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Commissioner for Education

GEOGRAPHY AND THE ENVIRONMENT SYLLABUS FOR PRIMARY EDUCATION STANDARD III – VI

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Abbreviations and Acronyms

ICT	Information and Communication Technology
TIE	Tanzania Institute of Education
TSL	Tanzanian Sign Language

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Dr Aneth A. Komba

Director General

Tanzania Institute of Education

1.0 Introduction

Geography and the Environment is a compulsory subject for all pupils in Primary Education from Standard III – VI. The significance of learning this subject is to promote pupil mastery in environmental conservation and the use of Geography and the Environment skills on various contexts. Through this subject, therefore, the pupil will demonstrate mastery of an elementary knowledge of maps, the solar system, the earth's relief, human geography and environmental conservation.

This Geography and Environment syllabus is designed to guide the teaching and learning of Geography and the Environment subject in Tanzania Mainland. The syllabus interprets the competences indicated in the 2023 Primary Education Curriculum. It provides information that will enable teachers to plan their teaching processes effectively and help learner to develop the intended competences. In addition, the teaching and learning activities are designed in a manner that helps the pupil to develop the 21st century skills including creativity, collaboration, communication, critical thinking and problem solving.

2.0 Main Objectives of Education in Tanzania

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

(a) Develop and improve his or her personality so that he or she values himself or herself and develops self-confidence;

(b) Respect the culture, traditions and customs of Tanzania, cultural differences, dignity, human rights, attitudes and inclusive actions;

(c) Apply science and technology, creativity, critical thinking, innovation, cooperation, communication and positive attitudes for his or her development and the sustainable development of the nation and the world at large;

(d) Understand and protect national values, including dignity, patriotism, integrity, unity, transparency, honesty, accountability and the national language;

(e) Develop life and work-related skills to increase efficiency in everyday life;

(f) Develop a habit of loving and valuing work to increase productivity and efficiency in production and service provision;

(g) Identify and consider cross-cutting issues, including the health and well-being of the society, gender equality, as well

as the management and sustainable conservation of the environment; and

(h) Develop national and international cooperation, peace and justice in accordance with the Constitution of the United Republic of Tanzania and international conventions.

3.0 Objectives of Primary Education

The objectives of Primary Education Standard III – VI are to:

(a) Develop reading, writing and arithmetic skills and communicate fluently using Tanzanian Sign Language (TSL) and tactile communication;

(b) Master, appreciate and use Kiswahili and English Language and at least one other foreign language;

(c) Appreciate and maintain Tanzanian culture and national unity and recognise other people's cultures;

(d) Develop knowledge, the ability to inquire, think critically, design and solve problems;

(e) Promote moral values, integrity, and respect for differences of /in faith;

(f) Identify and develop talents, gifts, work skills, sports and arts;

(g) Develop the habit of appreciating/valuing and loving work;

(h) Recognise and use science and technology in learning and daily life;

(i) Develop knowledge, skills and inclination to take care of the environment, respect gender equality and other cross-cutting issues; and

(j) Develop the ability to socialise in an inclusive environment.

4.0 General Competences for Primary Education

The general competences for Primary Education, Standard III – VI are to:

(a) Develop reading, writing and arithmetic skills and communicate fluently using Tanzanian Sign Language (TSL) and tactile communication;

(b) Use and appreciate Kiswahili and English Language. Also, a student should be encouraged to develop competence in at least one other foreign language depending on the school situation;

(c) Appreciate and maintain Tanzanian culture and national unity, and acknowledge other people's cultures;

(d) Develop knowledge, inquisitive mind, critical thinking, creativity and problem-solving skills;

(e) Promote ethics, integrity, and respect for differences in faith;

(f) Identify and develop talents, gifts, work skills, sports and arts;

(g) Develop the habit of valuing and loving work;

(h) Recognise and use science and technology in learning and daily life;

(i) Develop knowledge, skills and attitude towards taking care of the environment and respect gender equality, as well as other cross-cutting issues; and

(j) Develop the ability to interact in an inclusive environment.

5.0 Main and Specific Competences

The main and specific competences to be developed are presented in Table 1.

Table 1: *Main and Specific Competences for Standard III – VI*

Main competences	Specific competences
1.0 Demonstrate mastery of an elementary knowledge of maps and the solar system	1.1 Use maps in daily life 1.2 Demonstrate an elementary understanding of the solar system
2.0 Demonstrate mastery of an elementary knowledge of the earth's relief and the available resources	2.1 Demonstrate an elementary understanding of the earth's relief 2.2 Demonstrate an elementary understanding of the major natural resources of Tanzania 2.2 Demonstrate an elementary understanding of the relationship between the resources and development

Main competences	Specific competences
3.0 Demonstrate mastery of an elementary knowledge of human geography	3.1 Demonstrate an elementary understanding of the sources of population and settlements data 3.2 Demonstrate an elementary understanding of the relationship between population distribution and resource utilisation
4.0 Demonstrate mastery of an elementary knowledge of environmental conservation	4.1 Demonstrate an elementary understanding of environmental conservation 4.2 Demonstrate an elementary understanding of the concept of climate and its relationship with economic activities

6.0 Roles of Teacher, Pupil and Parent/Guardian in the Teaching and Learning

A good relationship between a teacher, pupil and parent or guardian is fundamental in ensuring successful learning. This section outlines the roles of each participant in facilitating effective teaching and learning Geography and Environment.

6.1 The teacher

The teacher is expected to:

(a) Help the pupil to learn and acquire the intended competences in Geography and environment;

(b) Use teaching and learning approaches that will allow the pupil with various needs and abilities to;

i. develop the competences needed in the 21st century;

ii. actively participate in the teaching and learning process;

(c) Use learner centred instructional strategies that make the student a centre of learning, including those which allow the pupil to think, reflect and search information from various sources. Other strategies include practical work, research, scientific experiments, group discussions and projects. Projects should be those which are geared toward proposing solutions to real life problems;

(d) Create a friendly teaching and learning environment;

(e) Prepare and improvise teaching and learning resources;

(f) Conduct formative assessment regularly by using tools that assess theory and practice including brainstorming, checklist, experiments, questionnaire, face to face questions, classroom exercises, individual and group practicals, projects and portifolio. Other tools include tests, classroom presentations, mid-term, term and annual examinations;

(g) Treat all pupils equally irrespective of their differences;

(h) Protect the pupil;

(i) Keep track of the pupil's daily progress;

(j) Identify individual pupil's needs and provide the right intervention;

(k) Involve parents/guardians and the society at large in the pupil's learning process; and

(l) Integrate cross-cutting issues and ICT in the teaching and learning process.

6.2 The pupil

The pupil is expected to:

(a) Develop the intended competences by participating in various learning activities inside and outside the classroom;

(b) Actively engage in the teaching and learning process; and

(c) Participate in the search for knowledge from various sources, including textbooks, reference books and other publications in online libraries.

6.3 The Parent/Guardian

The parent/guardian is expected to do the following:

(a) Monitor the child's academic progress in school;

(b) Where possible, provide the child with the needed academic support;

(c) Provide the child with a safe and friendly home environment that is conducive for learning;

(d) Keep track of the child progress in behaviour;

(e) Provide the child with any materials required in the learning process; and

(f) Instil in the child a sense of commitment and positive value towards education.

7.0 Suggested Teaching and Learning Methods

The teaching and learning methods for Geography and Environment subject are instrumental in enhancing students to develop competences in which a pupil is the centre of learning and the teacher is a facilitator in the teaching and learning process. Geography and Environment teachers are emphasised to use the suggested methods for teaching and learning to engage pupils in doing various activities which are gender sensitive and inclusive. The teacher is also advised to plan and use other appropriate methods according to the environment or context.

8.0 Teaching and Learning Resources

In the teaching and learning of Geography and Environment subject, different resources shall be required. In that regard, both the teacher and students should work together to collect or improvise alternative resources available in the school and home environments when needed. Teachers therefore, are required to make sure pupils get ample time to observe, hear, touch and use teaching and learning resources in order to make the learning active. The teacher is also expected to constantly seek information from various sources in order to teach the topics with success. The list of the approved textbooks or materials for reference shall be provided by the Tanzania Institute of Education (TIE).

9.0 Assessment

Assessment is important in the teaching and learning process to facilitate the development of intended competences. The assessment of the Geography and Environment will involve continuous and summative assessment. The continuous assessment will take into account the criteria in each learning activity and will enable the teacher to determine the pupil's learning ability and needs. It will also help the teacher to assess the pupil's knowledge, skills and attitudes and the ability to appreciate, explain and apply skills to manage their surroundings. Furthermore, the assessment information will enable the teacher to improve teaching and learning to facilitate the pupil's achievement of the intended outcomes. The assessment tools that will be used during teaching and learning are brainstorming, checklists, classroom exercises, homework, questionnaires, face-to-face questions, practical work (individual and group work), projects and portfolios and other similar tools.

The final assessment will include weekly, terminal and annual examinations which will be used to assess the pupil's learning progress. The assessment information will also be used to assess pupil's progress and provide feedback to facilitate teaching and learning. In addition, there will be a Standard Six national assessment that will contribute 7.5 marks to the Form Four national examinations.

10.0 Number of Periods

The Geography and Environment Syllabus for Primary Education Standard III – VI provides estimates of the time that will be spent in teaching and learning, in consideration of the complexity of the specific competences and the learning activities. Therefore, four periods of 40 minutes each have been allocated for this subject per week for Standard III – VI.

11.0 Teaching and Learning Contents

The contents of this syllabus are presented in a matrix form with seven columns, which include main competences, specific competences, learning activities, suggested methods, assessment criteria, resources and the number of periods, as presented in Tables 2–5.

Standard III

Table 2:*Detailed Contents for Standard III*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
1.0 Demonstrate mastery of an elementary knowledge of maps and the solar system	1.1 Use maps in daily life	(a) Explain the concept of geography and the environment *(meaning, their relationship and significance)*	**Brainstorming:** Guide pupils through brainstoming the importance of geography and the environment **Case study:** Guide pupils through case study to discuss the relationship between geography and environment **Questions and Answers**: Guide pupils through explaining the importance of geography and	The concept of geography and environment is correctly explained	Diagrams showing the concept of geography, flash loaded contents regarding concept of geography	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			environment to their communities **Online or library study:** Guide pupils through reading and discussing online or book contents about meaning, relation and the importance of geography and the environment			
2.0 Demonstrate mastery of an elementary knowledge of the earth's relief and the available resources	2.1 Demonstrate an elementary understanding of the earth's relief	(a) Explain the concept of the earth's relief (*meaning, main features-mountain, hills, plateaus, plains, basins and their distribution*)	**Questions and Answers:** Guide pupils through explaining the meaning of the earth's relief its main features and their distribution	The concept of the earth's relief is well explained	Topographical maps, various photographs and drawings showing the earth's relief	42

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			Discussion: Guide pupils by using a map to discuss the distribution of the main features of the earth's relief **Observation:** Guide pupils through observing the surrounding areas to identify various aspects of the earth's relief			
3.0 Demonstrate mastery of an elementary knowledge of environmental conservation	3.1 Demonstrate an elementary understanding of environmental conservation	(a) Explain the relationship between human activities and environmental health (*deforestation, burning of forests,*	**Questions and Answers:** Guide pupils through using questions and answers to explain the meaning of environment, human activities and environmental conservation	The relationship between human activities and environmental health is accurately explained	Short videos and documentaries that show incidents of real-life examples on how human activities affect the environment	36

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		reforestation, farming, livestock keeping and mining)	**Discussion:** Guide pupils through discussing the relationship between human activities and environmental conservation **Observation:** Guide pupils through going around the school and home environments, observe and explaining the relationship between human activities and environmental conservation			

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		(b) Describe methods of protecting environment (*planting flowers and trees/lawn grass and various ways to tackle waste in the environment*)	**Questions and answers:** Guide pupils through explaining methods to protect environment **Online or library study:** Guide pupils through library and online reading about methods of protecting environment **Field Study and Observation:** Guide pupils through visiting well-protected environments and observing methods used of protecting environment	Methods of protecting environment are accurately described	Short videos and documentaries that show real-life examples on how human activities affect the environment	34

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			Practical work: Guide pupils through planting trees, flowers and grass and using various waste management/ disposal methods			

Standard IV

Table 3:*Detailed Contents for Standard IV*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
1.0 Demonstrate mastery of an elementary knowledge of maps and the solar system	1.1 Use maps in daily life	(a) Show the direction of different objects using the four and eight main cardinal points of the earth *(recognise four cardinal points, draw four cardinal points, use four cardinal points to show directions, recognise eight cardinal points, use eight cardinal points to show direction)*	**Questions and Answers:** Guide pupils through asking questions and providing answers to identify the four and eight cardinal points of the earth **Practical work:** Guide pupils through: i. drawing and showing the directions of the four and eight cardinal points of the earth ii. use the four cardinal directions of the earth to show objects,	Directions of different objects are shown using the four and eight cardinal points of the earth	Compass directions, models, simple maps and globes	30

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			different areas of school and their community			
		(b) Explain the concept of map *(meaning, characteristics and significance)*	**Questions and Answers:** Guide pupils by using questions and answers to explain the meaning of map **Group activities:** Guide pupils in groups through discussing and presenting the characteristics and significance of maps	The concept of map is correctly explained	Simple maps, charts containing various map symbols	13
		(c) Draw a simple map to show the classroom environment	**Questions and Answers:** Guide pupils through identifying the items in the classroom	A simple map to show the classroom environment is correctly drawn		21

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			Practical work: Guide pupils through drawing a simple map showing a classroom environment			
		(d) Draw simple maps of the school, ward, district, region and Tanzania	**Discussion:** Guide pupils through discussing how to draw a simple map of the schools, ward, district, region and Tanzania **Practical work:** Guide each pupil through drawing a simple map of the school, ward, district, region and Tanzania	Simple maps of school, ward, district, Tanzania are correctly drawn	Simple school, ward, district and Tanzania maps	34

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		(e) Use a simple map in determining a location, direction, distance and giving and following instructions	**Questions and Answers:** Guide pupils through asking and answering questions on the uses of maps in everyday life **Practical work:** Guide pupils through doing different things to identify directions and distances, giving and following instructions	Simple maps in determining direction, distance, giving and following instructions are correctly used	Compass directions, measuring tapes and maps	23
		(f) Use map of Tanzania to show administrative boundaries (regions) and earth's relief *(mountains*	**Questions and Answers:** Guide pupils through asking and answering questions to identify administrative boundaries or regions	Map of Tanzania that show administrative boundaries (regions) and earth's relief correctly used	Map of Tanzania showing administrative boundaries and earth's relief	33

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		valleys, great rivers, lakes and oceans)	where various features of the earth's relief are found **Presentation:** Use the map of Tanzania to show pupils administrative boundaries, mountains, valleys, great rivers, lakes and oceans **Practical work:** Guide pupils through drawing a map of Tanzania to show administrative boundaries, mountains, valleys, great rivers, lakes and oceans			

Standard V

Table 4:*Detailed Contents for Standard V*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
1.0 Demonstrate mastery of an elementary knowledge of the earth's relief and the available resources	1.1 Demonstrate an elementary understanding of the major natural resources of Tanzania	(a) Describe the distribution of the major natural resources of Tanzania	**Field Observation:** Guide pupils through identifying and explaining the natural resources available in their society **Library and online study:** Guide pupils through reading the relevant information about the major natural resources of Tanzania **Discussion:** Guide pupils through discussing the distribution of the main resources of Tanzania	Distribution of the major natural resources of Tanzania are well explained	Map showing the distribution of the major natural resources of Tanzania	22

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
	1.2 Demonstrate an elementary understanding of the relationship between natural resources and development	(a) Describe the relationship between the distribution of natural resources and development *(forestry: tourism, beekeeping, logging; rivers/lakes/ sea: fishing, transport, agriculture; land: agriculture, pastoralism and mining)*	**Questions and answers:** Guide pupils through answering simple questions about the relationship between major natural resources and development **Case study:** Guide pupils through studying various cases related to the distribution of natural resources and their relationship with development **Discussion:** Guide pupils through discussing the	The relationship between the distribution natural resources and development is clearly described	Maps showing the relationship between the distribution of natural resources and development	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			distribution of natural resources and their relationship with development			
2.0 Demonstrate mastery of an elementary knowledge of human geography	2.1 Demonstrate an elementary understanding of the relationship between population distribution and resource utilisation	(a) Describe the geographical factors that influence population distribution	**Questions and answers:** Guide pupils through explaining the geographical factors that influence population distribution **Discussion:** Guide pupils through discussing the geographical factors that influence population distribution	Geographical factors that influence population distribution are well explained	Population charts	22

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		(b) Describe the relationship between population distribution, resource utilisation and environmental conservation	**Group discussion:** Guide pupils in groups to discuss on relationship between population distribution, resource utilisation and environmental conservation then to present in the class for discussion	The relationship between population distribution, resource utilisation and environmental conservation are well described		22
3.0 Demonstrate mastery of an elementary knowledge of environmental conservation	3.1 Demonstrate an elementary understanding of the concept of climate and its relationship with economic activities	(a) Explain the concept of weather *(meaning, elements of weather, and instruments used to measure and record weather elements)*	**Brainstorming:** Guide pupils through brainstorming the meaning and elements of weather **Discussion:** Guide pupils through discussing the instruments used to measure and record weather elements	The concept of weather is clearly explained	Video loaded with contents regarding concept of weather and various weather instruments	22

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			Observation: Guide pupils through observing various instruments used to measure and record weather elements			
		(b) Measure and record temperature, humidity, rain, wind and pressure	**Observation:** Guide pupils through observing and measuring the elements of weather **Field trip:** Guide pupils through visiting a nearby meteorological station to learn about measuring and recording weather elements	The temperature, humidity, rain, wind and pressure are measured and recorded correctly	Various weather instruments	22

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		(c) Describe the relationship between weather, population distribution and economic activities	**Questions and answers:** Guide pupils through explaining the relationship between weather, population distribution and economic activities **Discussion:** Guide pupils through discussing the relationship between weather, population distribution and economic activities	The relationship between weather, population distribution and economic activities is clearly explained	Map showing relationship between weather, population distribution and economic activities	22

Standard VI

Table 5:*Detailed Contents for Standard VI*

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
1.0 Demonstrate mastery of an elementary knowledge of maps and the solar system	1.1 Demonstrate an elementary understanding of the solar system	(a) Describe the solar system (*meaning, importance, the planets and their arrangement and other heavenly bodies*)	**Questions and answers:** Guide pupils through describing the solar system **Practical work:** Guide pupils through drawing a diagram of the solar system and explaining it individually	The solar system is correctly described	Models of solar system, solar system diagrams, cartoons/ animation showing the arrangements of the planets	36
2.0 Demonstrate mastery of an elementary knowledge of the earth's relief and available resources	2.1 Identify features of the earth's relief	(a) Explain the relationship between the earth's relief and natural vegetation	**Question and answers:** Guide pupils through explaining the relationship between earth's relief and natural vegetation	The relationship between earth's relief and natural vegetation is correctly explained	Maps showing relationship between the earth's relief and natural vegetation	24

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			Discussion: Guide the pupils through discussing the relationship between the major earth's relief and natural vegetation **Study tour:** Guide students through exploring the relationship between the major earth's relief and natural vegetation in the natural environment			
3.0 Demonstrate mastery of an elementary knowledge of human geography	3.1 Demonstrate an elementary understanding of the sources of population and settlements data	(a) Describe the importance of population and settlements data	**Questions and answers:** Guide pupils through describing the importance of population and settlements data	The importance of population and settlements data is correctly described	Video of the contents of population and settlements data	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		(b) Describe the sources of population and settlements data *(census: meaning, types, characteristics and importance; registration of births and deaths; and immigration records)*	**Discussion:** Guide pupils through discussing; i. various sources of population and settlements data ii. the characteristics, types and importance of census **Guest Speaker:** Invite a resourceful person to talk about different sources of population and settlement data	The sources of population and settlements data are correctly explained		16

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
4.0 Demonstrate mastery of an elementary knowledge of environmental conservation	4.1 Demonstrate an elementary understanding of the concept of climate and its relationship with economic activities	(a) Explain the concept of climate and factors that affect it	**Questions and answers:** Guide pupils through explaining the concept of climate and factors that affect it **Case study:** Guide pupils through studying various cases in the society about the environment, and explaining factors that affect the climate **Discussion:** Guide pupils in groups through discussing human activities that affect the climate	The concept of climate and factors that affect it are correctly explained	Climatic maps, chart shows climatic data	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
		(b) Describe the relationship between climate, population distribution and economic activities	**Brainstorming:** Guide pupils through explaining the relationship between climate, population distribution and economic activities **Case study:** Guide pupils through studying different cases and explaining the relationship between climate, population distribution and economic activities **Discussion:** Guide pupils in groups through discussing the relationship between climate, population	The relationship between climate, population distribution and economic activities is correctly described	Climatic maps, charts showing climatic data and video shows relationship between climate, population distribution and economic activities	20

Main competences	Specific competences	Learning activities	Suggested teaching and learning methods	Assessment criteria	Suggested teaching and learning resources	Number of Periods
			distribution and economic activities **Study tour:** Guide pupils through a study tour to explore the relationship between climate, population distribution and economic activities			

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