of Malawi</li> <li>convention on the rights of</li> </ul> |

| Assessment standard | Success criteria | Topic | Suggested teaching, learning and assessment activities                                                                        | Suggested teaching, learning and assessment methods                                                    | Suggested teaching, learning and assessment resources |
|---------------------|------------------|-------|-------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                     |                  |       | <ul style="list-style-type: none"> <li>discussing how learners develop an understanding of the constitution of the</li> </ul> | <ul style="list-style-type: none"> <li>card collecting and clustering</li> <li>gallery walk</li> </ul> | children                                              |

| Assessment standard | Success criteria | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                        | Suggested teaching, learning and assessment methods                                                                                                                                                       | Suggested teaching, learning and assessment resources                                                                                                         |
|---------------------|------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                  |       | <p>Republic of Malawi</p> <ul style="list-style-type: none"> <li>analysing, syllabuses, teachers guide and learners books to find out :               <ul style="list-style-type: none"> <li>when the topic is taught at primary school</li> <li>what it is taught</li> </ul> </li> <li>conducting self-study on the constitution of on the constitution of the Republic of Malawi</li> </ul> | <ul style="list-style-type: none"> <li>think -pair - share</li> <li>think-ink -pair – share</li> <li>meet at the middle</li> <li>k- w-l</li> <li>teacher observation</li> <li>peer observation</li> </ul> | <ul style="list-style-type: none"> <li>convection on the elimination of all forms of discrimination against women</li> <li>charts</li> <li>posters</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                                                                          | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>2 analyse challenges learners would face in understanding the constitution of the Republic of Malawi</p> <p>3 apply appropriate strategies for teaching the constitution of the Republic of Malawi</p> |       | <ul style="list-style-type: none"> <li>researching on challenges learners would face in understanding the constitution of the Republic of Malawi</li> <li>discussing challenges learners would face in understanding the constitution of the Republic of Malawi</li> <li>discussing appropriate ways how to overcome the challenges</li> <li>examining appropriate strategies for teaching the constitution of the Republic of Malawi</li> <li>preparing and peer-teach a lesson on the constitution of the Republic of Malawi using selected methods.</li> <li>critiquing the methods.</li> </ul> |                                                     |                                                       |

| Assessment standard | Success criteria                                                                                          | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-----------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 4 use appropriate strategies to assess learners performance on the constitution of the Republic of Malawi |       | <ul style="list-style-type: none"> <li>• discussing varied tools for assessing learners</li> <li>• developing tools for assessing learners on constitution of the Republic of Malawi</li> <li>• using assessment tools on the topic constitution of the Republic of Malawi</li> </ul> |                                                     |                                                       |

**Core element:** Citizenship and Good governance

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts and show an understanding of individual rights and responsibilities within the wider society.

| Assessment standard                                                                                                                                                        | Success criteria                                                                                                                                             | Topic                                  | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                          | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                              | Suggested teaching, learning and assessment resources                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of human rights</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of human rights</li> </ol> | <p><b>Teaching of human rights</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about human rights</li> <li>discussing key ideas about human rights</li> <li>examining syllabuses, teachers' guides and learners' books to find out: <ul style="list-style-type: none"> <li>when the topic is taught in primary schools</li> <li>what learners learn about human rights</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>brainstorming</li> <li>question and answer</li> <li>case studies</li> <li>walk around, talk around.</li> <li>pens in the middle</li> <li>think-pair-share</li> <li>quick write</li> <li>authors chair</li> <li>one stay, three</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>educational visit</li> <li>resource person</li> <li>local environment</li> <li>TV documentaries</li> <li>the constitution of the Republic of Malawi</li> <li>convention on</li> </ul> |

| Assessment standard | Success criteria                                                       | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested teaching, learning and assessment methods                       | Suggested teaching, learning and assessment resources                                                                                                         |
|---------------------|------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     |                                                                        |       | <ul style="list-style-type: none"> <li>discussing why it is important for learners to learn</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                               | stray <ul style="list-style-type: none"> <li>bus stop</li> </ul>          | the rights of children                                                                                                                                        |
|                     | 2 analyse challenges learners would face in understanding human rights |       | about human rights <ul style="list-style-type: none"> <li>conducting self-study on “human rights</li> <li>researching on challenges learners would face in understanding human rights</li> <li>discussing challenges learners would face in understanding human rights</li> <li>suggesting ways of overcoming the challenges</li> <li>investigating different strategies for teaching human rights</li> <li>discussing the different strategies for teaching human rights</li> <li>analysing a case-study on violation and abuse of human</li> </ul> | <ul style="list-style-type: none"> <li>K-W-L</li> <li>research</li> </ul> | <ul style="list-style-type: none"> <li>convection on the elimination of all forms of discrimination against women</li> <li>charts</li> <li>posters</li> </ul> |

| Assessment standard | Success criteria | Topic | Suggested teaching, learning and assessment activities                                            | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|------------------|-------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     |                  |       | rights <ul style="list-style-type: none"> <li>composing a song or poem on human rights</li> </ul> |                                                     |                                                       |

| Assessment standard | Success criteria                                                     | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                   | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|----------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 3 use appropriate methodologies for assessing the topic human rights |       | <ul style="list-style-type: none"> <li>• composing a song or poem on human rights</li> <li>• analysing the values and attitudes in the song or poem</li> <li>• discussing varied ways for assessing learners</li> <li>• developing tools for assessing learners</li> <li>• using assessment tools on the topic “human rights”</li> </ul> |                                                     |                                                       |

**Core element:** Citizenship and Good governance

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts and show an understanding of individual rights and responsibilities within the wider society.

| Assessment standard                                                                                                                                                                         | Success criteria                                                                                                                                                              | Topic                                                | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                           | Suggested teaching, learning and assessment methods                                                                                                                                                                              | Suggested teaching, learning and assessment resources                                                                                                                                                                                                      |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of democracy and good governance</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of democracy and good governance</li> </ol> | <p><b>Teaching democracy and good governance</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about democracy and good governance</li> <li>discussing key ideas about democracy and good governance</li> <li>analysing syllabuses, teachers' guides and learners books to find out: <ul style="list-style-type: none"> <li>when the topic is taught in primary schools</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>brainstorming</li> <li>give one take one</li> <li>meet in the middle</li> <li>K-W-L</li> <li>teacher observation</li> <li>peer observation</li> <li>self-evaluation/assessment</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>educational visit</li> <li>resource person</li> <li>local environment</li> <li>TV documentaries</li> <li>the constitution of the Republic of Malawi</li> <li>convention on</li> </ul> |

| Assessment standard | Success criteria                                                                       | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Suggested teaching, learning and assessment methods              | Suggested teaching, learning and assessment resources                                                                                                                                             |
|---------------------|----------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                     | 2 analyse challenges learners would face in the teaching democracy and good governance |       | <ul style="list-style-type: none"> <li>- what learners learn about democracy and good governance</li> <li>• discussing why it is important for learners to learn about democracy and good governance</li> <li>• conducting self study on the topic “democracy and good governance</li> <li>• researching on challenges learners would face in understanding democracy and good governance</li> <li>• discussing challenges learners would face in understanding democracy and good governance</li> <li>• discussing how to overcome the challenges</li> <li>• investigating different</li> </ul> | <ul style="list-style-type: none"> <li>• gallery walk</li> </ul> | <p>the rights of children</p> <ul style="list-style-type: none"> <li>• convection on the elimination of all forms of discrimination against women</li> <li>• charts</li> <li>• posters</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                                              | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>3 apply appropriate strategies for teaching democracy and good governance</p> <p>4 use appropriate methodologies for assessing the topic democracy and good governance</p> |       | <p>strategies for teaching democracy and good governance</p> <ul style="list-style-type: none"> <li>• discussing different strategies for teaching democracy and good governance</li> <li>• preparing and peer-teach a lesson on democracy and good governance</li> <li>• evaluating the lesson</li> <li>• discussing various ways of assessing learners</li> <li>• developing assessment items for assessing the topic democracy and good governance</li> <li>• analysing assessment items for the topic “democracy and good governance</li> </ul> |                                                     |                                                       |

## Term 2 Year 2

**Core element:** Interrelationship between individual, family and society

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of personal identity in terms of family life, location and historical background through enquiry into origins, cultural beliefs and practices.

| Assessment standard                                                                                                                                                              | Success criteria                                                                                                                                                             | Topic                                                  | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                         | Suggested teaching, learning and assessment methods                                                                                                                                                                           | Suggested teaching, learning and assessment resources                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of early missionaries</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of early missionaries of Malawi</li> </ol> | <p><b>Teaching of early missionaries of Malawi</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about early missionaries</li> <li>discussing what student teachers know about early missionaries.</li> <li>investigating how learners develop an understanding of early missionaries.</li> <li>analysing, syllabuses, teachers' guides and student</li> </ul> | <ul style="list-style-type: none"> <li>question and answer</li> <li>group work</li> <li>mix-freeze-pair-share</li> <li>case studies</li> <li>brainstorming</li> <li>give one take one</li> <li>question and answer</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>educational visit</li> <li>resource person</li> <li>local environment</li> <li>TV documentaries</li> <li>charts</li> <li>posters</li> <li>maps</li> </ul> |

| Assessment standard | Success criteria                                               | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                                                 | Suggested teaching, learning and assessment resources |
|---------------------|----------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|                     | 2 apply appropriate strategies for teaching early missionaries |       | <p>books to find out:</p> <ul style="list-style-type: none"> <li>- when the topic is taught at primary school</li> <li>- what learners learn in primary school.</li> </ul> <ul style="list-style-type: none"> <li>• discussing why learners must learn about early missionaries of Malawi</li> <li>• researching on line about early missionaries of Malawi</li> <li>• researching on how the topic can be linked to prior knowledge of learners</li> <li>• analysing different strategies of teaching early missionaries of Malawi</li> <li>• preparing and micro-teach a lesson on early missionaries of Malawi</li> <li>• evaluating g the lesson</li> </ul> | <ul style="list-style-type: none"> <li>• card collecting and clustering</li> <li>• gallery walk</li> <li>• think -pair - share</li> <li>• think - ink -pair –share</li> <li>• meet at the middle</li> <li>• k- w-l</li> <li>• teacher observation</li> <li>• peer observation</li> <li>•</li> </ul> |                                                       |

| Assessment standard | Success criteria                                                             | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                          | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 3 use appropriate tools to assess learners performance on early Missionaries |       | <ul style="list-style-type: none"> <li>• discussing the varied tools used for assessing learners</li> <li>• developing assessment tools</li> <li>• using the assessment tools on the items developed</li> </ul> |                                                     |                                                       |

**Core element:** Interrelationship between individual, family and society

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of personal identity in terms of family life, location and historical background through enquiry into origins, cultural beliefs and practices.

| Assessment standard                                                                                                                                                                    | Success criteria                                                                                                                                                         | Topic                                                  | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                        | Suggested teaching, learning and assessment methods                                                                                                                                                                                                 | Suggested teaching, learning and assessment resources                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of early kingdoms of Malawi</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of early kingdoms of Malawi</li> </ol> | <p><b>The teaching of early kingdoms of Malawi</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about early kingdoms of Malawi</li> <li>analysing syllabuses, teachers guides and learners books and to find out: <ul style="list-style-type: none"> <li>when early kingdoms of Malawi is taught at primary school.</li> <li>what learners learn about early kingdom.</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>think-pair-share</li> <li>one stay, three stray</li> <li>walk around, talk around</li> <li>quick write</li> <li>author's chair</li> <li>pens in the middle</li> <li>jig saw</li> <li>gallery walk</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>local environment</li> <li>resource person</li> <li>pictures</li> <li>posters</li> <li>videos</li> <li>maps of early kingdom</li> <li>atlases</li> <li>chart paper</li> </ul> |

| Assessment standard | Success criteria                                                     | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested teaching, learning and assessment methods                                                                                              | Suggested teaching, learning and assessment resources                             |
|---------------------|----------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
|                     | 2 apply appropriate strategies for teaching early kingdoms of Malawi |       | <ul style="list-style-type: none"> <li>• discussing reasons why it is important for learners to learn about early kingdoms of Malawi</li> <li>• researching on how learners develop an understanding of early kingdoms of Malawi</li> <li>• conducting self study on early kingdoms of Malawi</li> <li>• researching on the different strategies for teaching early kingdoms of Malawi</li> <li>• analysing the different strategies for teaching early kingdoms of Malawi</li> <li>• observing lessons on early kingdoms of Malawi</li> <li>• discussing with experienced teachers challenges faced in teaching early kingdoms to large classes</li> </ul> | <ul style="list-style-type: none"> <li>• bus stop</li> <li>• mix-freeze-pair-share</li> <li>• research</li> <li>• question and answer</li> </ul> | <ul style="list-style-type: none"> <li>• illustrations of architecture</li> </ul> |

| Assessment standard | Success criteria                                                                          | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                              | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-------------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 3 use appropriate strategies to evaluate learners performance on early kingdoms of Malawi |       | <ul style="list-style-type: none"> <li>• preparing and micro -teach early kingdoms of Malawi in a large class room</li> <li>• discussing varied tools of assessing learners</li> <li>• developing tools for assessing early kingdoms in Malawi</li> <li>• analysing the assessment tools</li> </ul> |                                                     |                                                       |

**Core element:** Interdependence between Malawi and the world

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to demonstrate an understanding of the position of Malawi within regional and global contexts through an investigation of geographical, social and environmental aspects.

| Assessment standard                                                                                                                                                    | Success criteria                                                                                                                                                | Topic                              | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                     | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                | Suggested teaching, learning and assessment resources                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of location</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of <b>location</b></li> </ol> | <p><b>Teaching of location</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about location</li> <li>analysing syllabuses teachers' guides, and learners' books to find out : <ul style="list-style-type: none"> <li>when the topic is taught in primary schools</li> <li>what learners learn about location</li> </ul> </li> <li>discussing why it is important for learners to learn about location</li> <li>conducting self study on the</li> </ul> | <ul style="list-style-type: none"> <li>one stay, three stray</li> <li>jigsaw</li> <li>think- pair-share</li> <li>pens in the middle</li> <li>jigsaw</li> <li>walk around-talk around</li> <li>quick write</li> <li>author's chair</li> <li>question and</li> </ul> | <ul style="list-style-type: none"> <li>local environment</li> <li>students' experience</li> <li>atlases</li> <li>pictures</li> <li>charts</li> <li>markers</li> <li>posters</li> <li>maps of Malawi</li> <li>maps of the world</li> <li>globes</li> </ul> |

| Assessment standard | Success criteria                                                                                                                         | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Suggested teaching, learning and assessment methods                             | Suggested teaching, learning and assessment resources                                           |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
|                     | <p>2 analyse challenges learners would face in understanding location</p> <p>3 apply appropriate strategies for teaching of location</p> |       | <p>topic location</p> <ul style="list-style-type: none"> <li>• modelling a map of their area locating some main features</li> <li>• researching on challenges learners would face in understanding location</li> <li>• discussing challenges learners would face in understanding location</li> <li>• discussing how to overcome the challenges</li> <li>• investigating different strategies for teaching location</li> <li>• discussing the different strategies for teaching location</li> <li>• preparing a lesson on how to teach location</li> <li>• evaluating the lessons</li> </ul> | <p>answer</p> <ul style="list-style-type: none"> <li>• demonstration</li> </ul> | <ul style="list-style-type: none"> <li>• maps of Africa</li> <li>• compass direction</li> </ul> |

| Assessment standard | Success criteria                                         | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                            | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|----------------------------------------------------------|-------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 4 use appropriate tools for assessing the topic location |       | <ul style="list-style-type: none"> <li>• discussing assessment tools</li> <li>• discussing challenges for using the suggested tools in an inclusive class</li> <li>• suggesting solutions to the challenges</li> <li>•</li> </ul> |                                                     |                                                       |

| Assessment standard                                                                                                                                                             | Success criteria                                                                                                                                                  | Topic                                       | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested teaching, learning and assessment methods                                                                                                                                                                                                          | Suggested teaching, learning and assessment resources                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of physical features</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of physical features</li> </ol> | <p><b>Teaching of physical features</b></p> | <ul style="list-style-type: none"> <li>finding out on what student teachers know about physical features</li> <li>consolidating key ideas about physical features</li> <li>examining syllabuses, teachers guides and learners books to find out: <ul style="list-style-type: none"> <li>when the topic is taught in primary schools</li> <li>what learners learn about physical features</li> </ul> </li> <li>discussing why it is important to teach learners about physical features</li> <li>conducting self study on physical features</li> </ul> | <ul style="list-style-type: none"> <li>question and answer</li> <li>gallery walk</li> <li>one stay, three stray</li> <li>quick write</li> <li>author's chair</li> <li>demonstration</li> <li>bus stop</li> <li>pens in the middle</li> <li>jigsaw</li> </ul> | <ul style="list-style-type: none"> <li>local environment</li> <li>students' experience</li> <li>posters</li> <li>pictures</li> <li>newspaper articles</li> <li>charts</li> <li>markers</li> <li>videos</li> <li>TV/radios</li> <li>maps of Africa</li> <li>atlases</li> <li>maps of the world</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                        | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>2 analyse challenges learners would face in understanding physical features</p> <p>3 apply appropriate strategies for teaching physical features</p> |       | <ul style="list-style-type: none"> <li>researching on challenges learners would face in understanding physical features</li> <li>discussing challenges learners would face in understanding physical features</li> <li>discussing how to overcome the challenges</li> <li>brainstorming different strategies for teaching physical features</li> <li>discussing strategies for teaching physical features</li> <li>drawing a map of Malawi to show physical features</li> <li>modeling a map of Malawi showing physical features</li> </ul> |                                                     |                                                       |

**Core element:** Environment and sustainable development

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to make informed decisions considering local, regional and global consequences to maintain a balance between human beings and their environment to ensure its sustained use for present and future generations.

| Assessment standard                                                                                                                             | Success criteria                                                                                                                        | Topic                                                          | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                  | Suggested teaching, learning and assessment methods                                                                                                                                                                                                     | Suggested teaching, learning and assessment resources                                                                                                                                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| We will know this when student teachers are able to demonstrate an understanding of the teaching of climate change and disaster risk management | The student teachers must be able to:<br>1 analyse how learners develop an understanding of climate change and disaster risk management | <b>Teaching of climate change and disaster risk management</b> | <ul style="list-style-type: none"> <li>eliciting from students experiences on how learners develop an understanding of climate change and disaster risk management</li> <li>researching in the library and online about climate change and disaster risk management</li> <li>discussing how learners develop an understanding of climate change and disaster risk management</li> </ul> | <ul style="list-style-type: none"> <li>question and answer</li> <li>group work</li> <li>mix- freeze-pair-share</li> <li>case studies</li> <li>brainstorming</li> <li>give one take one</li> <li>question and answer</li> <li>card collecting</li> </ul> | <ul style="list-style-type: none"> <li>local environment</li> <li>students' experience</li> <li>posters</li> <li>pictures</li> <li>newspaper articles</li> <li>charts</li> <li>markers</li> <li>videos</li> <li>TV/radios</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                                                                                | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested teaching, learning and assessment methods                                                                                                                                                                                                             | Suggested teaching, learning and assessment resources                                                                  |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|                     | <p>2 examine the challenges learners would face in understanding climate change and disaster risk management</p> <p>3 apply appropriate strategies for teaching climate change and disaster risk management</p> |       | <ul style="list-style-type: none"> <li>analysing, syllabuses, teachers' guides and student books to find out: <ul style="list-style-type: none"> <li>when the topic is taught at primary school</li> <li>what learners learn</li> </ul> </li> <li>discussing why learners must learn about climate change and disaster risk management</li> <li>researching on challenges learners would face in understanding climate change and disaster risk management <ul style="list-style-type: none"> <li>early grade</li> <li>senior grades</li> </ul> </li> <li>discussing the challenges learners would face in understanding climate change and disaster risk management</li> <li>suggesting ways of</li> </ul> | <p>and clustering</p> <ul style="list-style-type: none"> <li>gallery walk</li> <li>think -pair - share</li> <li>think- ink-pair – share</li> <li>meet at the middle</li> <li>k- w-l</li> <li>teacher observation</li> <li>peer observation</li> <li></li> </ul> | <ul style="list-style-type: none"> <li>maps of Africa</li> <li>atlases</li> <li>maps of the world</li> <li></li> </ul> |

| Assessment standard | Success criteria                                                                                            | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|-------------------------------------------------------------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 4 use appropriate strategies to assess learners' performance on climate change and disaster risk management |       | <p>overcoming the challenges</p> <ul style="list-style-type: none"> <li>• brain storming appropriate strategies for teaching climate change and disaster risk management</li> <li>• discussing appropriate strategies for teaching climate change and disaster risk management</li> <li>• preparing and peer- teach a lesson on climate change and disaster risk management</li> <li>• evaluating the lesson</li> <li>• developing items for assessing learners performance on climate change and disaster risk management</li> <li>• assess learners using the assessment items</li> </ul> |                                                     |                                                       |

**Core element:** Citizenship and Good governance

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts and show an understanding of individual rights and responsibilities within the wider society.

| Assessment standard                                                                                                                                                                               | Success criteria                                                                                                                                                                           | Topic                                                                | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                    | Suggested teaching, learning and assessment methods                                                                                                                                                                    | Suggested teaching, learning and assessment resources                                                                                                                                                                            |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of teaching local government administrative structures</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of local government administrative structures</li> </ol> | <p><b>Teaching of local government administrative structures</b></p> | <ul style="list-style-type: none"> <li>finding out what student teachers know about local government administrative structures</li> <li>summarising key ideas about local government administrative structures</li> <li>examining syllabuses, teachers' guides and learners' books to find out: <ul style="list-style-type: none"> <li>when the topic is taught in</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>brainstorming</li> <li>give one take one</li> <li>meet in the middle</li> <li>K-W-L</li> <li>teacher observation</li> <li>peer observation</li> <li>self evaluation/</li> </ul> | <ul style="list-style-type: none"> <li>students' experiences</li> <li>TV documentaries</li> <li>newspaper articles</li> <li>resource person</li> <li>observation check list</li> <li>rubrics samples</li> <li>TALULAR</li> </ul> |

| Assessment standard | Success criteria                                                                                     | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested teaching, learning and assessment methods                                | Suggested teaching, learning and assessment resources                           |
|---------------------|------------------------------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
|                     | 2 analyse challenges learners would face in understanding local government administrative structures |       | <p>primary schools</p> <ul style="list-style-type: none"> <li>- what learners learn about local government administrative structures</li> <li>• discussing why it is important to teach learners about local government administrative structures</li> <li>• conducting self study on local government administrative structures</li> <li>• researching on challenges learners would face in understanding local government administrative structures</li> <li>• discussing challenges learners would face in understanding local government administrative structures</li> <li>• discussing ways to overcome</li> </ul> | <p>assessment</p> <ul style="list-style-type: none"> <li>• gallery walk</li> </ul> | <ul style="list-style-type: none"> <li>• text book</li> <li>• charts</li> </ul> |

| Assessment standard | Success criteria                                                                                                                                                                                       | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>3 apply appropriate strategies for teaching local government administrative structures</p> <p>4 use appropriate methodologies for assessing the topic local government administrative structure</p> |       | <p>the challenges</p> <ul style="list-style-type: none"> <li>• discussing different strategies for teaching local government administrative structures</li> <li>• preparing and peer-teach lessons on local government administrative structures</li> <li>• evaluating the lessons</li> <li>• discussing varied ways of assessing learners</li> <li>• developing assessment items for the topic local government administrative structures</li> <li>• analysing assessment items for the topic local government administrative structures</li> </ul> |                                                     |                                                       |

**Core element:** Citizenship and good governance

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner demonstrate an understanding of the evolution of the current structures and systems of government, society and the economy in terms of national, regional and global contexts and show an understanding of individual rights and responsibilities within the wider society

| Assessment standard                                                                                                                                                      | Success criteria                                                                                                                                           | Topic                                | Suggested teaching, learning and assessment activities                                                                                                                                                                                                          | Suggested teaching, learning and assessment methods                                                                                                                                              | Suggested teaching, learning and assessment resources                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of corruption</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of corruption</li> </ol> | <p><b>Teaching of corruption</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about corruption</li> <li>discussing on what student teachers know about corruption</li> <li>examining syllabuses, teachers' guides and learners' book to find out:</li> </ul> | <ul style="list-style-type: none"> <li>question and answer</li> <li>group work</li> <li>mix-freeze-pair-share</li> <li>case studies</li> <li>brainstorming</li> <li>give one take one</li> </ul> | <ul style="list-style-type: none"> <li>students experiences</li> <li>education visit</li> <li>resource person</li> <li>local environment</li> <li>T/V documentaries</li> <li>charts</li> </ul> |

| Assessment standard | Success criteria                                                     | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                                                                            | Suggested teaching, learning and assessment resources                                                          |
|---------------------|----------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
|                     | 2 examine challenges learners would face in understanding corruption |       | <ul style="list-style-type: none"> <li>- when the topic is taught in primary school</li> <li>- what learners learn about corruption</li> <li>• discussing why it is important to teach learners about corruption</li> <li>• researching on how learners develop an understanding of corruption</li> <li>• discussing how learners develop an understanding of corruption</li> <li>• conducting self study on corruption</li> <li>• researching on challenges learners would face in understanding corruption</li> <li>• discussing challenges learners would face in understanding corruption</li> </ul> | <ul style="list-style-type: none"> <li>• question and answer</li> <li>• card collecting and clustering</li> <li>• gallery walk</li> <li>• think -pair - share</li> <li>• think-ink-pair-share</li> <li>• meet at the middle</li> <li>• k- w-l</li> <li>• teacher observation</li> <li>• peer observation</li> <li>•</li> </ul> | <ul style="list-style-type: none"> <li>• posters</li> <li>• newspaper articles</li> <li>• brochures</li> </ul> |

| Assessment standard | Success criteria                                                                                                                               | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>3 apply appropriate strategies for teaching corruption</p> <p>4 use appropriate strategies to assess learners performance on corruption</p> |       | <ul style="list-style-type: none"> <li>• discussing appropriate ways to overcome the challenges</li> <li>• brainstorming appropriate strategies for teaching corruption</li> <li>• discussing appropriate strategies for teaching corruption</li> <li>• preparing and peer- teach lessons on corruption</li> <li>• evaluating the lessons</li> <li>• discussing varied tools of assessing learners</li> <li>• developing tools for assessing learners</li> <li>• using assessment tools on the topic corruption</li> </ul> |                                                     |                                                       |

**Core element:** Social development

**Core element outcome:** The student teachers will be able to demonstrate an understanding of how they will utilize appropriate teaching, learning, assessment and class management strategies to enable the primary school learner to live and work effectively as a member of a family, group, community and a nation.

| Assessment standard                                                                                                                                                          | Success criteria                                                                                                                                                   | Topic                                        | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                        | Suggested teaching, learning and assessment methods                                                                                                                                                                                                     | Suggested teaching, learning and assessment resources                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of teaching of government revenue</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of government revenue</li> </ol> | <p><b>Teaching of government revenue</b></p> | <ul style="list-style-type: none"> <li>eliciting student teachers' experiences on how learners develop an understanding of government revenue.</li> <li>interviewing teachers from demonstration schools on how learners develop an understanding of government revenue</li> <li>discussing on how learners develop an understanding of government revenue</li> <li>examining syllabuses, teachers</li> </ul> | <ul style="list-style-type: none"> <li>brainstorming</li> <li>give one take one</li> <li>meet in the middle</li> <li>K-W-L</li> <li>teacher observation</li> <li>peer observation</li> <li>self evaluation/ assessment</li> <li>gallery walk</li> </ul> | <ul style="list-style-type: none"> <li>students' experiences</li> <li>education visit</li> <li>resource person</li> <li>local environment</li> <li>T/V documentaries</li> <li>charts</li> <li>posters</li> <li>newspaper articles</li> <li>brochures</li> </ul> |

| Assessment standard | Success criteria                                                             | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Suggested teaching, learning and assessment methods           | Suggested teaching, learning and assessment resources |
|---------------------|------------------------------------------------------------------------------|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------|
|                     | 2 examine challenges learners would face in understanding government revenue |       | <p>guides and learners books to find out:</p> <ul style="list-style-type: none"> <li>- when the topic is taught in primary school</li> <li>- what learners learn about government revenue</li> <li>• discussing why it is important to teach learners about government revenue</li> <li>• conducting self study on government revenue</li> <li>• researching challenges learners would face in understanding government revenue</li> <li>• discussing challenges learners would face in understanding government revenue discussing appropriate ways to overcome the challenges</li> </ul> | <ul style="list-style-type: none"> <li>• role play</li> </ul> |                                                       |

| Assessment standard | Success criteria                                                                                                                                               | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | <p>3 apply appropriate strategies for teaching government revenue</p> <p>4 use appropriate strategies to assess learners performance on government revenue</p> |       | <ul style="list-style-type: none"> <li>• brainstorming appropriate strategies for teaching government revenue</li> <li>• discussing appropriate strategies for teaching government revenue</li> <li>• preparing and peer teach a lesson on government revenue</li> <li>• critiquing the methods used.</li> <li>• discussing varied tools of assessing learners</li> <li>• developing tools for assessing government revenue</li> <li>• using assessment tools on the topic government revenue</li> </ul> |                                                     |                                                       |

| Assessment standard                                                                                                                                                       | Success criteria                                                                                                                                            | Topic                                 | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Suggested teaching, learning and assessment methods                                                                                                                                                                                                                                                                                         | Suggested teaching, learning and assessment resources                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>We will know this when student teachers are able to:</p> <ul style="list-style-type: none"> <li>demonstrate an understanding of the teaching of Road safety</li> </ul> | <p>The student teachers must be able to:</p> <ol style="list-style-type: none"> <li>analyse how learners develop an understanding of road safety</li> </ol> | <p><b>Teaching of Road safety</b></p> | <ul style="list-style-type: none"> <li>researching on what student teachers know about road safety</li> <li>discussing their (student teachers) research findings</li> <li>analysing syllabuses, teachers guides and learners books and to find out: <ul style="list-style-type: none"> <li>when the topic is taught in primary schools</li> <li>what learners learn about road safety</li> </ul> </li> <li>discussing why it is important for learners to learn about road safety</li> <li>conducting self study on the topic road safety</li> </ul> | <ul style="list-style-type: none"> <li>demonstration</li> <li>role play</li> <li>brainstorming</li> <li>bus stop</li> <li>gallery walk</li> <li>jig saw</li> <li>one stay three stray</li> <li>question and answer</li> <li>case studies</li> <li>enter-educate</li> <li>peer observation</li> <li>field visit</li> <li>research</li> </ul> | <ul style="list-style-type: none"> <li>resource person</li> <li>posters of road signs</li> <li>charts</li> <li>fire extinguisher</li> <li>first aid kit</li> <li>road safety songs</li> <li>copy of high way code</li> <li>videos</li> <li>newspaper articles</li> </ul> |

| Assessment standard | Success criteria                                        | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                                                                                                                                                                                                                          | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|---------------------------------------------------------|-------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 2 apply appropriate strategies for teaching road safety |       | <ul style="list-style-type: none"> <li>• investigating different strategies for teaching road safety</li> <li>• discussing the different strategies for teaching road safety</li> <li>• planning for field trip</li> <li>• discussing appropriate strategies to overcome challenges of large classes during a road safety lesson</li> <li>• conducting field trip on road safety</li> <li>• analysing the field trip</li> </ul> |                                                     |                                                       |

| Assessment standard | Success criteria                                                                                       | Topic | Suggested teaching, learning and assessment activities                                                                                                                                                                           | Suggested teaching, learning and assessment methods | Suggested teaching, learning and assessment resources |
|---------------------|--------------------------------------------------------------------------------------------------------|-------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|-------------------------------------------------------|
|                     | 3 use appropriate assessment methodologies for assessing learners performance on the topic Road safety |       | <ul style="list-style-type: none"> <li>• discussing varied ways of assessing learners</li> <li>• developing assessment items on the topic road safety</li> <li>• analysing assessment items for the topic road safety</li> </ul> |                                                     |                                                       |

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