



GOVERNMENT OF SIERRA LEONE
Ministry of Basic and Senior Secondary Education

THE NEW BASIC EDUCATION CURRICULUM FOR SIERRA LEONE (With Effect from September 2020)

SOCIAL STUDIES (Class 1 – Form 3)

This subject curriculum is based on the *National Curriculum Framework and Guidelines for Basic Education (revised May 2020)*.

It was prepared by national curriculum specialists, subject experts, and teachers and it is based on a series of nationwide consultations and technical workshops.

UNICEF supported and facilitated the original version of this major curriculum reform project. Technical expertise and oversight were provided by Redi4Change LLC, and staff of the Ministry of Basic and Senior Secondary Education (MBSSE).

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A MESSAGE TO ALL TEACHERS IMPLEMENTING THE NEW CURRICULUM

It is an exciting time for all teachers, school heads and other education professionals who want to see positive change in Sierra Leone. You are the professionals who have the challenging duty to shape the future for the next generation of young Sierra Leoneans. The future of our children and our nation is in your hands!

As part of the curriculum reform process the Ministry of Basic and Senior Secondary Education (MBSSE) has issued a key reference document to guide future strategies and activities. The ***National Curriculum Framework and Guidelines for Basic Education*** is the basis for designing each subject syllabus in the curriculum. Teachers are urged to access this framework document at MBSSE website: <https://mbsse.gov.sl> or borrow a copy from their Headteacher's or Principal's office. It highlights key principles underlying the new curriculum and outlines strategies for the reform of basic education, as well as providing specific guidance on structure, pedagogy, prescribed subjects, time allocation, etc.

The main reform elements in the new curriculum include: a learner-centred approach; learner-friendly schools; equity and a chance for every child to learn; a focus on learning (not just teaching); support for professional development of teachers; a focus on making schools accountable to local communities (not just MBSSE); support for learning beyond memorising cognitive content for examinations; a focus on empowering learners to make choices and thrive through the joys of learning; an approach that encourages local interpretation of the syllabus to achieve the prescribed learning outcomes through various methods and with a variety of resources.

There are also five key reform issues that have been made part of an advocacy and popularisation campaign to win support from the public for this type of education reform. These reform issues, which hold great promise for education for development in Sierra Leone, are: **Assessment & Accountability; Equity & Inclusion; Partnerships; Quality & Integrity; and Social Cohesion & Peace Building**. To facilitate popular discussion around these topics MBSSE has issued Advocacy and Guidance Notes on each one, and these can be used to conduct radio discussions and other forms of popular engagement with the public. Teachers can find these notes in the Basic Education Curriculum Framework.

The new Basic Education Curriculum has been structured in three broad stages, so the teaching syllabus for each subject area is designed for Stage 1 (Class 1- Class 3), Stage 2 (Class 4 – Class 6), and Stage 3 (Form 1 – Form 3). We hope this will help teachers to focus on links between different subjects in a particular stage. Teachers may then see more clearly how these subjects combine to help their students achieve the outcomes relating to that stage. This should help teachers move away from a “class-by-class” and “subject-by-subject” view of their job. Instead, teachers will develop a stage-by-stage view of how children develop and learn across subjects. It also gives teachers a sense of what children need to achieve at each stage before moving to the next stage. We hope teachers also see the need to work together like a “Relay Team in Sports”. Each teacher has an obligation to the teacher of the next class to prepare students well and make sure they are ready for that class. In turn, the teacher of the next class has a duty to help learners make up for weak areas from their previous class, as well as to

prepare them for progressing to yet another next class. Teachers also have a duty to challenge and stretch Gifted and Talented learners through more advanced content, resources and assessment.

The three broad stages of Basic Education also help teachers to understand that schools have three years in each stage to help learners achieve certain outcomes. So for children who do not learn well in Class 1, there is still a chance to help them catch up in Class 2 and Class 3, so that they can achieve the learning outcomes prescribed for the first stage (Class 1-3) of Basic Education. This means that instead of failing these children and asking them to repeat Class 1 or Class 2, they can be allowed to proceed to the next class where they should be given help with areas in which they are weak.

However, at the end of each of the three stages there are national assessments which will determine if children are ready to proceed to the next stage. Based on their performance in these examinations, there are two options to consider. Children may be asked to repeat a class in order to retake the examination. Alternatively, they may be allowed to proceed, on condition that they are given remedial support in areas of weakness when they start the next stage. This applies to NPSE and BECE as well as national assessment on reading and mathematics (EGRA and EGMA) at the end of Class 3. Children who do not perform well in EGRA and EGMA may be asked to repeat Class 3 in order to retake these early grade assessments; or they may be allowed to proceed to Stage 2 on condition that they are given remedial support in reading and mathematics during the first year of Stage 2 (i.e. in Class 4).

Keeping these guidelines in mind the outline curriculum and teaching syllabus have been structured along the lines of four key elements that are important for quality in teaching and learning. These elements are outlined briefly below, and teachers are asked to note that they are inter-related. This has been considered by curriculum development practitioners in preparing the outline teaching syllabus to guide teachers on quality classroom practices that reflect the key elements as follows:

- ✧ **Learning Outcomes:** There are different levels of learning outcomes in the document and teachers should note the differences. There are: *General learning Outcomes*, which state what learners are expected to achieve in this subject at the end of each of the three stages; *Specific Learning Outcomes by Grade*, which state what learners are expected to achieve in this subject at the end of each Class/Form in the 9-year Basic Education Cycle; and there are *Specific learning Outcomes by Topic*, which state what learners should achieve in this subject at the end of each of the suggested topics/themes/units (i.e. content) for each grade. Based on the resources at their disposal and the background of their students, teachers may adapt the suggested content to make the lesson more familiar to learners. Content selected in different parts of the country should enable learners to achieve the specified learning outcomes. **It is the learning outcomes that are important, and content is just a way of achieving learning.**
- ✧ **Assessment Methods:** These suggest various ways in which teachers can test to find out how far learners have been able to achieve the expected learning outcomes during, and at the end of, a period of teaching and learning. These assessment methods must match the

learning outcomes as an appropriate way of testing for the required results. E.g. testing for *recall* of the memorised definition of a concept cannot tell us if a learner really *understands* or *can make correct use of* that concept.

- ✧ **Teaching Styles or Pedagogy:** These suggest how teachers can go about teaching and organising learning such that the learners have a good chance of achieving the expected learning outcomes during, and at the end of, a period of teaching and learning. The teaching style used must be closely linked to the learning outcome and assessment method.
- ✧ **Learning & Teaching Resources** which suggest a wide variety of learning materials and teaching aids that can be used to help teachers do their job and to help learners achieve the expected learning outcomes.

SOCIAL STUDIES CURRICULUM

If you can't explain it simply, you don't understand it well enough!

“Some subjects are difficult for students. Teachers may know their subject very well, but it is important to see that subject from a student's perspective, and to not necessarily assume prior knowledge or skills. As a teacher, you should try to place yourself in the frame of mind of a novice learner, and only by doing this will you be able to fully comprehend your own studies.” Albert Einstein

Rationale and justification (Why Do We Have Social Studies in the Curriculum?)

Most educators agree that ***Social Studies*** should be part of the Basic Education Curriculum. Their reasons include the following:

- a) Social Studies helps students understand the world and their place in it, in terms of who they are and who they can become. These combined subjects also help children to gain the first building blocks that will make them productive, law-abiding, and active citizens who contribute to building their community and nation. Through this, subject learners can learn to be tolerant and respectful of others and develop skills to work independently and in collaboration with others and participate in decision making.
- b) Social Studies educates learners on their rights and duties as citizens, helping them to develop the knowledge, skills and attitudes that will help them to be competent, informed and responsible citizens, participate gainfully in the community and show moral/civic virtues in behaviour.

- c) Social Studies helps students to develop skills in critical, creative, and computational thinking which prepares them to deal with contemporary concerns in society and the world, making use of a variety of analytical tools and resources to solve problems.
- d) Through Social Studies, students learn how to integrate ideas from different disciplines (history, geography, politics, economics, population studies, etc.) to make reasoned decisions that help them to identify and address problems like poverty, injustice, and discrimination.
- e) Students live and learn in a variety of environments, from the home and school environment to the wider community. Social Studies will help students to have a clearer understanding and appreciation of the environments that influence and sustain their lives as well as their communities. They are also encouraged to appreciate and celebrate the diversity of physical and social resources they will inherit as adult citizens of Sierra Leone – and to work towards inclusive growth and sustainable development.
- f) Social studies is also about the study of the interrelationship among people. It enables students to develop an understanding of society and the human condition. It creates awareness in students of the diversity and interdependence of the world and helps them to celebrate diversity in Sierra Leone and recognise the challenges and benefits of living in a world with multiple cultures, ideologies, and ways of being.

General Learning Outcomes (*The learning students should acquire by end of each Basic Education Stage*)

The General Learning Outcomes of a subject tell us what learners ***should know or understand*** and what they ***should be able to do or demonstrate***, as well as what they ***should value or reflect in their attitudes/behaviour***. These are the things that learners should achieve by the time they complete each of the three stages of Basic Education. Teachers may use general learning outcomes as a guide to check if the learners are on track for success at the end of each stage of Basic Education.

1 First Stage of Basic Education (Class 1 to Class 3)

The learners will be able to demonstrate:

- a) An understanding of personal identity in terms of family life, their immediate environment, simple rules at home and living together with others.
- b) An awareness of the basic concept of time and change.
- c) A basic knowledge of road safety.
- d) An idea of community and peaceful co-existence.
- e) Rudimentary knowledge of healthy living.
- f) Basic knowledge of the resources in their community and how some of their need are met.

- g) Ability to identify and describe some community and national events and celebrations.
- h) Acquire rudimentary skills in computational thinking and civic mindedness

2 **Second Stage of Basic Education (Class 4 to Class 6)**

The learners will be able to:

- a) Name the districts and provinces in Sierra Leone and identify some landforms in their districts.
- b) Describe the resources and economic activities of people in their district and show the importance of these activities for the wellbeing of the people.
- c) Describe the need for careful use of resources and care for the environment.
- d) Show the different modes of transportation and communication in their district and their related problems.
- e) Describe the composition and functions of local councils and their obligations to the citizens as well as the obligations of the citizens to the councils.
- f) Show the qualities of a good citizen in a community and suggest ways people can help their community to develop.
- g) List some modern means of communication and how they can be used to promote teaching and learning.
- h) Describe the effects of human activities on the climate and vegetation of Sierra Leone.
- i) Define the terms population and migration and show the relationship between the two.
- j) Examine the impact of the Atlantic Slave Trade and British colonialism on the people of Sierra Leone.
- k) Show how the central government and its agencies work for the good of the country.
- l) Demonstrate an understanding of the position of Sierra Leone within its sub-regional context through an investigation of geographical, historical, economic, social and political aspects.
- m) Give a basic assessment of the impact of European colonial rule in West Africa.
- n) Demonstrate a spirit of cooperation and interdependence through working with others in pairs or in groups and in a sub-regional context.
- o) Show positive social attitudes through tolerance for those of different backgrounds or beliefs, and respect for rules and those in authority.
- p) Describe the need for careful use of resources and care for the environment.
- q) Develop skills in collecting and interpreting information.
- r) Develop skills in critical/creative/computational thinking, civic engagement, and active citizenship.
- s) Exhibit a basic knowledge of environmental management and the necessity for the sustainable use of resources within their district or region.

3 Third Stage of Basic Education (Form 1 to Form 3)

The learner will be able to:

- a) Understand how Early Man/Humans were able to interact with the environment to support basic needs (i.e. hunting, shelter, migration, and technology).
- b) Grasp the concept of time changes through a study of longitudes.
- c) Describe how simple villages evolved into towns through technological advances (e.g. the use of iron).
- d) Demonstrate awareness of the need to balance population numbers with available resources.
- e) Practice the basic elements of peaceful co-existence (e.g. respect and tolerance for other people's beliefs and cultures).
- f) Develop skills in critical, creative, and computational thinking, decision making, and solving problems
- g) Interpret maps, diagrams, etc.
- h) Show how good transportation and communication systems contribute to the development of nations.
- i) Show elementary understanding of underdevelopment and development and explain why some countries are richer than others are.
- j) State the main reasons for Sierra Leone's slow economic and social progress since independence.
- k) Develop and demonstrate positive attitudes (e.g. respect other people of all ages, races and religions; respect for authority, value for honesty, service or work, and the opinions of others).
- l) State the need for law and order in communities and in the country.
- m) Define the concept of fair play and show how fair play contributes to peace and development.
- n) Show how social equality contributes to peace, justice and development in countries.
- o) Demonstrate the meaning and importance of freedom and independence for individuals and nations.
- p) Explain the concept of youth empowerment and list some major problems affecting the youth in Sierra Leone.
- q) Name some decision-making processes at national level and international levels.
- r) Show the ways in which different parts of the world are inter-related
- s) Describe and discuss the features of a good government.
- t) Explore the principles, features and practices that characterise democracy in Sierra Leone and other countries.
- u) Demonstrate the value of cooperation through group work and other activities.
- v) Understand the concept 'global issues' and describe the work of organisations that are helping to make the world a better place to live in.

Specific Learning Outcomes by Class/Grade Level

Specific learning outcomes of a topic or theme indicate what learners *should know or understand* and what they *should be able to do or demonstrate*, as well as what they *should value or reflect in their attitudes/behaviour*. These are the things that learners should achieve by the time they complete the specific topic or theme. Teachers should be guided by specific learning outcomes when planning assessments and tests to check that learners have achieved what is expected of them.

The First Grade (Class 1)

AREA / TOPIC / THEME	SPECIFIC LEARNING OUTCOMES
The child and his/her home environment	The learner will be able to demonstrate an understanding of personal identity in terms of family life, his/her immediate environment, simple rules and the basic concept of change.

The Second Grade (Class 2)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
The school and its surroundings	The learner will be able to: a) Demonstrate basic knowledge of road safety. b) Draw a simple plan of his/her school and classroom c) Grasp the concept of time. d) Show the importance of peaceful co-existence and how to live peacefully with friends.

The Third Grade (Class 3)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
The local community	The learner will be able to: a) Show a basic understanding of the meaning and importance of diversity. b) Explain the concept of leadership, respect for rules and those in authority. c) Describe how people in their community earn a living. d) Work with others to create things and solve simple problems.

The Fourth Grade (Class 4)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
The districts and provinces in Sierra Leone	The learner will be able to: a) Name the administrative regions of Sierra Leone and locate their headquarter towns on a map. b) Present clear information on some cities and towns. c) Describe and celebrate different cultural practices in his/her district. d) Display a basic knowledge of civic responsibilities and give some examples. e) Demonstrate knowledge of simple environmental management measures (e.g., recycling) and the necessity for the sustainable use of resources within the district or region. f) Demonstrate critical, creative, computational skills in solving problems independently and as a team member

The Fifth Grade (Class 5)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Sierra Leone: Location, physical features, history and economy	The learner will be able to: a) Relate the physical features of Sierra Leone to its history. b) Describe the cultural, social and economic activities of the people of Sierra Leone. c) Show the value of interdependence and cooperation among Sierra Leonean groups. d) Display desirable social attitudes such as cooperation, resourcefulness, initiative and patriotism. e) Demonstrate critical, creative, computational skills in solving problems and making decisions.

The Sixth Grade (Class 6)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Sierra Leone in West Africa	The learner will be able to: a) Develop skills in collecting and interpreting information. b) Demonstrate an understanding of the position of Sierra Leone within its sub-regional context through an investigation of geographical, historical, economic, social and political aspects. c) Explain the meaning and significance of climate change within the West African sub-region. d) Show evidence of critical, creative, computational thinking to solve problems and make decisions

The Seventh Grade (Form 1)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
The origins and development of early humans The Universe and Solar System The environment of Planet Earth and surface features of Sierra Leone The family, culture and diversity Maintaining peaceful homes and communities Preparing for citizenship	<p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Explain how Early Man/Human was able to interact with the environment to support basic needs (i.e. hunting, shelter, migration, and technology). b) Describe how simple villages evolved into towns through technological advances (e.g. the use of iron) c) Describe the formation of the Universe and Solar System. d) Tell the surface features and characteristics of the Earth. e) State the effects of the movements of the Earth. f) State how geographical factors affect economic activities in Sierra Leone. g) Gain a basic understanding and appreciation of the functions and importance of the family, and why. h) Gain a basic understanding and appreciation of how and why cultural practices vary worldwide. i) Develop and demonstrate positive attitudes (e.g. respect other people of all ages, races and religions; respect for authority, value for honesty, service or work, and the opinions of others). j) Write simple family and classroom rules and state the importance of rules. k) Define the term 'government' and show the need for government in communities and the country. l) Describe the features of a good government. m) Define the concept of fair play and show how fair play can contribute to peace and development. n) Demonstrate the necessity of developing a strong willpower. o) Display some elements of self-discipline. p) Distinguish between facts and opinions q) Display evidence of critical, creative, computational thinking to solve problems and make decisions alone and with others in a team

The Eighth Grade (Form 2)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Structure and surface features of Planet Earth Landforms in Sierra Leone The people of Sierra	<p>The learner will be able to:</p> <ul style="list-style-type: none"> a) Describe the structure and surface of Planet Earth. b) Define the terms 'weathering' and 'erosion' and state how they affect the environment. c) Show the effects of natural disasters like earthquakes, volcanic eruptions, tsunamis and hurricanes on the environment and humans. d) Name and show the importance of landforms in their area. e) Name the various types and importance of maps.

Leone Trans-Atlantic slave trade and British colonialism in Sierra Leone Socialisation and education in Sierra Leone Sierra Leone is an independent country Transportation, communication and development Population, migration and urbanisation A Journey through adolescence	f) Draw a natural resource map of Sierra Leone. g) Grasp the concept of time changes through a study of longitudes. h) List the ethnic groups in Sierra Leone and describe their political and social organisations. i) Describe and evaluate the Trans-Atlantic slave trade and its effect on Sierra Leone. j) Dramatize the Sengbe Pieh and Amistad Revolt as resistance to slavery and the slave trade. k) Determine the characteristics of an independent country. l) Explain why socialisation is important in their lives. m) Describe the system of education in the country. n) Discuss the effects of British colonial rule in Sierra Leone. o) Explain the meaning of independence and investigate the contribution of some nationalist leaders. p) Examine the causes and effects migration and urbanisation. q) Show how excessive population growth affects developing countries. r) Indicate how good transportation and communication systems can aid development. s) State the changes that takes place during adolescence and how these changes affect adolescents. t) Show evidence of using critical, creative, and computational thinking to solve problems and make decisions
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The Ninth Grade (Form 3)

SUBJECT AREA	SPECIFIC LEARNING OUTCOMES
Conflict, conflict resolution and peace Rules, laws and stability	The learner will be able to: a) Define the term 'conflict' and show how conflict affects development. b) Dramatize some ways of resolving conflict in our schools and communities. c) Narrate the need for law and order in our communities and in the country. d) Give instances of lawlessness in our country. e) Demonstrate an understanding of the importance of stability and unity in our country. f) Show how social equality contributes to peace, justice and development in countries.

<p>Adolescents and life skills</p> <p>Diversity, national integration and unity</p> <p>Politics, political parties and the citizens</p> <p>Land use, conservation and development</p> <p>We live in an interdependent world</p> <p>Global issues</p> <p>International organisations and cooperation</p>	<p>g) Discuss simple ways young people can help maintain peace and stability in Sierra Leone.</p> <p>h) Demonstrate the need for national integration and unity in Sierra Leone.</p> <p>i) Understand the relationship between difference and inequality.</p> <p>j) Understand systems of privilege and oppression locally and globally.</p> <p>k) State how a knowledge of life skills can make a positive impact on their lives.</p> <p>l) Develop and demonstrate positive attitudes (e.g. respect other people of all ages, races and religions; respect for authority, value for honesty, service or work, and the opinions of others).</p> <p>m) Show why politics should be a competition, not war and why people from different political parties should not consider their opponents as enemies.</p> <p>n) Highlight the reasons why citizens should be interested in politics.</p> <p>o) Determine the importance of land in our country's economic development.</p> <p>p) Describe and practice some conservation and environmental management methods in their community.</p> <p>q) Show how massive corruption is affecting Sierra Leone's socio-economic development.</p> <p>r) State the main reasons for Sierra Leone's slow economic and social progress since independence.</p> <p>s) Define the term 'global issues' and indicate how interconnected people are in the world.</p> <p>t) Examine some global issues affecting humankind.</p> <p>u) Show the value of international cooperation.</p> <p>v) Show how inter-governmental and non-governmental institutions are helping to create a just and peaceful world.</p> <p>w) Demonstrate evidence of critical, creative, and computational thinking to solve problems and make decisions</p>
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SOCIAL STUDIES
Outline Teaching Syllabus for the First Stage of Basic Education (Class 1)

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: Myself	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ▪ Draw and write simple sentences about themselves. ▪ Describe the ways they have grown in the past six years 	<ul style="list-style-type: none"> a) Introduce the lesson with questions about the pupils to arouse their interest. b) Teacher makes brief statements about him/herself. c) Allow pupils to make brief statements about themselves. d) Pupils draw simple pictures of themselves and describe what is depicted in the picture. 	<ul style="list-style-type: none"> a) Observation of pupils' drawings. b) Oral presentations about "myself". 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Drawing materials
UNIT 2: My family	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ▪ Draw and write simple sentences about their families ▪ Draw their home environment ▪ State simple rules in the family 	<ul style="list-style-type: none"> a) Introduce the lesson by telling the class briefly about your family b) Show the class photos of his/her family c) Allow pupils to tell the class briefly about their families d) Let pupils do simple drawings of their home and talk about what is in the drawing. e) Discuss simple family rules. f) Ask pupils the rules they like and do not like and why. 	<ul style="list-style-type: none"> a) Listen to the pupils' statements about their family and grade these statements. b) Observe drawings of their family and grade the drawings. 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Drawing materials
UNIT 3: My home	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> ▪ Tell where their homes are located ▪ Describe their home ▪ Describe and draw the surrounding of their home ▪ Name the things in their home 	<ul style="list-style-type: none"> a) Introduce the lesson by talking about your home and its surroundings, to arouse the pupils' interest. b) Pupils make simple sentences about their home and its surroundings. c) Tell them the importance of 	<ul style="list-style-type: none"> a) Observe and comment on the pupils' responses. b) Oral presentations about their home 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Examples of addresses

		addresses. d) Use examples for them to understand concept of addresses.		
UNIT 4: Keeping ourselves healthy	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> State and practice simple ways of keeping themselves healthy Discuss why it is necessary to be healthy 	a) Introduce the lesson by showing pictures of someone who appears sick and someone who looks well and strong b) Discuss the difference in the two appearances. c) Talk about the importance of keeping ourselves well and healthy. d) Pupils make brief statements about their health and hygiene e) Display health and hygiene photos	a) Oral presentations about by the pupils b) Homework about My Healthy Family c) Identify healthy and sick persons in the pictures	a) FQSE Textbook b) Pictures and charts c) Resource person (e.g. nurse)
UNIT 5: Food	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> Discuss why we need food Classify the different types of food Explain their choice of food Name the foods grown in their community 	a) Introduce the lesson by showing pictures of different categories of foods to arouse the pupils' interest (e.g. carbohydrates, proteins, vegetables, fruits) b) Organise the pupils in groups to discuss the food they like or dislike c) Produce a list of food items on the board d) Teach them the importance of food to our bodies	a) Observation of pupils working in small groups b) Oral presentations c) Group discussions on why they like or dislike particular food items d) List the importance of food to our bodies	a) FQSE Textbook b) Pictures and charts
UNIT 6: Our environment	After completing this unit, the pupils should be able to: <ul style="list-style-type: none"> Briefly define the term environment Suggest why we need plants List some products we get from plants and their uses List some of the products we get from animals Differentiate between animals 	a) Introduce the lesson by taking the children for a brief environmental walk around the school b) Pupils describe the plants in the school compound c) Provide list of plants and animals that produce food for humans d) Help differentiate town and	a) Observation of pupils' work b) Oral presentation about my environment c) Grade the pupils' work on plants and animals	a) FQSE Textbook b) Pictures and charts c) Drawing materials

	<p>that live in town from those that live in the bush</p> <ul style="list-style-type: none"> Name and draw the animals and plants in their home environment 	bush animals		
UNIT 7: Special Days	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Explain the importance of birthdays and other special days Draw the National Flag Say something about our Independence Day 	<p>a) Introduce the lesson by reading aloud a short story about a special day to the class (e.g. a birthday; Eid; Christmas; Independence Day)</p> <p>b) Encourage pupils to talk about their birthdays</p> <p>c) Teach pupils to make our National Flag</p>	<p>a) Observation of pupils' work</p> <p>b) Oral presentation (pupils talk about their birthdays and the Independence Day, and how they celebrate these days)</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p>

Outline Teaching Syllabus for the First Stage of Basic Education (Class 2)

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: From home to school	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe and draw the different modes of transportation in their community ▪ Practise simple road safety rules ▪ State the types of transportation they use on their way to school ▪ Describe the things they see on their way to school ▪ Grasp and demonstrate the concept of time 	<ul style="list-style-type: none"> a) Introduce the lesson by talking about how you get to school every day, to arouse the pupils' interest. b) Ask pupils questions on how they get to school. c) Differentiate between public and private transports d) Discuss the importance of road safety e) List/show pictures of different modes of transportation in S/L for them to show the ones they use to school f) Discuss the time it takes to get to school 	<ul style="list-style-type: none"> a) Listen to pupils' responses b) Identify public transports and private transports c) Oral presentations on the method of transport they use to school d) Ask pupils to draw their preferred transport 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons d) Drawing materials
UNIT: 2 Our school	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Draw and describe their school environment ▪ List the things they see in the classroom ▪ Draw a simple diagram of their classroom ▪ Draw up simple rules on how to keep their school and classroom clean ▪ List the names of the people who work in their school and tell the types of work they do. ▪ State why it is important to go to school 	<ul style="list-style-type: none"> a) Introduce the lesson by letting pupils draw their school and classroom b) Group work. Pupils to draw up simple rules for their classroom and penalties for breaking the rules c) Discuss the importance of the various people who work in the school d) Organise a group discussion on why it is important to go to school 	<ul style="list-style-type: none"> a) Observation of pupils' work b) Oral presentation by pupils on the things in their classroom c) Observe pupils' drawings of their school and classroom 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Drawing materials
	After completing this unit, the pupils	a) Encourage pupils to talk	a) Observation of pupils	a) FQSE Textbook

UNIT 3: Living together	<p>should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the importance of peaceful co-existence ▪ Role-play the good and bad things that happen in their school ▪ Create their own rules for playing outside with peers ▪ State rules for studying together without the teachers 	<p>about the importance of rules</p> <ul style="list-style-type: none"> b) Discuss the importance of respecting differences c) Explain why it is necessary for pupils to play together d) Discuss house rules again, and link them with the importance of living together 	<p>working in small groups</p> <ul style="list-style-type: none"> b) Oral presentation on peaceful co-existence by pupils c) Group discussion on the necessity of playing and working together 	<ul style="list-style-type: none"> b) Pictures and charts on peaceful co-existence c) A short documentary on living together
UNIT 4: Looking after our health	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Tell how to keep themselves clean ▪ Name some healthy foods ▪ Relate the importance of exercise to their daily lives ▪ Discuss the importance of frequently washing hands ▪ Show why we need hospitals, doctors and other health workers ▪ State why we need medicines when sick 	<ul style="list-style-type: none"> a) Introduce the lesson by talking about the importance of good health. b) Encourage pupils to do the same c) Discuss why exercise is important. d) Pupils to state the kinds of exercises they do regularly. e) Class discussion on the benefits of washing their hands f) Discuss some common medicines and their use 	<ul style="list-style-type: none"> a) Observation of pupils' work b) Oral presentation on health rules c) Pupils write simple sentences on the proper use of medicines 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource person (a nurse, or other health worker)
UNIT 5: Our needs	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify essential needs such as house, clothes, food, etc. ▪ Draw different kinds of houses ▪ List food items grown in their neighbourhoods ▪ List other food items that are not grown in their neighbourhoods ▪ Practise how to prepare food ▪ Explain the importance of water in their lives ▪ State why they need clothes 	<ul style="list-style-type: none"> a) Begin the lesson by showing the difference between needs and wants. b) Put a list of items on the board and ask the class to list each item under Need or Want, followed by discussion of responses c) Group work. Pupils to agree on one food and explain how to prepare it d) Discussion on why we need water and clothes 	<ul style="list-style-type: none"> a) Observation of pupils' work b) Grade the group work 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Some food items d) Drawing materials
	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ State why the very early peoples were 	<ul style="list-style-type: none"> a) Talk about the Stone Age and how that era got its name. 	<ul style="list-style-type: none"> a) Observation of pupils' work b) Group discussion and 	<ul style="list-style-type: none"> a) FQSE Textbook and other relevant resources b) Pictures and images from

UNIT 6: People in the past	<p>called Stone Age humans</p> <ul style="list-style-type: none"> Describe how Stone Age humans collected roots, leaves and fruit for food Draw some of the tools and clothes they used Dramatize the daily life of a Stone Age human Compare tools and houses today with those of early humans 	<p>b) Ask pupils to say how people in the past hunted animals for food.</p> <p>c) Pair work. Pupils to list some of the leaves, roots and fruits early humans collected for food.</p> <p>d) List and compare some of the tools early humans used and the tools we use today.</p>	<p>assessment of life of early humans</p> <p>c) Grading of drawings by pupils on the way of life of early humans</p>	<p>the past</p> <p>c) Short documentary on the life of early humans</p>
UNIT 7: Our environment	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Describe how living things change and grow Identify/draw things that are found in their environment State some characteristics of non-living things Identify plants and animals found in the wild Describe the characteristics of the two seasons in Sierra Leone 	<p>a) Introduce the lesson with a recap of the definition of environment</p> <p>b) Encourage pupils to give their own definition of environment</p> <p>c) Ask pupils to draw or list things that are found in their environment</p> <p>d) Class discussion on living and non-living things and why humans need them</p> <p>e) Ask pupils to list characteristics of the rainy and the dry seasons in Sierra Leone</p>	<p>a) Observation of pupils' work</p> <p>b) Oral presentation on things found in their environment</p> <p>c) Pupils list differences between living and non-living things</p> <p>d) Homework: Pupils to write simple sentences on the seasons in Sierra Leone</p>	<p>a) FQSE Textbook and other relevant resources</p> <p>b) Pictures and charts</p> <p>c) Drawing materials</p>
UNIT 8: Our school neighbourhood	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Identify the neighbourhood of their school Survey the jobs of the people living near their school Draw/Make a list of local craft products and display them in the classroom Discuss the contributions of their school neighbours to the development of their school 	<p>a) Introduce the lesson with questions about the school's neighbourhood to arouse the pupils' interest</p> <p>b) Arrange a visit to a local crafts worker</p> <p>c) Display samples of products made in the neighbourhood and encourage pupils to show their uses</p> <p>d) Tell pupils about people in the neighbourhood who have helped or are helping to develop the school.</p>	<p>(a) Assessment of pupils' answers on the field visit.</p> <p>(b) Grading pictures and diagrams drawn by the pupils on local crafts in their community.</p>	<p>a) FQSE Textbook</p> <p>b) Charts and diagrams</p> <p>c) Resource persons</p> <p>d) Drawing materials</p>

Outline Teaching Syllabus for the First Stage of Basic Education (Class 3)

Suggested Topics/Themes Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: The community	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the word community ▪ Name different kinds of communities ▪ Explain how communities do things together ▪ Tell the location and name of their community ▪ Narrate the history of their community ▪ Interview people in their community 	<ul style="list-style-type: none"> a) Introduce the lesson with questions about the class/ classroom as an example of a community. b) Discuss the concept of community in detail using information from the textbook. c) Tell an imaginary story of the growth and development of a community, to encourage pupils to write about their own communities. d) Teach pupils basic techniques and etiquettes of interviewing people. 	<ul style="list-style-type: none"> a) Simple questions on the importance of communities. b) Grading of individual presentations by pupils on the history of their communities. 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons d) Drawing materials
UNIT 2: People in the community	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify groups of people in the community ▪ List some of the work people in the community do ▪ Show the importance of their work to the development of the community ▪ Show the benefits of working together in the community 	<ul style="list-style-type: none"> a) Introduce the lesson by asking pupils to name some ethnic groups living their community b) Teach about the importance of oneness and togetherness in communities. c) Pupils identify different workers in their community and discuss the importance of their work in the development of the community 	<ul style="list-style-type: none"> a) Observation and assessment of the work of the pupils. b) Grading role-play activity. c) Grading homework based on learning outcomes. 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons

		d) Organise role-play of some of community workers		
UNIT 3: Healthy living in our community	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Identify common diseases in their community and their causes List the health facilities in their communities Name the health workers and traditional healers in the community and show the importance of their work Name and collect plants used for medicine in their communities Make posters about some health rules – particularly Covid-19 prevention rules 	<p>a) Introduce the lesson with pertinent questions to arouse the pupils’ interest.</p> <p>b) Encourage pupils to talk about common diseases and health facilities in their community.</p> <p>c) Discuss the importance of health workers and traditional healers.</p> <p>d) General discussion on Covid-19 and how it can be prevented.</p>	<p>a) Observation of the work of the pupils, including role-play on good health practices</p> <p>b) Grade posters on Covid-19 prevention measures</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p> <p>d) Short documentary on Covid-19</p>
UNIT 4: Food and farming	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Classify the main types of food State the functions of these foods in the body Match different pictorial labels of food items into their classes State the importance of a healthful diet Describe the types of farming in their community Visit a farm to understand the food journey from the soil to the dinner table 	<ul style="list-style-type: none"> Introduce the lesson with questions about why humans need food. Display pictures of various food items on the classroom wall Introduce the topic of farming and talk about the common types of farming in their community. Make a visit to a farm nearby 	<p>a) Ask pupils to draw different types of food and their importance.</p> <p>b) Grade pupils’ report on the farm visit</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p> <p>d) A short documentary on foods and their uses</p>
UNIT 5: Resources in the community	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Define the term resources Give examples of natural and human-made resources Describe how to make manure Briefly define the term ‘recycle’ and give examples of recycling in their community 	<p>a) Introduce the lesson with questions to arouse the pupils’ interest</p> <p>b) Talk about some natural resources of Sierra Leone.</p> <p>c) Encourage pupils to talk about the resources in their community and their uses.</p> <p>d) Explain ways of managing</p>	<p>a) Assessment of pupils’ oral responses to teacher-made questions</p> <p>b) Home on classification of resources</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p> <p>d) A short documentary on resources and recycling</p>

		<p>wastes from the community.</p> <p>e) Organise a class discussion on the importance of recycling.</p>		
UNIT 6: Movement and communication	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Talk about how people move with their goods in the community ▪ List some advantages and disadvantages of the various means of transport in their region ▪ Define the term communication and describe some means of communication ▪ Show the importance of communication ▪ Make a simple telephone using string and tins 	<p>a) Introduce the lesson by telling pupils how you to travel to school</p> <p>b) Ask them to tell you how they travel to school and how people communicate in their community.</p> <p>c) List the types of transportation and communication on the chalkboard</p> <p>d) Arrange a discussion on the advantages and disadvantages of each type of transportation</p> <p>e) Drama – a telephone conversation in pairs</p>	<p>a) Observation and grading of the pupils’ oral performance in class.</p> <p>b) Ask True/False questions on transportation and communication.</p> <p>c) Homework: Multiple-choice questions</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p> <p>d) Tins, strings and nails</p> <p>e) Hammers</p>
UNIT 7: Early humans	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Name the period when early humans used mainly stones to carve tools and weapons ▪ Show how early humans discovered fire ▪ Describe the Metal Age and identify the first metals early humans used ▪ Explain what the Iron Age means ▪ Indicate the importance of the discovery and use of iron among early humans ▪ Name other metals used today 	<p>a) Introduce the lesson with questions from the previous work in Class 2 on people in the past</p> <p>b) Talk about the early metals early humans used</p> <p>c) Allow pupils to talk about the various uses of fire</p> <p>d) Give pupils an opportunity to talk about the life of early humans.</p> <p>e) Discuss the importance of the Iron Age to early communities</p>	<p>a) Grade pupils’ drawings of early humans and the tools they used.</p> <p>b) Grading teacher-made questions on the life of early humans</p> <p>c) True/False questions</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p> <p>c) Short documentaries on the Stone and Metal Ages</p>
UNIT 8: Community celebrations and	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Name some community celebrations 	<p>a) Introduce the lesson with questions on a popular celebration in the</p>	<p>a) Grade pupils’ responses to teacher-made questions</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p>

customs	<p>and customs</p> <ul style="list-style-type: none"> Show their relevance to the community Talk about how some community celebrations are organised what community people do during the celebrations. Describe an important custom in the community 	<p>country, to arouse the pupils' interest</p> <ul style="list-style-type: none"> b) Ask pupils to name some community celebrations and customs and write these on the chalkboard. c) Let them state the importance of these celebrations and customs to the community d) Pupils dramatize one of these celebrations. e) Discuss the positives and negatives of a custom in the community 	<ul style="list-style-type: none"> b) True/False questions c) Simple objective (multiple-choice) questions 	
UNIT 9: National holidays	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Define what a National Holiday is List the National Holidays in the country Prepare for the celebration of a National Holiday 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest b) Recall the importance of holidays c) Ask pupils to name some National Holidays and when they are celebrated 	<ul style="list-style-type: none"> a) Grade pupils' responses to teacher-made questions b) True/False questions c) Simple objective (multiple-choice) questions d) Homework: Pupils to write a short account of a community celebration or custom 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons d) Other relevant textbooks and resources

SOCIAL STUDIES

Outline Teaching Syllabus for the Second Stage of Basic Education (Class 4)

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: Districts and provinces in Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Name the districts and provinces in Sierra Leone ▪ Locate the headquarter towns of the districts and provinces on a map ▪ Write a paragraph about their village, town or city ▪ Draw a district map of Sierra Leone 	<ul style="list-style-type: none"> a) Introduce the lesson by talking to pupils about the main administrative regions of Sierra Leone b) Find out what they know about their district c) Use an atlas to name the administrative regions of Sierra Leone and locate their headquarter towns on a map d) Discuss with the pupils the characteristics of some districts e) Present clear information on some cities and towns. f) Pupils describe their towns/city/village in one paragraph 	<ul style="list-style-type: none"> a) Oral presentation about pupils' town/city/village b) True/False statements c) Check map work d) Multiple choice test on the topic e) Informal assessment of the pupils' descriptions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Other relevant textbooks
UNIT 2: Groups of people and landforms in our district	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify the groups of people that live in their district ▪ State why it is necessary for these various groups to work together ▪ Define the term "landform" ▪ Describe the landforms in their district and how these landforms aid or hinder development in their district. 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest b) Individual work listing the ethnic groups in the district c) Discuss what landforms are, including their importance d) Visit an important landform in the community and let pupils write a short description of the landform. 	<ul style="list-style-type: none"> a) Oral presentation by the pupils b) Homework based on the learning outcomes c) True/False statements d) Short essays e) Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Simple documentaries on the topic e) Other relevant textbooks
	<p>After completing this unit, the pupils should be able to:</p>	<ul style="list-style-type: none"> ▪ Introduce the lesson by asking pupils to define the 	<ul style="list-style-type: none"> ▪ Observation of group work by the pupils 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts

UNIT 3: Economic activities in the districts	<ul style="list-style-type: none"> ▪ Tell the meaning of economic activity. ▪ Identify some economic activities that take place in urban centres and rural areas. ▪ Name some economic activities in their community and the importance of such activities to the wellbeing of the community. ▪ Describe a farming calendar and indicate the importance of the calendar to farmers. 	<p>term “economic activities”</p> <ul style="list-style-type: none"> ▪ Let them list some economic activities in their district ▪ Talk about the importance of economic activities to the wellbeing of communities ▪ Group work to list some economic activities in the urban centres and rural areas in their district ▪ Children to draw a farming calendar for their district. 	<ul style="list-style-type: none"> ▪ Homework based on the learning outcomes ▪ True/False statements ▪ Short essays ▪ Multiple choice questions ▪ Oral presentation by the pupils about economic activities that bring much money in their district. 	<ul style="list-style-type: none"> c) Visit to a factory, market or farm. d) Resource persons
UNIT 4: Managing our resources	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Identify and draw the natural resources in their district and state some of their uses ▪ Categorise natural resources into renewable and non-renewable resources ▪ Discuss the proper management of resources ▪ Do a case study on an important natural resource in their area. 	<ul style="list-style-type: none"> ▪ Introduce the lesson by asking pupils to define the terms “resources” and “natural resources” ▪ Let them list the natural resources of Sierra Leone and in their district ▪ Talk about renewable and non-renewable resources ▪ Group work on how to care for our natural resources 	<ul style="list-style-type: none"> ▪ Homework based on the learning outcomes ▪ Matching words and their meanings ▪ Short essays ▪ Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons
UNIT 5: Social services in the districts	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Highlight some social services in the district and name their providers ▪ Differentiate between services provided by their local government and those provided by non-governmental organisations ▪ Discuss the importance of the proper use of these services and the consequences of their improper use ▪ Suggest how young people can help to maintain the social services 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils’ interest b) Discuss what is a social service c) Talk about why social services are important in a community d) Talk about the role of local councils in the provision of social services e) Field visit to a social service facility 	<ul style="list-style-type: none"> ▪ Oral presentation by the pupils ▪ Homework based on the learning outcomes ▪ True/False statements ▪ Short essays ▪ Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources b) Pictures and charts c) Resource persons
	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the various means of transportation in their district 	<ul style="list-style-type: none"> a) Introduce the lesson with questions about the common means of transportation in their 	<ul style="list-style-type: none"> a) Oral presentation by the pupils b) Homework based on the learning outcomes 	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources b) Pictures and charts c) Resource persons

UNIT 6: Moving and communicating in our district	<ul style="list-style-type: none"> ▪ Tell the importance of transportation to farmers ▪ Indicate how poor roads and overcrowded lorries and boats affect the movement of people and goods in their district or in the other parts of the country ▪ Write a case study on transportation problems in an urban area Name the mobile phone service providers in the country ▪ Describe the different modes of communication in their district ▪ State some of the problems of using mobile phones in the country 	<p>district</p> <p>b) Read some pages from the textbook and discuss transportation and communication as a class activity</p> <p>c) Pupils to say how they communicate with their friends (e.g., text messages; email; telephone chats, other social media; etc)</p>	<p>c) True/False statements</p> <p>d) Short essays</p> <p>e) Multiple choice questions</p>	
UNIT 7: People who rule our district	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the meaning of a local council ▪ Tell the composition and functions of local councils ▪ Name their local council Chairman or Mayor ▪ Show the importance of paying taxes to local councils ▪ Briefly describe what their local council is doing in terms of providing services ▪ Show reasons why people must pay taxes 	<p>a) Introduce the lesson with questions about the importance of the government</p> <p>b) Map work to locate the various districts in the country</p> <p>c) Discuss the five regional divisions of the country</p> <p>d) Discuss the roles of the Chairman/Mayor and the Chief Administrator</p> <p>e) Field visit to the Local Council Chairman's or Mayor's office. Pupils prepare questions to ask during the visit</p>	<p>a) Oral presentation by the pupils</p> <p>b) Homework based on the field visit</p> <p>c) True/False statements</p> <p>d) Short essays</p> <p>e) Multiple choice questions</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p>
UNIT 8: Customs	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the word "custom" ▪ Describe some customs in their district ▪ Show how some customs are performed ▪ Indicate the importance of customs ▪ Roleplay a certain community celebration 	<p>a) Introduce the lesson with questions to arouse the pupils' interest</p> <p>b) Describe the dress patterns of some ethnic groups</p> <p>c) Discuss the importance of music and dance in Sierra Leonean culture</p>	<p>a) Observe the role play</p> <p>b) Homework based on the learning outcomes</p> <p>c) True/False statements</p> <p>d) Short essays</p> <p>e) Multiple choice questions</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Pictures and charts</p> <p>c) Resource persons</p>

and celebrations of our people		d) Encourage pupils to mime or sing some traditional songs e) Explain some ceremonies related to the dead and why they are important f) Organise a role play of a community celebration		
UNIT 9: The good citizen in a community	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the term ‘good citizen’. ▪ List some of the qualities of a good citizen. ▪ Identify some good citizens in their community. ▪ Write a brief account of a good citizen (dead or alive). ▪ Suggest what young people, as good citizens, can do to develop their communities. ▪ State what they hope to do in the future for their district so that they would be well remembered 	a) Introduce the lesson by showing photographs of people from different professions. b) Explain why these people are important c) Encourage pupils to discuss their understanding of the term ‘good citizen’ and the qualities of a good citizen. d) Discuss why good citizens are important in any community. e) Talk about other types of citizens – passive and bad citizens and how they affect the development of their communities.	a) Assessment of individual and group presentations. b) Multiple choice questions c) True/False statements d) Short write-ups on qualities of good, passive and bad citizens	a) FQSE Textbook and other print resources b) Pictures and charts c) Resource persons

SOCIAL STUDIES

Outline Teaching Syllabus for the Second Stage of Basic Education (Class 5)

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: The land and people of Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Locate Sierra Leone on a map of West Africa ▪ Briefly describe the physical features of the country ▪ Name the physical features in their region ▪ Draw a physical map of Sierra Leone ▪ Distinguish between latitudes and longitudes and show their importance ▪ Give a historical sketch of the people of Sierra Leone ▪ Write a short account of their ethnic group 	<ol style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest b) Display a large map of Sierra Leone, with its physical features c) Show the differences between and the importance of latitudes and longitudes d) Explain how the different ethnic groups entered Sierra Leone e) Allow pupils to give short accounts of their ethnic groups 	<ol style="list-style-type: none"> a) Oral presentation by the pupils b) Homework based on the learning outcomes c) Matching words and their meanings d) True/False statements e) Short essays f) Multiple choice questions 	<ol style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Other relevant textbooks and resources
UNIT 2: Climate and vegetation	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the terms weather, climate and vegetation ▪ Name some weather instruments and their uses ▪ Describe the characteristics of the two main seasons in Sierra Leone ▪ Name the main vegetation belts in the country ▪ Describe the vegetation of their region and explain how the vegetation is linked to the economic activities of the people 	<ul style="list-style-type: none"> ▪ Introduce the lesson with questions to arouse the pupils' interest ▪ Observation of the weather on a particular day and allow pupils to narrate their experience of the weather ▪ Show the uses of the weather instruments ▪ Allow pupils to draw and label these weather instruments ▪ General discussion on the characteristics of the dry and rainy seasons ▪ Pupils to describe what they like and dislike about each season 	<ol style="list-style-type: none"> a) Observation and assessment of pupils' activities b) Oral explanation by pupils c) True/False statements d) Short essays e) Multiple choice questions 	<ol style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Simple documentaries e) Other relevant textbooks

UNIT 3: Our traditions and cultures	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Indicate the importance of traditions and cultures ▪ Describe a cultural ceremony of an ethnic group ▪ Role play a traditional marriage ceremony ▪ Explain how some communities show respect to their chiefs ▪ Discuss some beneficial and harmful effects of some of our traditions ▪ Explain the term 'cultural heritage' ▪ Describe and draw the 'Nomoli' and show its importance to some communities 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest b) Explain some cultures of the people of Sierra Leone c) Organise a role play of some Sierra Leonean cultures d) Discuss the good and bad effects of some cultural practices e) Organise a visit to a place of cultural importance 	<ul style="list-style-type: none"> a) Oral presentation by the pupils on some aspects of Sierra Leonean culture b) Homework based on the learning outcomes c) Grading of field visit report d) Short essays e) Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Simple documentaries on Sierra Leonean cultures d) Resource persons
UNIT 4: Early contact with the Europeans	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the main reasons why Europeans became interested in Sierra Leone ▪ List some of the European and Sierra Leonean trade items and their main uses ▪ Discuss in groups, the organisation and effects of the Trans-Atlantic Slave Trade ▪ Tell the importance of Sengbe Pieh in Sierra Leone and world history 	<ul style="list-style-type: none"> a) Introduce the lesson with a brief talk on why Europeans became interested in West Africa from the 15th century. b) Write the word 'SLAVERY' on the board. Ask the pupils to name words that are associated with 'slavery'. Write their responses and have a general discussion on these responses as a class activity. c) Explain the reasons for the Trans-Atlantic Slave Trade. d) Let pupils talk about how they feel about the Trans-Atlantic Slave Trade. e) General discussion on why pupils think Sengbe Pieh is important in Sierra Leone and world history. f) Discuss why and how the trade came to an end. 	<ul style="list-style-type: none"> a) Oral presentation by the pupils b) Homework based on the learning outcomes c) Quizzes and short essays d) Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Map of the Atlantic Slave Trade c) Pictures and charts d) Simple documentaries on slavery and the slave trade e) Other relevant textbooks
	<p>After completing this unit, the pupils</p>	<p>a) Introduce the lesson with a</p>	<p>a) Assessment of</p>	<p>a) FQSE Textbook</p>

UNIT 5: British rule in Sierra Leone	<p>should be able to:</p> <ul style="list-style-type: none"> ▪ Show the connection between the abolition of the slave trade and the founding of the Sierra Leone Colony settlement ▪ Explain why the British took over the management of the Sierra Leone Colony settlement in 1808 ▪ Describe the evolution of Krio society and culture ▪ Discuss in groups, why the British extended their rule into the Sierra Leone hinterland ▪ Show how Sierra Leone regained its independence from the British ▪ Write short accounts of some of our nationalist leaders 	<p>review of the Trans-Atlantic Slave Trade.</p> <ul style="list-style-type: none"> b) Ask pupils questions to elicit their understanding of why the Colony of Sierra Leone was founded c) Discuss the evolution of Krio society and culture d) Talk generally about colonialism and why the British colonised Sierra Leone g) General discussion on the reactions of Sierra Leonean chiefs to British rule h) Debate on the good and bad effects of British rule in Sierra Leone. 	<p>group work by the pupils</p> <ul style="list-style-type: none"> b) Homework based on the learning outcomes c) Quizzes and short essays e) Multiple choice questions 	<ul style="list-style-type: none"> b) Pictures and charts c) Documentaries on colonialism and Sierra Leone's attainment of Independence d) Other relevant textbooks
UNIT 6: Our National Government	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the structure of the National Government of Sierra Leone ▪ List and discuss the functions of the Executive, Legislative and Judicial Branches of Government ▪ Explain the concept 'Separation of Powers' and why it is important in a democracy ▪ Name some Government Ministries, Departments and Agencies and describe their functions 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest b) Ask pupils for their understanding of National Government and why a National Government is necessary c) General discussion of the functions of the various arms of government d) Debate on why 'Separation of Powers' is necessary e) Talk on the importance of Government Ministries, Departments and Agencies 	<ul style="list-style-type: none"> a) Quizzes and oral presentations by the pupils b) Assessment of project work on a Government Ministry, Department or Agency c) Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons d) Other relevant textbooks

UNIT 7: Industries in Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the word 'industry' ▪ Classify the industries according to their function ▪ State the difference between a small- and a large-scale industry ▪ Write a short account of an industry either in their region or in the country ▪ Show the importance of industries to the economy of the country 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest in the topic b) Pupils to name some industries in their region or country and what they produce c) Help pupils to classify the industries they have named and explain the basis for the classification d) Discuss a particular industry and show its importance to the Sierra Leone economy e) Arrange a visit to a nearby industry 	<ul style="list-style-type: none"> a) Quizzes and oral presentations by the pupils b) Assessment of project work c) Multiple choice questions d) Matching words and their meanings 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons d) Other relevant textbooks
UNIT 8: The Population of Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the term population ▪ Discuss the reasons for the growth of the Sierra Leone population over the years ▪ Debate the effects of huge population growth ▪ Show why population planning and control are necessary ▪ Define the term 'census' and state why it is necessary for countries to do a census every ten years 	<ul style="list-style-type: none"> a) Introduce the lesson with questions to arouse the pupils' interest b) Talk about the growth of the Sierra Leone population since independence and discuss the factors for the growth c) Allow pupils to discuss the 'More Flow Chart' in groups and encourage them to add to the chart d) Discuss why population planning and control are necessary in our country e) Define what a census is and state the importance of census 	<ul style="list-style-type: none"> a) Assess the group work of the children on the More Flow Chart b) Homework based on the learning outcomes c) Quizzes d) Matching words with their meanings e) Short essays f) Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Pictures and charts c) Resource persons
UNIT 9: Environment and	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Tell the difference between a healthy and an unhealthy environment ▪ Describe what sanitation means ▪ State whether their environment is a healthy one or not, and the reasons for this state of affairs 	<ul style="list-style-type: none"> a) Introduce the lesson by asking the class to list the ways in which the government keeps them safe and healthy (e.g. water sanitation; road safety; police security; garbage collection) b) Discuss the role of 	<ul style="list-style-type: none"> a) Oral presentation by the pupils b) Homework based on the learning outcomes c) True/False statements d) Short essays 	<ul style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Simple documentaries e) Resource persons f) Other relevant textbooks

sanitation	<ul style="list-style-type: none"> ▪ Describe major health problems in their district and in the country ▪ Determine the role of every Sierra Leonean in maintaining a healthy environment ▪ Explain the causes and effects of pollution ▪ Show the contribution of NGOs (including religious organisations) to improving people's health in Sierra Leone ▪ Describe how to construct a garbage collection centre 	<p>Government in our lives</p> <ul style="list-style-type: none"> c) Explain why it is necessary to spray the drainages d) Explain the causes of pollution and allow the pupils to discuss the various types of pollution and their effects e) Discuss the role of faith-based and private hospitals and clinics in health promotion f) Explain some health problems in schools g) Ask the pupils how these problems can be avoided. 	<p>e) Multiple choice questions</p>	
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SOCIAL STUDIES

Outline Teaching Syllabus for the Second Stage of Basic Education (Class 6)

Suggested Topics/Themes /Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: Sierra Leone and her immediate neighbours	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Locate Liberia, Guinea and Sierra Leone on a map Describe the sizes and shapes of these countries Talk about the origins/meanings of the names of these three countries Measure distances between cities and towns in the three countries Show the two ways of measuring distances between settlements Practise how to use a scale on a map 	<ol style="list-style-type: none"> Introduce the lesson with general questions on the three countries to arouse the pupils' interest Discuss the names of the capital cities of these countries Talk about the physical sizes of the three countries Discuss the various ways of measuring distances between settlements, and why the measurements vary Group work: Pupils find out more about the names of each of the countries 	<ol style="list-style-type: none"> Pupils draw a map showing all three countries Oral presentation by the pupils on the origins of the names of the countries. Homework based on the learning outcomes True/False statements Short essays Multiple choice questions 	<ol style="list-style-type: none"> FQSE Textbook Relevant maps Pictures and charts Other relevant textbooks Resource persons
UNIT 2: Relief, climate and vegetation	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Define the words 'relief', 'climate' and 'vegetation' Describe the physical features of Liberia, Sierra Leone and Guinea, including the shapes of their land Show why these countries are hot and humid throughout the year Draw simple climate graphs Compare the climate and vegetation of the three countries 	<ul style="list-style-type: none"> Introduce the lesson with questions to assess pupils' prior knowledge on the topic. Use an atlas to show the class the physical features of Liberia, Sierra Leone and Guinea. Pupils to read portions of the Unit in the textbook in turns. Discuss the climate and vegetation of Liberia, Guinea and Sierra Leone and let pupils point out the similarities in the climate and vegetation. 	<ol style="list-style-type: none"> Oral presentation by the pupils Homework based on the learning outcomes True/False statements Short essays Multiple choice questions 	<ol style="list-style-type: none"> FQSE Textbook Relevant maps Pictures and charts Simple documentaries Resource persons Other relevant textbooks

		<ul style="list-style-type: none"> Point out the reasons for these similarities. Do the same for the seasons. Pupils to do more research on the physical features of either Liberia or Guinea. 		
UNIT 3: History and National Symbols	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> State some historical commonalities among the three countries Tell or write a brief history of the founding of Liberia Narrate a brief history of Guinea Show similarities between the establishment of Freetown and Monrovia Describe and draw the Coats of Arms and Flags of Sierra Leone, Liberia and Guinea Explain the significance of these national symbols 	<ul style="list-style-type: none"> a) Introduce the lesson with a recap of some issues discussed in Unit 3 above. b) Discuss some similarities in the histories of Sierra Leone, Liberia and Guinea c) Let pupils give reasons for these similarities d) Talk about the National Symbols of all three countries and the importance of these symbols. e) Encourage pupils to draw these symbols. 	<ul style="list-style-type: none"> a) Oral presentation and discussion by the pupils b) True/False statements c) Short essays d) Multiple choice questions 	<ul style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Simple documentaries e) Other relevant textbooks
UNIT 4: Moving between countries	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> State how people and goods move between Liberia, Sierra Leone and Guinea Discuss the challenges of moving between these countries Explain the meaning and importance of cross-border trade Name the people and institutions that secure our borders Show the reasons for securing our borders 	<ul style="list-style-type: none"> Introduce the lesson with questions to arouse the pupils' interest, for example, 'why do people travel?' Talk about the main transportation modes in the sub-region. Pupils discuss in small groups the advantages and disadvantages of each mode. Explain what cross-border trade is and pupils name some of the trade items. Discuss some of the effects of border closure. Name some of the people who secure our borders. Ask pupils to describe what might happen if the borders are not secure. 	<ul style="list-style-type: none"> e) Oral presentation by the pupils f) True/False statements g) Short essays h) Multiple choice questions i) Grade pupils' role play 	<ul style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Simple documentaries e) Other relevant textbooks

		<ul style="list-style-type: none"> Role play a trader crossing the border between Sierra Leone and Liberia. 		
UNIT 5: Population and economic activities	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Define population Describe the effects of excessive population growth in Liberia, Sierra Leone and Guinea Draw a population pyramid and state the importance of a population pyramid Define the term 'population density' Name and classify the main economic activities in Liberia, Sierra Leone and Guinea Show how some of these activities affect the environment 	<ul style="list-style-type: none"> a) Introduce the lesson with a brief description of what population means, and the importance of a productive population to the wellbeing of a country b) Talk about a population pyramid and why it is important c) Pupils to describe common economic activities in Liberia, Sierra Leone and Guinea and how they contribute to the development of the individual countries. d) Pupils to point out how some of these economic activities affect the environment. e) Organise a debate on the topic: "A large population is good for the development of a country." 	<ul style="list-style-type: none"> a) Oral presentation by the pupils b) Homework based on the learning outcomes c) True/False statements d) Short essays e) Multiple choice questions f) Grade pupils' performance during the debate. 	<ul style="list-style-type: none"> a) FQSE Textbook b) Population maps c) Pictures and charts d) Simple documentaries on population growth e) Resource persons
UNIT 6: Cooperation and conflict in the Mano River Union countries	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Explain the terms cooperation and conflict State why it is necessary for countries to cooperate Write a brief essay on the history and achievements and problems of the Mano River Union Describe the civil wars in Liberia and Sierra Leone and the effects of these wars Tell how these wars ended. 	<ul style="list-style-type: none"> a) Introduce the lesson with a short quiz. b) Call on individual pupils to read passages in the textbook. c) Ask some pupils to read some passages from the textbook and then start a discussion based on the reading. d) Talk about why cooperation between and among countries is necessary. e) Ask pupils to give the reasons for the civil wars in Liberia and Sierra Leone and discuss these reasons. 	<ul style="list-style-type: none"> Oral presentation by the pupils True/False statements Short essays on the reasons and effects of the civil war in either Liberia or Sierra Leone Multiple choice questions Pupils research on the Late President 	<ul style="list-style-type: none"> a) FQSE Textbook b) Relevant maps c) Pictures and charts d) Documentaries on the civil wars (e.g. Blood Diamonds) e) Resource persons f) Other relevant resources

		f) Discuss the commonalities of these wars.	Ahmad Tejan Kabbah of Sierra Leone	
UNIT 7: European Rule in West Africa	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain what European rule means ▪ Discuss why Europeans became interested in West Africa ▪ Highlight the reactions of West Africans to the imposition of European rule ▪ Describe the patterns of European rule in West Africa ▪ Analyse the effects of European rule 	<p>a) Begin this topic by dividing the board into three sections. In section 1, write K (K stands for what the pupils already know about the topic). In section 2, Write W (W stands for what they want to know about the topic). In section 3 of the board, write L (L stands for what they will learn about the topic at the end of the lesson). Next, ask the class what they already know about why Europeans came to West Africa. List all their responses under K on the board without correcting any wrong answers.</p> <p>b) Ask the pupils what they want to know about European rule in West Africa and write down their answers under W on the board.</p> <p>c) Leave the L section blank.</p> <p>d) Using the textbook and other sources, discuss the motivations, patterns, reactions and effects of European rule in West Africa.</p> <p>e) Ask the pupils what they have learned about European rule in West Africa and complete the L section on the blackboard.</p>	<p>j) Oral presentation and discussion by the pupils</p> <p>k) True/False statements</p> <p>l) Short answer questions</p> <p>m) Multiple choice questions</p>	<p>a) FQSE Textbook</p> <p>b) Relevant maps</p> <p>c) Pictures and charts</p> <p>d) Simple documentaries on European colonial rule</p> <p>e) Other relevant textbooks</p>
	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Draw a political map of West Africa ▪ Narrate some interesting facts about Sierra Leone in West Africa 	<p>a) Introduce the lesson by displaying a large political map of West Africa on the board.</p> <p>b) Ask the pupils to identify the</p>	<p>a) Oral presentation by the pupils</p> <p>b) Homework based on the learning</p>	<p>a) FQSE Textbook</p> <p>b) Relevant maps</p> <p>c) Pictures and charts</p> <p>d) Simple documentaries</p> <p>e) Resource persons</p>

UNIT 8: Sierra Leone and the West African Community of Nations	<ul style="list-style-type: none"> ▪ Arrange the West African countries according to their location ▪ Arrange the West African countries according to their official languages, and account for the differences in their official languages ▪ State some advantages of the coastal countries ▪ State some disadvantages of the landlocked countries ▪ Describe some major economic activities in West Africa ▪ Give a brief history of ECOWAS and name of its achievements and problems 	<p>countries on the map.</p> <p>c) Let them divide the West African countries according to (i) Official languages and (ii) location – coastal and inland countries.</p> <p>d) Talk about the physical and economic features of West African countries</p> <p>e) Discuss with pupils the main economic activities in West Africa and how they contribute to the development of the countries.</p> <p>f) Talk briefly about ECOWAS and tell pupils to write a short account of this organisation.</p>	<p>outcomes</p> <p>c) True/False statements</p> <p>d) Short answer questions</p> <p>e) Multiple choice questions</p>	<p>f) Other relevant resources</p>
UNIT 9: Migration and health issues in West Africa	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ List and explain the main reasons why people migrate within West Africa and the problems associated with migration ▪ State why many young people desire to migrate to Europe and list some of the consequences of such migration ▪ Draw a map showing the migration routes ▪ Describe the Ebola virus disease and COVID-19 and show how migration aids their spread ▪ Draw a diagram of how Ebola may have spread from animals to humans ▪ Write some prevention messages for Ebola and COVID-19 ▪ Name some common diseases in West Africa and state how they can be prevented 	<p>a) Introduce the lesson by displaying a large political map of West Africa showing some migration routes in the subregion</p> <p>b) Discuss with the pupils the main reasons why people migrate in West Africa</p> <p>c) Talk about how migration within West Africa affects farmers and cattle herders</p> <p>d) Prod them to find examples in Sierra Leone</p> <p>e) Talk about the new migration trend from West Africa to Europe and the dangers involved.</p> <p>f) Let pupils research on the reasons for this new type of migration and suggest how it can be minimised.</p> <p>g) Talk about Ebola and COVID-19 and their relationship with</p>	<p>a) Oral presentation by the pupils</p> <p>b) True/False statements</p> <p>c) Short answer questions</p> <p>d) Multiple choice questions</p>	<p>a) FQSE Textbook</p> <p>b) Relevant maps</p> <p>c) Pictures and charts</p> <p>d) Resource persons</p>

		<p>migration</p> <p>h) Pupils to write prevention messages for both diseases.</p>		
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SOCIAL STUDIES

Outline Teaching Syllabus for the Third Stage of Basic Education (Form 1)

Suggested Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/Supplementary)
UNIT 1: The Origins of Humans	<p>After completing this unit. the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Explain the difference between a decade and a century; ▪ Compare oral traditions and religious explanations of the origins of humans; ▪ Debate the scientific theories of the origin of humans; ▪ Describe the main stages in the development of humans, according to anthropologists; ▪ Show why scientists believe that Africa is the cradle of humans; ▪ Name the major and minor racial groups in the world. 	<ul style="list-style-type: none"> a) Introduce the lesson by asking questions pertaining to the topic. Observe the pupils' responses by asking follow-up questions. b) Discuss and compare traditional and scientific theories of the origin of man/humans c) Discuss the five stages of man/humans and explain the special characteristics of human beings d) List the major human races e) Research and debates: e.g. Debate in class the motion: <i>'This House believes that the Darwinian theory of evolution is the correct view of the origin of Man.'</i> 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Grading pupils on group work activities f) Assessment of the debate 	<ul style="list-style-type: none"> a) Print resources (e.g. pictures, charts and posters, Holy Bible and Holy Quran) b) FQSE Textbook; other textbooks/materials c) Audio-visual media (e.g. DVD recordings about the topic d) Historic/archaeological sites in or near the community.
UNIT 2: From Stone Age to Metal Age	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe and show the importance of some cultural changes that took place during the Stone Age period; ▪ Demonstrate an understanding of how the agricultural revolution changed the lives of Stone Age communities; ▪ List the main metals used by early humans and describe how these metals helped to change their lives; 	<ul style="list-style-type: none"> a) Introduce the lesson by asking questions pertaining to the topic, e.g. "What does Stone Age' mean? b) Write some of the responses on the chalkboard for further discussion. c) Talk about an imaginary journey into the Stone Age and ask pupils to explain how they could have lived during this Age. d) Make use of the environment, e.g. visit to a blacksmith to see 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities 	<ul style="list-style-type: none"> a) FQSE Textbook and other materials such as videos from Resource Centres. b) Models of early stone and iron tools c) Pictures of modern uses of iron

	<ul style="list-style-type: none"> ▪ Tell the importance of the Nile River in the lives of ancient Egyptians; ▪ Explain some special characteristics of human beings, which make them superior to other creatures. 	<p>different kinds of metals and how they are used</p> <p>e) Arouse children's interest through other activities.</p> <p>f) Pupils read passages from the textbook, followed by discussion and questions.</p> <p>g) Invite a science teacher to explain more about how the human brain functions</p>	g) Oral presentations	
UNIT 3: The Universe and Solar System	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the term Universe; ▪ Explain how the Universe came about; ▪ Describe and draw the Planets of the Solar system; ▪ Show the relationship between the Sun and the other planets; ▪ Explain the importance of the Sun in our lives. 	<p>a) Introduce the lesson with a short presentation on how the Universe may have started.</p> <p>b) Have an animated discussion on the scientific explanation of the origin of the universe with the religious (e.g. Genesis story in the Bible) explanations.</p> <p>c) Ask pupils which of these explanations they find convincing, and why.</p> <p>d) Pupils to read passages from the textbook, followed by discussion and questions (e.g. the benefits of space exploration).</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p>g) Oral presentations</p>	<p>a) FQSE Textbook</p> <p>b) Short video documentaries on the Universe and solar system</p> <p>c) Other relevant articles</p> <p>d) Diagrams of space exploration</p>
UNIT 4: The environment of Planet Earth	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe and draw the size and shape of planet Earth; ▪ State the main geographical regions of the world; ▪ Explain how eclipses occur; ▪ Show the key effects of the movements of the Earth; ▪ Draw lines of latitude and longitude and state their importance 	<p>a) Introduce the lesson with a big map of the world or a globe.</p> <p>b) Ask pupils about their understanding of what Earth means to them.</p> <p>c) Write some of the responses on the chalkboard for further discussion.</p> <p>d) Talk about the surface and characteristics of the Earth and their importance.</p> <p>e) Encourage pupils to read passages from the textbook, followed by discussion and questions.</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p> <p>g) Oral presentations</p>	<p>a) FQSE Textbook and other resources; Internet; teacher notes</p> <p>b) the Earth and Sun</p> <p>c) Diagram of the Solar system</p> <p>d) Lamp or other light source</p> <p>e) Globe/maps</p> <p>f) Diagrams illustrating rotation and revolution of the Earth</p> <p>g) Diagram of the eclipse of the Moon and Sun</p>

UNIT 5: Sierra Leone: Surface features, vegetation and farming	<p>After completing this, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the position of Sierra Leone in West Africa; ▪ Name the surface features of Sierra Leone and locate some mountains and rivers; ▪ State the two main seasons in the country, their characteristics and importance; ▪ Draw simple maps showing the physical regions and vegetation belts of the country; ▪ Draw a simple climate graph; ▪ Show how geographical factors influence farming activities in the rural areas. 	<ul style="list-style-type: none"> a) Introduce the lesson with a large physical map of Sierra Leone. b) Ask pupils to name the physical features they see on the map. c) Discuss the relationship between climate and vegetation. d) Find out the pupils' experiences of the changing climatic conditions in our country in more recent times and discuss possible reasons for these changes. e) Pupils to read passages from the textbook, followed by discussion and questions. f) Group work: Pupils to discuss the physical feature of their region and write simple sentences on it. g) Encourage them to explain how the physical feature affects the people's way of life. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities <p>Oral presentations</p>	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources b) Physical and vegetation map of Sierra Leone c) Resource persons d) Field visit
UNIT 6: The family	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Give their own meaning of family; ▪ Show the importance of family in their lives; ▪ State the main types of families in Sierra Leone and their characteristics; ▪ Describe the main functions of the family and the main roles of family members; ▪ Indicate why it is important for each family member to perform their role well. 	<ul style="list-style-type: none"> a) Introduce the topic with a brief description of your own family. b) Encourage pupils to do likewise. c) Ask pupils to state the types of families that are common in the country. d) Ask the pupils what family means to them. e) Have an exercise on the advantages and disadvantages of nuclear and extended families, based on their own experiences. f) Talk about roles of family members and their significance. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities g) Oral presentations 	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources; b) Pictures of different types of families around the world c) Pictures of different family members performing various functions d) Resource persons
UNIT 7: Culture and	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Give their own meaning of culture; ▪ Describe the characteristics of culture; 	<ul style="list-style-type: none"> a) Introduce the lesson by asking the pupils to give their own meaning of culture and the various things they associate with culture. 	<ul style="list-style-type: none"> a) Essay questions that require short answers b) Multiple-choice questions c) Matching words and 	<ul style="list-style-type: none"> a) FQSE Textbook. b) Pictures of different cultures around the world c) Pictures showing the

diversity	<ul style="list-style-type: none"> Identify various Sierra Leonean cultures; Show how diversity can enrich our lives; Role play a traditional marriage ceremony. 	<ul style="list-style-type: none"> b) Write some of the responses on the chalkboard for further discussion. c) Discuss some characteristics of culture. d) Pupils dramatize some Sierra Leonean cultures to reinforce the concept of diversity. 	<ul style="list-style-type: none"> their meanings d) Homework based on the questions in the textbook or teacher-made questions. 	<ul style="list-style-type: none"> importance of cultural diversity d) Resource persons
UNIT 8: Peaceful Homes and Communities	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Explain the need for rules; Draw up simple rules that promote safety, good behaviour and so on; Write a classroom charter; Define the term 'government'; State the need for government; Show the features of a good government; State the purpose of laws in a country; Show the basic elements of a good law. 	<ul style="list-style-type: none"> a) Introduce the lesson by asking the pupils to state the purpose of rules and laws, and what might happen to a community where there are no rules or laws. b) Pupils describe some basic home rules and why they are important. c) Have a discussion on simple classroom rules. d) Arrange the pupils in small groups to write their classroom rules, followed by another general discussion of these rules. e) Talk about the purpose of government. 	<ul style="list-style-type: none"> a) Essay questions that require short answers b) Multiple-choice questions c) Matching words and their meanings d) Homework based on the questions in the textbook or teacher-made questions. 	<ul style="list-style-type: none"> a) FQSE Textbook b) Other print resources c) Resource persons
UNIT 9: Preparing for citizenship	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Define citizenship and state some qualities of a good citizen; List certain things he/she can do to improve their community; Describe the concept of Fair Play and its importance in our lives; State the benefits of sport for individuals and groups; Indicate how sport can be used to bring peace, tolerance and respect among young people; Show why it is important to develop a strong willpower. 	<ul style="list-style-type: none"> a) Introduce the lesson by asking the pupils to define citizenship and name words connected with citizenship. b) Write these on the chalkboard for discussion. c) Talk about the three types of citizens in any community – the good active citizen, the bad citizen and the passive citizen. d) General discussion on how each type of citizen contributes or hinders the development of their community. e) Pupils to discuss some elements of fair and how they can demonstrate fair play in sports. 	<ul style="list-style-type: none"> a) Essay questions that require short answers b) Multiple-choice questions c) Matching words and their meanings d) Homework based on the questions in the textbook or teacher-made questions. 	<ul style="list-style-type: none"> a) FQSE Textbook b) Print resources c) Documentaries d) Resource persons

		<p>f) Encourage them to write more fair game rules.</p> <p>g) Pupils to discuss the importance of self-discipline or willpower in their lives.</p>		
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SOCIAL STUDIES

Outline Teaching Syllabus for the Third Stage of Basic Education (Form 2)

Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core/ Supplementary)
UNIT 1: The Structure and Surface of Planet Earth	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Compare the structure of the earth to a pear or an egg; ▪ Describe how earthquakes, volcanoes, tsunamis and hurricanes are formed, and their impact on the environment and humans; ▪ Explain the terms weathering and erosion and give examples from their environment; ▪ Describe the different types and uses of maps; ▪ Narrate the ancient and modern ways of measuring time. ▪ State the importance of time in our lives. 	<ul style="list-style-type: none"> a) Introduce the lesson by asking the pupils to describe the parts of a pear and an egg and show what the two have in common. b) Relate this information to the structure of the earth. c) Talk about earthquakes and volcanoes, using audio visual materials. d) Pupils to explain what they see in these materials. e) Arrange visits to sites affected by weathering and erosion. f) Discussion on the importance of time in our lives. g) Group work on the differences between the various types of maps. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities 	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources b) A pear and an egg c) Diagrams of how earthquakes, volcanoes and erosion occur. d) Audio visual materials relating to earthquakes and volcanoes. e) Different types of maps. f) A globe
UNIT 2: Landforms in Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the landforms in their region and how these landforms influence certain activities, e.g. farming; ▪ Describe and draw the different types rocks, and show how people use rocks in their community; ▪ Show how landslides occur, and write about the effects of landslides; ▪ Explain the importance of tides; ▪ Read simple contour lines on a map. 	<ul style="list-style-type: none"> a) Introduce the lesson by asking the pupils to define landforms and describe the types of landforms in their community. b) General discussion on how these landforms influence farming and other activities. c) Talk about rocks, their formation and uses. d) Show a video of how landslides and tides occur, and their effects. e) Introduce map reading skills. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities. 	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources b) Diagrams of and videos on different types of rocks and how they are formed. c) Videos on landslides and tides.

UNIT 3: The People of Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Tell the migration stories of many of Sierra Leone's ethnic groups; ▪ Describe their early political and social organisations; ▪ Show how some groups have influenced the others; ▪ Explain the meaning of a 'nation-state' and determine whether Sierra Leone is a nation-state. ▪ Indicate the importance of unity among the ethnic groups. 	<p>a) Introduce the lesson with a large ethnic map of Sierra Leone. b) Show the historical importance of the map and indicate whether it is very relevant today c) Pupils to name the ethnic groups in their class, plus other groups not represented in the class. d) Discussion on the migration of these groups to Sierra Leone and reasons for these migrations. e) Talk about the necessity for unity among the various groups.</p>	<p>a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities.</p>	<p>a) FQSE Textbook and other print resources b) A large ethnic map of Sierra Leone c) Resource persons</p>
UNIT 4: Trans-Atlantic Slave Trade and British Colonialism	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Describe the evolution, pattern and effects of the Trans-Atlantic Slave Trade; ▪ Show the importance of Sengbe Pieh in Sierra Leone and world history; ▪ Describe the circumstances that led to the founding of the Sierra Leone colony; ▪ Assess the pattern and significance of European colonial rule in Sierra Leone; ▪ Briefly trace the steps by which Sierra Leone regained its independence from the British 	<p>a) Introduce the topic with a short talk about the coming of the Europeans to Sierra Leone; b) Talk about the origin and organisation of the Slave Trade. c) Discussion on resistance to and evils of the slave trade, using Sengbe Pieh as a classic example. d) Pupils to dramatize the Sengbe Pieh revolt. e) Link the end of the slave trade to the founding of the Sierra Leone colony settlement and British colonial rule in Sierra Leone. f) Pupils to state the effects of colonial rule in Sierra Leone</p>	<p>a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities.</p>	<p>a) FQSE Textbook and other print resources b) Video on the Amistad Revolt c) Pictures of the Architects of Sierra Leone independence</p>
UNIT 5: Socialisation and Education in Sierra	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define socialisation and state its importance for the development of an individual; ▪ Highlight the Agents of Socialisation and examine their influence on particularly young people; ▪ Discuss how an individual who is not 	<p>a) Introduce the topic by drawing on the pupils' knowledge on socialisation. b) Animated discussion of the role of various socialising agencies c) Pupils talk about their role models and what influences their choice of role models. d) General discussion on education</p>	<p>a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on</p>	<p>a) FQSE Textbook and other print resources b) Video on the Agents of Socialisation c) Resource persons</p>

Leone	<p>socialised may look like.</p> <ul style="list-style-type: none"> Describe the system of education in the country, and suggest ways of improving the system; Classify the workers in a modern economy. 	<p>in our country, including suggestions for reform.</p> <p>e) Talk on what constitutes a workforce and the link between a good education and the workforce.</p>	<p>the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities.</p>	
UNIT 6: Sierra Leone is an Independent Country	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> State the importance of independence to a country and its people; Journey back into time and feel how our first independence was celebrated; Examine the significance of some of our nationalist leaders; Define patriotism and give examples of patriotic behaviour. 	<p>a) Introduce the lesson with a recap of Sierra Leone's march towards independence.</p> <p>b) Guided discussion on why it is important for any country to be independent.</p> <p>c) Talk about what independence means in practice.</p> <p>d) Have a discussion on the meaning and importance of our National Symbols.</p> <p>e) Encourage pupils to give examples of patriotic behaviour in our country.</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities.</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Video clip on Sierra Leone's Independence</p> <p>c) Diagrams of our National Symbols</p> <p>d) Pictures of examples of patriotic behaviour</p>
UNIT 7: Transportation, communication and development	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Describe the different modes of transportation and communication in Sierra Leone; Discuss in small groups, how good transportation and communications systems can promote development; Define the term 'mass media' and give examples of the mass media; Explain the good and bad effects of social media; Describe how people with special disabilities communicate. 	<p>a) Introduce the lesson by asking the pupils to define the words transportation and communication and show the relationship between them.</p> <p>b) Pupils to describe the different modes of transportation in Sierra Leone.</p> <p>c) Initiate a lively discussion on how pupils would live in the absence of a good transportation and communication network.</p> <p>d) General discussion on the positive and negative aspects of social media.</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Diagrams of the different modes of transportation and communication.</p>
	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Explain the reasons for rapid population growth in developing 	<p>a) Introduce the lesson by asking the pupils to define the words population, migration and urbanisation, and show the</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice</p>	<p>a) FQSE Textbook and other print resources</p> <p>c) Resource persons</p>

UNIT 8: Population, Migration and Urbanisation	<p>countries and the effects of huge population growth;</p> <ul style="list-style-type: none"> ▪ Explain the distribution of population in Sierra Leone; ▪ Define migration and state the main reasons why people migrate; ▪ Show the main types of internal migration in Sierra Leone and the effects of such migration on certain communities; ▪ Trace the history of urbanisation in early and modern times; ▪ Describe the advantages and disadvantages of urbanisation; ▪ Write a short history of an urban settlement in Sierra Leone. ▪ Demonstrate an understanding of the connection between population, migration and resources. 	<p>connection between them.</p> <ul style="list-style-type: none"> b) Talk about the factors that influence population distribution in Sierra Leone. c) Allow pupils to describe the main types of internal migration, their importance and the types that are prevalent in their community. e) Pupils to discuss the advantages and disadvantages of urbanisation, using one urban settlement in Sierra Leone as an example. f) Pupils to do a case study of an urban settlement. 	<p>questions</p> <ul style="list-style-type: none"> c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities. 	
UNIT 9: A journey through adolescence	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the term ‘adolescence’ and categorise the stages in adolescence; ▪ Examine the characteristics of adolescents; ▪ Show why adolescence is an important stage in their lives; ▪ Name and discuss some of the challenges adolescents face. 	<ul style="list-style-type: none"> a) Introduce the lesson by drawing on the pupils’ experiences at home when they were growing up; b) Let them compare how they were when they were less than ten years old and how they are now, and talk about some of the changes they have noticed about their bodies; c) Classify adolescence into various stages and discuss the physical, intellectual, emotional and social changes that take place during each stage. d) General discussion on the characteristics of adolescents; e) Pupils to identify the common social problems that adolescents face and suggest possible preventive measures. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities. 	<ul style="list-style-type: none"> a) FQSE Textbook and other print resources b) Resource persons

SOCIAL STUDIES

Outline Teaching Syllabus for the Third Stage of Basic Education (Form 3)

Topics/Themes/Units	Specific Learning Outcomes	Recommended Teaching Styles or Pedagogical Approaches	Assessment Methods	Suggested Learning & Teaching Resources (Core /Supplementary)
Unit 1: Conflict and Conflict Resolution	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define and state the categories of conflict; ▪ Show the characteristics of negative and positive conflict; ▪ Describe how social inequality affects certain groups of people worldwide; ▪ State some common ways of resolving conflicts. ▪ Dramatize one conflict resolution method in class. 	<ul style="list-style-type: none"> a) Introduce the lesson with clear and concise questions to arouse the pupils' interest. E.g. "What is conflict?" b) Write on the chalkboard word associated with conflict. c) Pupils to role play a conflict situation and ways of peacefully resolving conflicts. d) Organise a lively discussion on the theme: "No peace without justice." e) Pupils to read passages from the textbook, followed by discussion and questions. 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based on the questions in the textbook or teacher-made questions. f) Grading pupils on group work activities <p>Oral presentations</p>	<ul style="list-style-type: none"> a) FQSE Textbook and other resources; b) Pictures of categories of conflict and conflict resolution methods
Unit 2: Rules, laws and stability	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the terms "rules", "law" and "order" and state the relationship between them; ▪ Show why we need rules, law and order in society; ▪ State the reasons for lawlessness and indiscipline in Sierra Leone; ▪ Talk about how indiscipline in schools 	<ul style="list-style-type: none"> a) Introduce the lesson with a general discussion on the pupils' prior knowledge on rules, law and order. b) Using their class as an example, discuss the things that may happen in the class in the absence of rules and order. c) Discuss the significance of 	<ul style="list-style-type: none"> a) Essay questions that require short answers. b) Multiple-choice questions c) Matching words and their meanings d) True/false statements e) Homework based 	<ul style="list-style-type: none"> a) FQSE textbook b) Pictures of institutions and individuals that maintain law and order in the country c) Resource persons d) Visit to an institution that

	<p>could affect their learning;</p> <ul style="list-style-type: none"> ▪ Define cultism and indicate how cultism affects its members and society; ▪ Indicate the importance of stability in communities. 	<p>Lady Justice.</p> <p>d) Discuss the reasons for and the effects of lawlessness in the country.</p> <p>e) Children to give their own meaning of cultism and state how cultism in their school may affect their learning.</p> <p>f) Children draw a poster discouraging young people from joining cults</p> <p>g) Let the pupils discuss the meaning and importance of stability in their homes, schools, communities and in the country.</p>	<p>on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p>	<p>maintains law and order</p>
Unit 3: Adolescents and life skills	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the term adolescents and name some characteristics of adolescents; ▪ Determine what life skills are and give examples of life skills; ▪ Categorise the different life skills; ▪ Show how life skills can help them in their interactions with others. 	<p>a) Introduce lesson with leading questions to draw from the pupils their previous knowledge on adolescents.</p> <p>b) Define life skills and help pupils to categorise them.</p> <p>c) Discuss with the pupils the significance of each life skill in their lives.</p> <p>d) Exercises on which life skills the pupils consider most important.</p> <p>e) Role play the importance of one life skill.</p>	<p>a) Multiple-choice questions.</p> <p>b) True/False statements.</p> <p>c) Short answers</p> <p>d) Homework</p> <p>e) Observation of pupils' work.</p>	<p>a) FQSE Textbook</p> <p>b) Pictures and diagrams</p> <p>c) Video clips on life skills</p> <p>d) Resource persons</p>
Unit 4: Diversity, National Integration and Unity	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ State the meaning of diversity and give examples of diversity; ▪ Draw posters relating to diversity; ▪ Discuss some practical ways of realising national integration and unity in our 	<p>a) Introduce the lesson with clear and concise questions to arouse the pupils' interest.</p> <p>b) Discussion on the benefits of diversity in our homes, schools, and communities.</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Songs on diversity</p> <p>c) Resource persons</p>

	<p>country;</p> <ul style="list-style-type: none"> Show why national integration and unity are important for our country; Highlight the factors that undermine national integration and unity; Describe some elements of democratic governance and explain how democratic governance can promote national integration and unity. 	<p>c) Discuss the relationship between national integration and unity.</p> <p>d) Group discussion on why democratic governance is a necessary condition for the promotion of national integration.</p>	<p>meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p>	
Unit 5: Politics, Political Parties and the Citizens	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Demonstrate an understanding of politics and state the importance of political parties in a democracy; Indicate in a practical way why people should be interested in politics; Show why politics should be a competition, not war and why people from different political parties should not consider their opponents as enemies, but as competitors; Describe the various ways citizens can participate in politics; Dramatize a peaceful political campaign; Narrate the importance of elections; Describe the key features of free, fair and credible elections. 	<p>a) Introduce the topic with a general discussion on what the pupils think about politics and politicians in our country.</p> <p>b) Talk about the relevance of politics in our lives</p> <p>c) Pupils read some passages from the text for explanation and discussion.</p> <p>d) Dramatization of a peaceful political campaign.</p> <p>e) Probe the pupils' knowledge about free, fair and credible elections</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Homework based on the questions in the textbook or teacher-made questions.</p> <p>d) Grading pupils on group work activities</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Resource persons</p> <p>c) Audio visual materials</p>
Unit 6: Land Use, Conservation and Development	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> Discuss the importance of land for development; Show how farming contributes to soil erosion; Examine the impact of large-scale agriculture and mining on rural communities and the environment; Define conservation and environmental management and display knowledge of conservation and environmental management practices in Sierra Leone; 	<p>a) Introduce the lesson by asking pupils to give the meaning and their understanding of what land is.</p> <p>b) Write some of the responses on the chalkboard.</p> <p>f) Discuss the various uses and importance of land in the pupils' environment.</p> <p>g) Pupils to describe simple conservation and</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made</p>	<p>a) FQSE Textbook and other resources; Internet; articles.</p> <p>e) Pictures of different landforms in Sierra Leone</p> <p>f) Farming calendar</p> <p>g) Diagram of the Sustainable Development Goals</p>

	<ul style="list-style-type: none"> ▪ Discuss human development strategies worldwide and in Sierra Leone and show why it has been difficult to achieve many human development goals. ▪ Highlight the major challenges Sierra Leone is likely to face in the implementation of the Sustainable Development Goals and suggest how these challenges could be overcome. 	<p>environmental management methods in their communities.</p> <p>h) Encourage pupils to practice these methods in their homes and schools.</p>	<p>questions.</p> <p>f) Grading pupils on group work activities</p>	<p>h) Pictures of conservation and environmental management practices in Sierra Leone</p>
UNIT 7: Corruption in Sierra Leone	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define corruption and some terms connected with corruption; ▪ Describe the character of a corrupt individual and show why certain people indulge in corrupt practices in Sierra Leone; ▪ State the importance of transparency in governance; ▪ Highlight the different scales of corruption in Sierra Leone; ▪ Give examples of corruption in different institutions; ▪ Write a case study of corruption in an institution of your choice; ▪ Determine the effects of corruption in the country; ▪ Examine the work of Transparency International and the Sierra Leone Anti-Corruption Commission in the fight against corruption. 	<p>a) Introduce the topic by asking the pupils to give words associated with corruption and write these on the board.</p> <p>b) Identify the types and manifestations of corruption in Sierra Leone.</p> <p>c) Pupils dramatize a corrupt practice either in the school or community.</p> <p>d) Guide pupils to state what their role would be to make our country a corrupt free society.</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Resource persons</p> <p>c) Audio visual materials</p>
Unit 8: We live in an inter-dependent world	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define the term inter-dependency and give examples. ▪ Explain how the world has become a global village; ▪ Define the terms epidemics and pandemics and give examples of each; ▪ Show how epidemics and pandemics 	<p>a) Introduce the lesson with familiar examples of inter-dependency in the pupils' environment.</p> <p>b) Have a little discussion on inter-dependency among people and the regions of Sierra Leone.</p> <p>c) Talk about global inter-</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Resource persons</p> <p>c) Audio visual materials</p>

	<p>affect the world;</p> <ul style="list-style-type: none"> ▪ Define poverty and discuss the causes and effects of poverty; ▪ Explain why the refugee crisis is a global problem; ▪ Define terrorism and state some of the causes and consequences of terrorism in the modern world. ▪ Examine the main factors for and effects of climate change. 	<p>dependence and its importance.</p> <p>d) Give clear examples of inter-dependency in the modern world.</p> <p>e) Pupils discuss inter-dependency among themselves.</p> <p>f) Organise a debate on the topic: "The rich countries do not need the poorer countries."</p>	<p>e) Homework based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p>	
Unit 9: International Organisations and Cooperation	<p>After completing this unit, the pupils should be able to:</p> <ul style="list-style-type: none"> ▪ Define international cooperation and show why it is important for countries to come together; ▪ State why the MRU and ECOWAS were formed and point out Sierra Leone's contribution to the growth of these organisations; ▪ Describe the work of the African Union and its role in the development of the African continent. ▪ Indicate what Commonwealth countries have in common. ▪ Explain the contribution of the United Nations in maintaining world peace and security. ▪ Examine some of the major problems facing these international organisations. ▪ Outline the advantages of international cooperation. 	<p>a) Introduce the lesson by drawing on the pupils' knowledge on inter-dependence and international organisations.</p> <p>b) Pupils to name the international organisations Sierra Leone is a member of in the West African subregion.</p> <p>c) Discussion on how our country has contributed to the success of one international organisation and what our country has also gained from this organisation.</p> <p>d) Have a general discussion on the expression: "In unity, there is strength."</p>	<p>a) Essay questions that require short answers.</p> <p>b) Multiple-choice questions</p> <p>c) Matching words and their meanings</p> <p>d) True/false statements</p> <p>e) Homework based on the questions in the textbook or teacher-made questions.</p> <p>f) Grading pupils on group work activities</p>	<p>a) FQSE Textbook and other print resources</p> <p>b) Resource persons</p> <p>c) Audio visual materials</p>

SOCIAL STUDIES

Recommended Texts

Sierra Leone New Primary Social Studies (Books 1-6)

By

Eleanor A Navo

Tity L Moseray

Joe A D Alie

Sierra Leone New Junior Secondary Social Studies (Books 1-3)

By

Joe A D Alie