

# Syllabus adjustment in South Sudan

For Primary Schools in 2021 to take account  
of Covid school closures in 2020



# RETURN TO SCHOOL INFORMATION

## Policy for syllabus adjustment in Primary and Secondary Schools in 2021 to take account of Covid school closures in 2020.

### Background

1. Learners have missed much of the 2020 school year because of Covid closures. It is therefore necessary to adjust the syllabuses for 2021 to allow learners to 'catch up with' parts of the syllabus they missed, and to move quickly through the 2021 syllabus.
2. For learners moving into Primary 1, they must follow the P1 textbooks which are aligned to the new curriculum.
3. For learners in P2,3,4,5,6 and 7, there will be a syllabus adjustment which will take the form of completing some of the units from the textbook that was appropriate to them in 2020, and some units from the textbook appropriate for 2021. The total number of units to be covered is similar to that expected in a year
- 3a. Learners in P8 will continue with the old syllabus working towards their exams as they missed so much of the new curriculum in P7.
4. The basis for the selection is set out below. It is important for teachers to understand the reasons for the units selected to ensure the correct focus on learning.

5. The Primary 8 Examinations will be based on the old syllabus.
6. The units to be followed by learners entering P2,3,4,5,6 and 7 are set out below for each subject.

### Other considerations

7. Missing so much schooling will cause problems in:
  - Social and emotional – there will need to be a period of social and emotional re-adjustment for young people who have spent so long away from school
  - Learning – some young people will inevitably have forgotten some things that they previously knew and will also take a while to re-adjust to learning in a school environment
8. There will therefore need to be a period of re-adjustment on return to school and schools will need to be understanding of learners' needs at this time.

## Syllabus adjustment

9. The process of syllabus adjustment means selecting elements from the year that was missed along with elements from the syllabus that should be followed in 2021. The criteria for the selection are based on:
  - Development of key concepts within the subject
  - Development of key subject skills
  - The need for things to be learned in the right order
10. The selection has been made with reference to the Expected Learning Outcomes of the South Sudan Subjects Overviews for the relevant year.
11. The selection also takes account of the requirements for each subject of the South Sudan Examination Specifications and Blueprints. These only apply directly to Primary 8 and Secondary 4, but, of course, have implications for all other years.
12. There are detailed documents for each subject for Primary and Secondary schools. These set out clearly the textbook units, or parts of units, that need to be followed. They also give the reasons for the selections. It will be helpful for teachers to understand these reasons in order to plan learning effectively.

## Sharing textbooks

13. This approach means that learners entering P2,4 & 6 and S2 in 2021 will need to use, at the beginning of the year, the textbooks for the previous year. Of course, these same textbooks will also need to be used by learners now entering P1,3,5&7 and S1&3. How can two year-groups use the same books at the same time? The answer is that, because of specialist subject teaching, it is unlikely that two adjacent year-groups will be studying the same subject in the same period – because the same teacher will be teaching both year-groups. If there is a clash, then the school will need to adjust its timetable.
14. It will be necessary for the textbooks to be collected in and transferred from class to class at the end of each period. In the second part of the year, this problem will disappear because learners will be studying from the textbook appropriate to their year group.

### More information

More information is available in the County Education Centres, the Ministry of general Education and Instruction and can also be obtained by visiting the website:

[Education and learning materials | CGA Technologies](#)

# PRIORITIES FOR SCHOOL REOPENING

## Priorities to consider when preparing to reopen schools.

**Engage the whole school community**, including children and young people, in back-to-school planning and campaigns using a variety of methods including making phone calls, sending messages and by generally speaking to members of the school community. Use appropriate communication formats to reach girls, women and other vulnerable groups who often have less access to information channels.

**Clean and disinfect school facilities** with emphasis on surfaces that are touched by many people. Engage the whole school community in cleaning and maintenance for school reopening. Ensure that cleaning and disinfection measures are effective and regular.

**Take action to ensure all children and young people return to school, prioritizing the most vulnerable.** Monitor absences and implement measures to manage or prevent health risks.

**Plan to prioritize psychosocial support and socio-emotional learning activities in the reopening period.**

**Contact all teachers to determine whether they can return to teaching in the school.**

Organize meetings with all teachers, school management and other school staff to train on reopening protocols.

## EVERY CHILD, EVERY RIGHT



### UN Rights of the Child

The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

Image: hreusa.org

## Priorities for classroom practice when schools reopen.

-  **Establish Routines** – Routines are series of actions that the teacher asks students to follow. These create safe, efficient and productive learning environments.
-  **Set Expectations** – Give clear directions for work and set clear expectations for student behaviour both with regards to how learners treat each other and how they respond to the work they are given.
-  **Reinforce Routines and Expectations**  
Consistency is crucial in helping learners to feel safe and in helping them to develop 'healthy habits' for learning and behaviour.
-  **Check for Understanding** – Pause to ask basic questions to see whether learners understand the lesson so far.
-  **Give Feedback** – As soon as you can, explain to the learner what they are doing well and help them to fix mistakes.
-  **Adjust Instruction** – Change your teaching according to how students are performing in the lesson.
-  **Challenge stereotypes and Biases** – Be active in your work against the stereotypes that might exist in your community. Create opportunities for ALL students to learn.
-  **Build Relationships** – Get to know learners better so that understand them as individuals.
-  **Demonstrate and Practice** – Show learners how to perform a new task and then ask learners to practice the same task.
-  **Promote Deeper Thinking** – Ask learners challenging questions that have more than one correct answer. Ask learners to explain their thinking.
-  **Capture Interest** – Use a story, object, fact or question to introduce a lesson and get learners excited about it.

# PRIMARY TABLES

## PRIMARY SCHOOL ENGLISH

Primary 2 English	
<b>Primary 1 Textbook</b> Unit 3: Our home Unit 5: Our environment Unit 6: Transport and travel Unit 10: Weather	<b>Primary 2 Textbook</b> Unit 1: Politeness Unit 3 Our school Unit 5: Economic activities Unit 6: Health and hygiene Unit 7: Nutrition Unit 9: Sports and games Unit 10: Accidents and safety Unit 11: Children's rights Unit 12: Peace and security Unit 13: Social events Unit 14: Technology

Primary 3 English	
<b>Primary 2 Textbook</b> Unit 1: Politeness Unit 6: Health and hygiene Unit 7: Nutrition Unit 9: Sports and games Unit 10: Accidents and safety	<b>Primary 4 Textbook</b> Unit 4: Economic activities in our Payam Unit 5: Our environment Unit 6 Climate and disasters Unit 9: Peace and security Unit 10: Transport and travel Unit 12: Health and hygiene Unit 13: Occupations Unit 14: Children's rights

Primary 4 English	
<b>Primary 3 Textbook</b> Unit 5: Our environment Unit 9: Peace and security Unit 10: Health and hygiene Unit 14: Children's rights	<b>Primary 4 Textbook</b> Unit 4: Gender roles and responsibilities Unit 5: Occupations Unit 6: Travel and transport Unit 7: Core values Unit 8: Peace and security Unit 10: Social events and politeness

Primary 5 English	
<b>Primary 4 Textbook</b> Unit 1: Games and sports Unit 4: Gender roles and responsibilities Unit 5: Occupations Unit 6: Travel and transport Unit 8: Peace and security Unit 10: Social events and politeness	<b>Primary 5 Textbook</b> Unit 2: Diaries Unit 5: People from around the world Unit 7: Letter writing Unit 8: Farming Unit 9: How to stay healthy Unit 10: Writing a story

Primary 6 English	
<b>Primary 5 Textbook</b> Unit 2: Diaries Unit 7: Letter writing Unit 9: How to stay healthy Unit 10: Writing a story	<b>Primary 6 Textbook</b> Unit 4: Gender roles and responsibilities Unit 5: Occupations Unit 6: Travel and transport Unit 7: Core values Unit 8: Peace and security Unit 10: Social events and politeness

Primary 7 English	
<b>Primary 6 Textbook</b> Unit 4: Communication Unit 6: Letter writing Unit 7: Short stories Unit 8: Peaceful co-existence Unit 9: The News Unit 10: Debates	<b>Primary 7 Textbook</b> Unit 2: Human Rights Unit 5: Curriculum Vitae (CV) and interviews Unit 7: Poetry Unit 9: Contemporary African literature Unit 10: Contemporary World literature

# PRIMARY TABLES

## PRIMARY SCHOOL MATHS

Primary 2 Maths	
<b>Primary 1 Textbook</b> <b>Unit 1: Numbers</b> Section 1.4: Activities 28, 30,31,32 & 35 Section 1.5: Activities 37, 39 & 41 Section 1.6: Activities 44, 45, 46 & 48  <b>Unit 3: Geometry</b> (all sections)	<b>Primary 2 Textbook</b> <b>Unit 1 Numbers</b> Section 1.2: Activities 1 & 4 Section 1.3: all activities Section 1.4: Activity 2 <b>All of Sections 1.6, 1.7, 1.9, 1.10 &amp; 1.11</b> <b>Unit 2: Measurement</b> (all sections) <b>Unit 3: Geometry</b> (all sections)

Primary 3 Maths			
Primary 2 Textbook		Primary 3 Textbook	
<b>Unit 1: Numbers – all sections</b>		<b>Unit 1: Numbers</b>	
<b>Unit 2: Measurement</b>		Section 1.1	Activity 5
Section 2.1	Activities 1,2,3,4	Section 1.2	Activities 1,2,3
Section 2.2	Activity 1	Section 1.3	Activities 2,3
Section 2.3	Activities 1,2,3	Section 1.5	Activities 1,2
Section 2.4	Activities 1,2,4	Section 1.7	Activities 1,2,3
Section 2.6	Activity 1	<b>Unit 2: Measurement</b>	
Section 2.7	Activities 1,2	Section 2.4	Activities 1,2,3
<b>Unit 3: Geometry</b>		Section 2.7	Activities 2,3
<b>Section 3.1</b>	Activities 1,2,3 & 5	Section 2.8	Activities 1,2,3
Section 3.3	Activities 1,2,3	<b>Unit 3: Geometry (all sections)</b>	
		Section 1,2,3,5	
		<b>Unit 5: Statistics</b>	
		Section 5.1	Activities 1,2,3,4
		Section 5.2	Activities 1,2,3,4,5

## Primary 4 Maths

### Primary 3 Textbook

#### Unit 1: Numbers

Section 1.4: Activities 15-17

Section 1.5: Activities 18-20

Section 1.7: all activities

#### Unit 2: Measurement

Sections 2.1, 2.2, 2.3, 2.6 & 2.7: all activities

#### Unit 3: Geometry

Section 3.1: all activities

#### Unit 4: Algebra

Section 4.1; all activities

#### Unit 5: Statistics

Sections 5.1 & 5.2; all activities

### Primary 4 Textbook

#### Unit 1: Numbers

Sections 1.3-1.6: all activities

#### Unit 2: Measurement

Sections 2.1, 2.2, 2.4 & 2.5: all activities

#### Unit 3: Geometry

All sections

#### Unit 4: Algebra

All sections

#### Unit 5: Statistics

All sections

## Primary 5 Maths

### Primary 4 Textbook

**Unit 1: Numbers.** All sections

#### Unit 2: Measurement

Sections 1.1 & 1.2

#### Unit 3: Geometry

Sections 3.1, 3.2, 3.3 and 3.5

#### Unit 4: Algebra

Sections 4.1 and 4.2

#### Unit 5 Statistics

Sections 5.1 and 5.2

### Primary 5 Textbook

#### Unit 1: Numbers

Section 1.4: Exercise 1

Section 1.2: Activities 3, 4 & 5

Sections 1.3, 1.6 & 1.8: All activities

#### Unit 2: Measurement

Sections 2.2, 2.3 & 2.6: all activities

#### Unit 3: Geometry

Sections 3.1 & 3.2: all activities

#### Unit 4: Algebra

Section 4.1 & 4.2: all activities

#### Unit 5: Statistics

Sections 5.1 & 5.2: all activities

## Primary 6 Maths

### Primary 5 Textbook

#### Unit 1: Numbers

Section 1.4: Exercise 1  
Section 1.2: Activities 3,4 & 5  
Sections 1.3, 1.6 & 1.8: all activities

#### Unit 2: Measurement

Sections 2.2, 2.3 & 2.6: all activities

#### Unit 3: Geometry

Sections 3.1 & 3.2: all activities

#### Unit 4: Algebra

Section 4.1& 4.2: all activities

#### Unit 5: Statistics

Sections 5.1 & 5.2: all activities

### Primary 6 Textbook

#### Unit 1: Numbers

Sections 1.3, 1.4 &1.5: ll activities

#### Unit 2: Measurement

Sections 2.1, 2.2, 2.4, & 2.5: all activities

#### Unit 3: Geometry

Sections 3.1, 3.2, 3.3, 3.5 & 3.9: all activities

#### Unit 4: Algebra

Sections 4.1 & 4.2: all activities

#### Unit 5: Statistics

Sections 5.1 & 5.2: all activities

## Primary 7 Maths

### Primary 4 Textbook

**Unit 1: Numbers.** All sections

#### Unit 2: Measurement

Sections 1.1 & 1.2

#### Unit 3: Geometry

Sections 3.1, 3.2,3.3 and 3.5

#### Unit 4: Algebra

Sections 4.1 and 4.2

#### Unit 5 Statistics

Sections 5.1 and 5.2

### Primary 5 Textbook

#### Unit 1: Numbers

Section 1.4: Exercise 1  
Section 1.2: Activities 3,4 & 5  
Sections 1.3, 1.6 & 1.8: All activities

#### Unit 2: Measurement

Sections 2.2, 2.3 & 2.6: all activities

#### Unit 3: Geometry

Sections 3.1 & 3.2: all activities

#### Unit 4: Algebra

Section 4.1& 4.2: all activities

#### Unit 5: Statistics

Sections 5.1 & 5.2: all activities



# PRIMARY TABLES

## PRIMARY SCHOOL SCIENCE

Primary 2 Science	
<b>Primary 1 Textbook</b> <b>Unit 6: Water and wheels</b>	<b>Primary 2 Textbook</b> <b>Unit 1: Parts of the body and hygiene</b> <b>Unit 2 Plants and animals</b> <b>Unit 3: Sense organs</b> <b>Unit 4: Weather</b> <b>Unit 6: Soil</b> <b>Unit 7: Simple machines</b>

Primary 3 Science	
<b>Primary 2 Textbook</b> <b>Unit 1: Health and Hygiene</b> <b>Unit 2: Plants and Animals – activities 1&amp;2</b> <b>Unit 6: Soil – activities 1,2,3 &amp; 4</b>	<b>Primary 3 Textbook</b> <b>Unit 2: Plants &amp; animals – activities 1,2 &amp; 5</b> <b>Unit 3: Using our senses – activities 1,3,4 &amp; 5</b> <b>Unit 4: Water</b> <b>Unit 5: Weather and wind</b> <b>Unit 6: Simple machines</b>

Primary 4 Science	
<b>Primary 3 Textbook</b> <b>Unit 3: Using our senses (Activities 7 &amp; 8)</b> <b>Unit 5: Weather and wind</b> <b>Unit 6: Simple machines</b>	<b>Primary 4 Textbook</b> <b><i>Unit 2: Grouping plants &amp; animals</i></b> <b><i>Unit 3: Seeds and germination</i></b> <b><i>Unit 5: Matter and materials</i></b> <b><i>Unit 6: Light and heat</i></b> <b><i>Unit 7: Electricity and magnetism</i></b> <b><i>Unit 10: Earth, gravity and simple machines</i></b>

Primary 5 Science	
<b>Primary 4 Textbook</b> <b>Unit 1: Caring for the environment</b> <b>Unit 2: Grouping animals: (sections 2.1, 2.2, 2.6)</b> <b>Unit 3: Seeds and germination</b>	<b>Primary 5 Textbook</b> <b>Unit 2: Understanding and using our eyes and ears (Sections 2.2 to 2.7)</b> <b>Unit 3: Weather (Sections 3.1, 3.2 &amp; 3.3)</b> <b>Unit 4: Tools and materials</b>

Primary 6 Science	
<b>Primary 5 Textbook</b> <b>Unit 2: Understanding and using our eyes and ears</b> Sections 2.2-2.7 <b>Unit 3: Weather</b> Sections 3.1, 3.2 & 3.3 <b>Unit 4: Tools and materials</b> Section 4.2 only	<b>Primary 6 Textbook</b> <b>Unit 1: Keeping ourselves healthy</b> <b>Unit 2: Organisation and Structure of living things</b> <b>Unit 3: Weather, Air and Diffusion</b> <b>Unit 4: The Earth in Space</b> <b>Unit 5: Light Heat and Sound</b>

Primary 7 Science	
<b>Primary 6 Textbook</b> <b>Unit 1: Keeping ourselves healthy</b> <b>Unit 4: The Earth and Space</b>	<b>Primary 7 Textbook</b> <b>Unit 1: Human systems (All activities)</b> <b>Unit 4: Energy change (All activities)</b> <b>Unit 5: Using energy (All activities)</b>

# PRIMARY TABLES

## PRIMARY SCHOOL SOCIAL STUDIES

Primary 2 Social Studies	
<b>Primary 1 Textbook</b> <b>Unit 2: Where we live</b> Activities 1-6 <b>Unit 3: Exploring our world</b> Activities 1-4 <b>Unit 4: Working together</b> Activities 4-6 <b>Unit 5: Problem solving</b> Activities 1-3	<b>Primary 2 Textbook</b> <b>Unit 1: Making Changes</b> Activities 1-3 <b>Unit 2: The Land of South Sudan</b> Activities 1-5 <b>Unit 3: Jobs here and There</b> Activities 1-4 <b>Unit 4: Our Community</b> Activities 1-5 <b>Unit 5: Time to Decide</b> Activities 1-5

Primary 3 Social Studies	
<b>Primary 2 Textbook</b> <b>Unit 1: Making Changes</b> All Activities <b>Unit 2: The Land of South Sudan</b> Activities 1-5 <b>Unit 3: Jobs here and There</b> Activities 1-4	<b>Primary 3 Textbook</b> <b>Unit 1: The people of Africa</b> Activities 7-10 <b>Unit 2: The land of Africa</b> Activities 1-6 <b>Unit 3: Environmental Pollution</b> Activities 1-4 <b>Unit 4: What's the Difference?</b> Activities 1-4 <b>Unit 5: More problem solving</b> Activities 1-3

Primary 4 Social Studies	
<b>Primary 3 Textbook</b> <b>Unit 1: The people of Africa</b> Activities 7-10 <b>Unit 2: The land of Africa</b> Activities 1-6 <b>Unit 3: Environmental Pollution</b> Activities 1-4 <b>Unit 4: What's the Difference?</b> Activities 1-4 <b>Unit 5: More problem solving</b> Activities 1-3	<b>Primary 4 Textbook</b> <b>Unit 1: Technology</b> Activities 4-6 <b>Unit 2: Weather and Climate</b> Activities 1-5 and 8-12 <b>Unit 3: Interesting Industries</b> Activities 1-7 <b>Unit 4: Stories and Symbols</b> Activities 1-6 <b>Unit 5: Avoiding Conflicts</b> Activities 1-7

### Primary 5 Social Studies

#### Primary 4 Textbook

- Unit 1: Technology** All activities  
**Unit 2: Weather and Climate** Activities 1-5 and 8-12  
**Unit 3: Interesting Industries** Activities 1-7  
**Unit 5: Avoiding Conflicts** Activities 1-7

#### Primary 5 Textbook

- Unit 1: Past Kingdoms** Activities 1 to 6  
**Unit 2: This is our land** Activities 1 to 7  
**Unit 3: Leaders and Decision Makers** Activities 1 to 3 and 7&8  
**Unit 4: Farming** Activities 1 to 4

### Primary 6 Social Studies

#### Primary 5 Textbook

- Unit 1: Past Kingdoms**  
Activities 1-6  
**Unit 2: This is our land**  
Activities 1-7  
**Unit 3: Leaders and Decision Makers**  
Activities 1-3 and 7 & 8  
**Unit 4: Farming**  
Activities 1-4

#### Primary 6 Textbook

- Unit 1: The Challenge of Change**  
Activities 1-7  
**Unit 2: Changing States**  
Activities 1 & 2 and 5-7  
**Unit 3: Tourism in South Sudan**  
Activities 1-7  
**Unit 4: Valuing One Another**  
Activities 3-5 and 7&8  
**Unit 5: Fishing for Industry and Trade**  
Activities 1-5

### Primary 7 Social Studies

#### Primary 6 Textbook

- Unit 1: The Challenge of Change**  
Activities 1 to 7  
**Unit 2: Changing States** Activities 1&2 and 5-7  
**Unit 3: Tourism in South Sudan** Activities 1 to 7  
**Unit 4: Valuing One Another**  
Activities 3 to 5 and 7&8  
**Unit 5: Fishing for Industry and Trade**  
Activities 1 to 5

#### Primary 7 Textbook

- Unit 1: The rise and fall of civilizations**  
(Activities 4 & 5)  
**Unit 2: Exploring Physical Features**  
(All Sections)  
**Unit 4: Promoting Gender Equity**  
(Sections 4, 5 & 6)  
**Unit 5: A Just and Fair Society**  
(Sections 1, 2, 8, 11 & 12)

# SYLLABUS ADJUSTMENT FOR 2021

## Values and Principles

The adjusted syllabus will continue to promote the Values and Principles as set out in the Curriculum Framework.

In order to build a modern society where young people can prosper and achieve their aspirations, the curriculum needs to be built on a clear set of values that will permeate learning and become embedded in young people's approach to life. Young people need to be clear about their South Sudanese identity. Justice, democracy, tolerance and respect need to be more than words; they need to become an essential part of the

curriculum and young people's lives. Human rights and gender equity must become the norm.

Young people's understanding of, and commitment to, these values is essential to the country's future, and must therefore permeate the curriculum. To achieve this, the curriculum must be based on firm and shared values, and adhere to a set of clear principles.

### Values

Education in South Sudan will be based on a shared commitment to:

- Human rights and gender equity
- Respect and integrity
- Peace and tolerance
- Compassion and social justice
- Democracy and national pride

### Principles

The South Sudan Curriculum should provide:

- A culture of excellence that supports innovation, creativity, continuous improvement and effectiveness
- An environment of empowerment that promotes independence, individual learning, critical thinking, problem-solving and emotional intelligence
- A context of South Sudanese heritage and culture that builds national pride and identity within an understanding of global citizenship
- A spirit of hope, respect, peace, reconciliation, unity and national pride, democracy and global understanding

The values and principles will guide the construction of the curriculum and also guide the way it is taught. They will underpin and guide the subject syllabuses, and the way schools are run and how teachers are trained.

## The process of syllabus adjustment

Learners have missed much of the 2020 school year because of Covid closures. It is therefore necessary to adjust the syllabus for 2021 to allow learners to 'catch up with' parts of the syllabus they missed, and to move quickly through the 2021 syllabus.

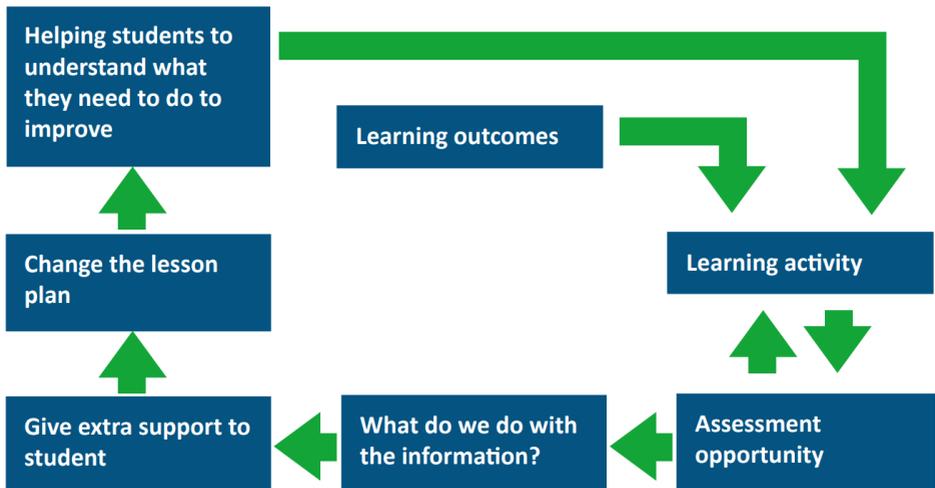
Those learners moving into Primary 2,4 and 6 started the new curriculum and textbooks in 2020.

Learners moving into Primary 1,3,5 and 7 were following the old syllabus in 2020 and were due to start the new curriculum in 2021. For all learners there will be a syllabus adjustment which will take the

form of completing some of the units from the textbook that was appropriate to them in 2020, and some units from the textbook appropriate for 2021. The total number of units to be covered is similar to that expected in a year.

The basis for the selection is set out in the following pages. It is important for teachers to understand the reasons for the units selected to ensure the correct focus on learning.

Primary 8 learners will follow the old curriculum and so examinations in 2021 will be based on that.



The cycle of formative assessment should help teachers to identify what learners need to do to improve and when it is time to move on to the next unit.

# PRIMARY ENGLISH

## SYLLABUS ADJUSTMENT FOR 2021

### Key Features of Primary English

There are four phases to the learning of English in the Primary School:

Primary 1 & 2	At this early phase, learning is focused on speaking and listening. This is because learners at this stage are learning to read and write in their national language. At this stage, all subjects are taught in a national language. The English textbook units provide contexts and activities to help learners develop their speaking and listening skills.
Primary 3 & 4	This is a transition phase because all subjects are taught in English from the beginning Primary 4. Learners must therefore be prepared for this. The focus of English is on the transfer to English of the skills of reading and writing that have been developed in the national language, along with the continued widening of vocabulary and development of speaking and listening skills. The use of English in all subjects from P4 will greatly assist this development.
Primary 5 & 6	In this phase, the focus is on the development and refinement of the four skills beyond the 'functional'. This means that learners should start to use language effectively and creatively and adapt it to the appropriate form or 'register'; for example, when writing a diary or business letter, or when talking in formal or informal situations.
Primary 7 & 8	In the final phase, the focus is much more on the appreciation of literature. This is in line with international expectations. In their reading and listening, learners are expected to be able infer and interpret meaning beyond the literature. In their speaking and writing, they should be able to use a range of language in appropriate registers.

## Primary 8 Final Examinations

The specifications for the P8 examination in 2021 are set out below. Although these specifications do not apply directly to years other than P8, they show clearly the direction that development must take in earlier years in order to achieve these expectations.

The table below sets out the:

- category of questions that will appear on the examination paper
- the elements of the curriculum that this entails
- the level that is expected

Category	Curriculum Element	Expectation
<b>Read</b> closely and analytically to comprehend a range of increasingly complex literary and informational texts.	a) Understand a range of complex texts b) Interpret the meaning of complex texts c) Produce a detailed report covering essential points of what has been read	Understand and be able to infer the meaning of a range of more complex texts and produce a detail report covering all essential points.  Identify how character and setting are created in literature
<b>Write</b> effective and well-grounded pieces for a range of purposes and audiences.	a) Write well-structured extended texts for a range of purposes b) Use a wide range and variety of language c) Use appropriate structures d) Communicate ideas creatively	Write extended texts using a wide range of language in a variety of registers covering more specialised context
Employ effective <b>listening skills</b> in a range of contexts.	a) Understand spoken language b) Identify main points in spoken language c) Infer meaning in spoken language	Identify the majority of points and infer the meaning of a range of authentic passages and conversation spoken at near native speed
Engage in <b>research/inquiry</b> to investigate topics, and to interpret, analyse, integrate, and present information and literary forms.	Combine reading and writing skills to interpret, analyse and synthesise a range of literary and informational texts, draw conclusions, and present their findings in a clear and coherent manner.	Understand and be able to interpret the meaning of a range of more complex texts in both literary and informational contexts  Evaluate how authors achieve their effects in a literary or persuasive piece

# PRIMARY ENGLISH

## SYLLABUS ADJUSTMENT FOR 2021

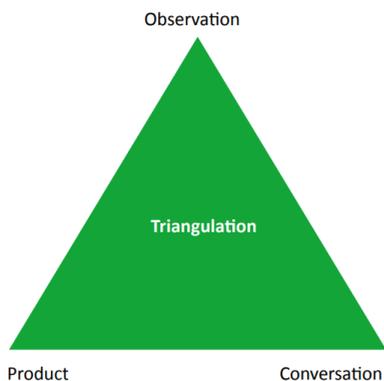
### School-based formative assessment

Ongoing classroom-based assessment is even more important in 2021 as we try to ensure that all learning is matched to the needs of learners who are likely to have had a range of experiences whilst schools have been closed. It is important to look for opportunities to find out how well learning is going through the use of the approach set out in the 'South Sudan Assessment Guidance':

- conversation with learners
- observations of what they do
- analysis of the work that they produce

The expectations for each unit are set out clearly in the syllabuses and Teacher Guides.

### Assessment Triangle



Triangulation of assessment opportunities

### Sharing Textbooks

It is recognised that if books from an earlier year are being used, then the same books will also be needed by learners in that year. However, it is unlikely that two year-groups will be doing the same subject in the same period, and so it will be possible to share use of the textbooks. This will mean that the teacher will need to collect in the textbooks at the end of a lesson and take them to another class. However, this will only happen at the beginning of the year, because by the end of the year all classes will be on the appropriate book for them.

### Units to be covered in P2,3,4,5,6&7.

The next pages set out the units to be used in Primary P2,3,4,5,6&7. In each case, teachers should start with the units from the earlier book.

## Primary 2 English

### Key Feature of Primary 1&2

During Primary 1&2, young people are learning to read and write in their national language. Until they have mastered the skills of reading and writing in their national language, they should be learning English orally (speaking and listening only). This is reflected in the syllabuses and Learning Outcomes, and also in the textbooks.

### Key Learning Outcomes

By the end of Primary 2, learners are expected to be able to:

- Understand the main points and some details from a spoken passage made up of familiar language in simple sentences
- Speak clearly, fluently and confidently to different people in different situations

These learning outcomes require speaking and listening skills, and also a range of vocabulary so that learners can communicate with people “in different situations”.

### Textbook Units

The textbook units are there to provide contexts to allow the acquisition of vocabulary, and the development of these key skills of speaking and listening. The basis for selecting is therefore the range of vocabulary to be developed. As many of the unit themes are the same in both P1 and P2 (eg “Myself”, “Our Home”, “Our School” etc), the vocabulary can be developed in either.

In most cases, the learning activities in the P2 textbook are more suited to older learners, and so will provide the better contexts for learning. If necessary, the teacher can introduce any necessary vocabulary that was covered in the P1 textbook. The emphasis is therefore on units from the P2 textbook.

The other criterion for selection is the connection of the unit to one of the cross-cutting issues, but because most P1 themes are repeated in P2

### The units to be followed are therefore:

#### Primary 1 Textbook

Unit 3: Our home

Unit 5: Our environment

Unit 6: Transport and travel

Unit 10: Weather

#### Primary 2 Textbook

Unit 1: Politeness

Unit 3 Our school

Unit 5: Economic activities

Unit 6: Health and hygiene

Unit 7: Nutrition

Unit 9: Sports and games

Unit 10: Accidents and safety

Unit 11: Children’s rights

Unit 12: Peace and security

Unit 13: Social events

Unit 14: Technology

# PRIMARY ENGLISH

## SYLLABUS ADJUSTMENT FOR 2021

### Primary 3 English

#### Key features of learning English in P3&4

The focus of learning in Primary 1-3 is on speaking and listening because young people are learning to read and write in their **national language**. Once they have learned the basic skills of reading and writing in their national language, learners can transfer these to **English**. Primary 3 and 4 are therefore **transition years** to reading and writing in English. Primary 4 is also the year when all other subjects will be taught in English – so it is essential that learners have developed sufficient vocabulary and mastered the necessary skills by then.

#### Key Learning Outcomes

By the end of Primary 3, learners are expected to be able to:

- Adapt talk to different contexts and communicate more complex ideas and information
- Read independently, using strategies appropriately to establish meaning
- Write imaginatively, clearly and in an organised way
- Choose words for variety and interest

These learning outcomes require speaking and listening skills, and also a range of vocabulary so that learners can communicate with people “*in different situations*”.

#### Textbook Units

The textbook units are there to provide contexts to allow the acquisition of vocabulary, and the development of these key skills of speaking and listening. The basis for selecting is therefore the range of vocabulary to be developed. As many of the unit themes are the same in both P2 and P3 (eg “*Myself*”, “*Our Home*”, “*Our School*” etc), the vocabulary can be developed in either.

In most cases, the learning activities in the P3 textbook are more suited to older learners, and so will provide the better contexts for learning. If necessary, the teacher can introduce any necessary vocabulary that was covered in the P2 textbook. The emphasis is therefore on units from the P3 textbook.

The other criterion for selection is the connection of the unit to one of the cross-cutting issues, but because most P2 themes are repeated in P3 this is seldom an issue.

### The units to be followed are therefore:

#### Primary 2 Textbook

- Unit 1: Politeness**
- Unit 6: Health and hygiene**
- Unit 7: Nutrition**
- Unit 9: Sports and games**
- Unit 10: Accidents and safety**

#### Primary 3 Textbook

- Unit 4: Economic activities in our Payam**
- Unit 5: Our environment**
- Unit 6: Climate and disasters**
- Unit 9: Peace and security**
- Unit 10: Transport and travel**
- Unit 12: Health and hygiene**
- Unit 13: Occupations**
- Unit 14: Children’s rights**

## Primary 4 English

### Key features of learning English in P3&4

The focus of learning in Primary 1-3 is on speaking and listening because young people are learning to read and write in their national language. Once they have learned the basic skills of reading and writing in their national language, learners can transfer these to English. Primary 3 and 4 are therefore transition years to reading and writing in English. Primary 4 is also the year when all other subjects will be taught in English – so it is essential that learners have developed sufficient vocabulary and mastered the necessary skills by then.

### Key Learning Outcomes

By the end of Primary 4, learners are expected to be able to:

- Speak clearly as they narrate events and retell stories
- Listen attentively and understand the main points and some detail of what has been said
- Read simple texts relating to unfamiliar contexts independently and fluently
- Write sequences of sentences that extend ideas logically and where grammar is correct
- Choose words for variety and interest

### Textbook Units

All textbook units are there to provide contexts to allow the development of these key skills. The themes of the units (“Myself”, “Games and Sports” etc) are not important in themselves, so none is more important than another. The basis for selecting is therefore their connection to cross-cutting issues which are of additional help and interest to the learner.

Units 5,9,10 and 14 from the Primary 3 textbook, and Units 4,5,6,7,8 and 10 from the Primary 4 textbook provide context for the development of the necessary vocabulary and the four English skills, and also contribute to the cross-cutting issues of:

- Environment and sustainability
- Peace education
- Life skills

### The units to be followed are therefore:

#### Primary 3 Textbook

**Unit 5: Our environment**  
**Unit 9: Peace and security**  
**Unit 10: Health and hygiene**  
**Unit 14: Children’s rights**

#### Primary 4 Textbook

**Unit 4: Gender roles and responsibilities**  
**Unit 5: Occupations**  
**Unit 6: Travel and transport**  
**Unit 7: Core values**  
**Unit 8: Peace and security**  
**Unit 10: Social events and politeness**

## Primary 5 English

### Key features of learning English in P5&6

In P5&6, the focus on learning is on the extension and refinement of learner’s speaking, listening, reading and writing skills. Learners should move beyond functional correctness to being able to use language creatively and in a correct “register” (where language is used appropriately for the situation) and in different “forms” (letters, stories, diaries etc). There is more focus on the structure and devices of literature.

### Key Learning Outcomes

By the end of Primary 5, learners are expected to be able to:

- Comprehend the gist of a range of authentic passages in complex situation, and take part in discussion giving and justifying ideas creatively and confidently
- Understand texts including some unfamiliar materials from which attitudes and emotions can be recognised.
- Understand a wide range authentic texts in familiar contexts
- Produce formal and informal texts on familiar topics and communicate ideas creatively and accurately in an appropriate style

### Textbook Units

All textbook units are there to provide contexts to allow the development of these key skills. The themes of the units (“Myself”, “Games and Sports” etc) are not important in themselves, so none is more important than another. The basis for selecting is therefore their connection to cross-cutting issues which are of additional help and interest to the learner.

The units selected provide context for the development of the necessary vocabulary and the four English skills, and also contribute to the cross-cutting issues of:

- Environment and sustainability
- Peace education
- Life skills

### The units to be followed are therefore:

#### Primary 4 Textbook

- Unit 1: Games and sports**
- Unit 4: Gender roles and responsibilities**
- Unit 5: Occupations**
- Unit 6: Travel and transport**
- Unit 8: Peace and security**
- Unit 10: Social events and politeness**

#### Primary 5 Textbook

- Unit 2: Diaries**
- Unit 5: People from around the world**
- Unit 7: Letter writing**
- Unit 8: Farming**
- Unit 9: How to stay healthy**
- Unit 10: Writing a story**

## Primary 6 English

### Key features of P5&6

In P5&6, the focus on learning is on the extension and refinement of learner’s speaking, listening, reading and writing skills. Learners should move beyond functional correctness to being able to use language creatively and in a correct “register” (where language is used appropriately for the situation) and in different “forms” (letters, stories, diaries etc). There is more focus on the structure and devices of literature.

### Key Learning Outcomes

By the end of Primary 6, learners are expected to be able to:

- Understand the main points of an authentic spoken conversation involving more than one speaker
- Give a presentation effectively and confidently on a chosen theme and respond readily to questions
- Understand authentic written texts or moderate length and complexity and produce a summary covering the majority of points. Begin to appreciate the plot and structure of simple stories.
- Structure writing to produce a coherent text in an appropriate register for a specific purpose

### Textbook Units:

As with other years, most textbook units provide contexts to allow the development of the key skills of reading, writing, speaking and listening, and have the same Learning Outcomes.

However, some units contain important learning about forms of English literature that are essential to learning and which will contribute to the final P8 examinations. These units cover different forms or genres of writing, so it is important that learners have some experience of each and can understand the differences in style and form. These essential units below cover: diaries, letter writing and stories.

#### Primary 5 Textbook

**Unit 2: Diaries**  
**Unit 7: Letter writing**  
**Unit 10: Writing a story**

#### Primary 6 Textbook

**Unit 4: Communication**  
**Unit 6: Letter writing**  
**Unit 7: Short stories**

The basis for selecting from the other units is the range of vocabulary needed, and the connection to cross-cutting issues which are of additional help and interest to the learner. P5 Unit 9 is about health, P6 Unit 8 is about peaceful co-existence – so must not be missed. The P6 Units 9 & 10 make useful links to Citizenship.

#### Primary 5 Textbook

**Unit 9: How to stay healthy**

#### Primary 6 Textbook

**Unit 8: Peaceful co-existence**  
**Unit 9: The News**  
**Unit 10: Debates**

### The units to be followed are therefore:

#### Primary 5 Textbook

**Unit 2: Diaries**  
**Unit 7: Letter writing**  
**Unit 9: How to stay healthy**  
**Unit 10: Writing a story**

#### Primary 6 Textbook

**Unit 4: Communication**  
**Unit 6: Letter writing**  
**Unit 7: Short stories**  
**Unit 8: Peaceful co-existence**  
**Unit 9: The News**  
**Unit 10: Debates**

## Primary 7 English

### Key features of P7&8

In P7&8, the focus moves much more from functional English to the appreciation of literature. This is in line with international expectations.

### Key Learning Outcomes

By the end of Primary 7, learners are expected to be able to:

- Understand the main points of authentic spoken passages and conversations in a range of different context
- Give a presentation fluently on a chosen theme and argue viewpoints with some degree of success
- Understand authentic texts of some degree of complexity and abstractions in a range of different context and produce a summary covering most essential points.
- Recognise how authors can achieve effect through sentence pattern and use of figurative language.
- Write coherent text in an appropriate register for different purposes

### Textbook Units

As with other years, most textbook units provide contexts to allow the development of the key skills of reading, writing, speaking and listening, and have the same Learning Outcomes.

However, some units contain important learning about forms of **English literature** that are essential to learning and which will contribute to the final P8 examinations. These units cover different forms or genres of writing, so it is important that learners have some experience of each and can understand the differences in style and form. The units below cover: diaries, letter writing and stories. These are essential to the syllabus.

#### Primary 6 Textbook

**Unit 4: Communication**  
**Unit 6: Letter writing**  
**Unit 7: Short stories**

#### Primary 7 Textbook

**Unit 7: Poetry**  
**Unit 9: Contemporary African literature**  
**Unit 10: Contemporary World literature**

The basis for selecting from the other units is the range of vocabulary needed, and the connection to cross-cutting issues which are of additional help and interest to the learner. P6 Unit 8 is about peaceful co-existence – so must not be missed. The P6 Units 9 & 10 make useful links to Citizenship.

#### Primary 6 Textbook

**Unit 8: Peaceful co-existence**  
**Unit 9: The News**  
**Unit 10: Debates**

#### Primary 7 Textbook

**Unit 2: Human Rights**  
**Unit 5: Curriculum Vitae (CV) and interviews**

### The units to be followed are therefore:

#### Primary 6 Textbook

**Unit 4: Communication**  
**Unit 6: Letter writing**  
**Unit 7: Short stories**  
**Unit 8: Peaceful co-existence**  
**Unit 9: The News**  
**Unit 10: Debates**

#### Primary 7 Textbook

**Unit 2: Human Rights**  
**Unit 5: Curriculum Vitae (CV) and interviews**  
**Unit 7: Poetry**  
**Unit 9: Contemporary African literature**  
**Unit 10: Contemporary World literature**

# PRIMARY MATHS

## SYLLABUS ADJUSTMENT FOR 2021

### The process of syllabus adjustment

Learners have missed much of the 2020 school year because of Covid closures. It is therefore necessary to adjust the syllabus for 2021 to allow learners to 'catch up with' parts of the syllabus they missed and to move quickly through the 2021 syllabus.

The total number of units to be covered is similar to that expected in a year. For learners in S4, they will continue with the old syllabus, upon which the exam will be based because they have covered so little of the new curriculum.

The basis for the selection of units is set out in the following pages. It is important for teachers to understand the reasons for the units selected to ensure the correct focus on learning.

### Key Features of Primary Maths

There are five **strands** to Primary Maths, and it is important that learners cover all five:

- Number
- Measurement
- Geometry
- Algebra
- Statistics

The key understandings and skills for each strand are outlined in more detail on Page 29 of the **Subject Overviews**. The syllabuses for P1 & P2 cover only the first three strands (Number, Measurement and Geometry). The syllabuses for P3 to P8 cover all five strands, but there is relatively little focus on Algebra and Statistics until the later years.

For each of the strands, there are four key areas of mathematical skills and performance:

- 1. Concepts & Procedures.** Students can understand and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.
- 2. Problem Solving.** Students can solve a range of complex problems in mathematics, making productive use of their understanding of mathematical concepts and problem-solving strategies.
- 3. Communicating Reasoning.** Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

**4. Modelling and Data Analysis.** Students can analyse complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.

Mathematics is more **linear** than other subjects, meaning that things must be learned in the right order. For example, it is not possible to learn long multiplication before being able to multiply single digit numbers. This must be taken into account when making the selection from the textbooks.

## Key features of the Maths textbooks

The textbook units follow the Maths Syllabuses, so each unit focuses on **one** of the three strands. **All units** provide opportunities for learners to develop the skills to carry out the mathematical processes. So, in selecting the units to be followed, it is important that there is a sufficient coverage of each strand for the **key concepts and procedures** to be developed.

Because the syllabuses for P1 & P2 cover only the first three strands, the textbooks for these years have only three units. The syllabuses for years P3-P8 cover all five strands, so the textbooks for these years have five units. With so few units in each book, it is not possible to select or omit whole units, so it is necessary to look **within** the units and select key **sections**. These sections are helpfully numbered in the textbooks – so that, for example, Unit 1 has sections numbered 1.1, 1.2, 1.3 etc.

Within the sections the textbooks have **activities** that are also numbered – but the selections below are based on the **sections**. **These must not be confused!**

## Primary 8 Final Examinations

The specifications for the P8 examination in 2022 are set out on the following page. Although these specifications do not apply directly to years other than P8, they show clearly the direction that development must take in earlier years in order to achieve these expectations. The table below sets out the:

- category of questions that will appear on the examination paper
- the level that is expected
- the elements of the curriculum that this entails

The examinations will **not** require recall of textbook information but will test the ability to **apply understanding** in situations different from those in the textbooks.

Category	Expectations	Curriculum Element
<p><b>1. Concepts &amp; Procedures.</b> Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.</p>	<p>a. Apply <b>number and measurement concepts</b> and procedures with precision and fluency</p> <p>b. Apply <b>geometric concepts</b> and procedures with precision and fluency</p> <p>c. Apply <b>algebraic concepts</b> and procedures with precision and fluency</p> <p>d. Apply <b>statistical concepts</b> and procedures with precision and fluency</p>	<p>a. Multiples and factors including fractions and decimals. Square roots of decimals involving perfect squares recurring decimals. Expressing fractions and decimals as percentages and vice-versa. Ratios and proportions. Percentage increase and decrease</p> <p>b. Constructing, inscribing and circumscribing triangles of given sides and angles. Applying Pythagoras relationships to length and areas of triangles. Making curved patterns from straight lines and nets for envelopes, pyramids and prisms. Use of co-ordinates</p> <p>c. Formation, simplification and evaluation of algebraic expressions. Sets, union of sets, empty, unequal and intersection of sets. Venn diagrams up to 2 sets</p> <p>d. Frequency tables. Collecting and recording of data: representation and interpretation. Probability: Calculating possible outcomes of simple events.</p>
<p><b>2. Problem Solving.</b> Students can solve a range of complex problems in mathematics, making productive use of their understanding of mathematical concepts and problem-solving strategies</p>	<p>a. Apply mathematics to solve problems in pure mathematics and those arising in everyday life, society, and the workplace</p> <p>b. Select and use appropriate tools strategically</p> <p>c. Interpret results in the context of a situation.</p> <p>d. Identify important quantities in a practical situation and map their relationships (e.g., using diagrams, two-way tables, graphs, flowcharts, or formulas)</p>	<p>Problem solving in the context of concepts outlined in Category 1 (above) within:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measures</li> <li>• Geometry</li> <li>• Algebra</li> <li>• Statistics</li> </ul>

Category	Expectations	Curriculum Element
<p><b>3. Communicating Reasoning.</b> Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.</p>	<ol style="list-style-type: none"> <li>a. Test propositions or conjectures with specific examples</li> <li>b. Construct, autonomously, chains of reasoning that will justify or refute propositions or conjectures.</li> <li>c. State logical assumptions being used.</li> <li>d. Use the technique of breaking an argument into cases</li> <li>e. Distinguish correct logic or reasoning from that which is flawed, and, if there is a flaw in the argument, explain what it is.</li> <li>f. Base arguments on concrete referents such as objects, drawings, diagrams, and actions.</li> <li>g. Determine conditions under which an argument does and does not apply. (For example, area increases with perimeter for squares, but not for all plane figures.)</li> </ol>	<p>Communicating reasoning within the context of concepts outlined in Category 1 (above) within:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measures</li> <li>• Geometry</li> <li>• Algebra</li> <li>• Statistics</li> </ul>
<p><b>4. Modelling and Data Analysis.</b> Students can analyse complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems.</p>	<ol style="list-style-type: none"> <li>a. Apply mathematics to solve problems arising in everyday life, society, and the workplace</li> <li>b. Construct, autonomously, chains of reasoning to justify mathematical models used, interpretations made, and solutions proposed for a complex problem</li> <li>c. State logical assumptions being used.</li> <li>d. Interpret results in the context of a situation.</li> <li>e. Analyse the adequacy of and make improvements to an existing model or develop a mathematical model of a real phenomenon</li> <li>f. Identify, analyse and synthesize relevant external resources to pose or solve problems.</li> </ol>	<p>Modelling and data analysis within the context of concepts outlined in Category 1 (above) within:</p> <ul style="list-style-type: none"> <li>• Number</li> <li>• Measures</li> <li>• Geometry</li> <li>• Algebra</li> <li>• Statistics</li> </ul>

## Primary 2 Maths

### Key Features of Primary 1&2

During Primary 1&2, the focus is on working with actual objects for counting, sorting etc. During P2 there is more emphasis on writing and drawing numbers and shapes.

### Key Learning Outcomes

By the end of Primary 2, learners are expected to be able to:

- Read, write, compare and order numbers up to 2 digits, and round off numbers to the nearest tens and hundreds
- Add 2-digit numbers involving carrying and subtract without borrowing
- Recall multiplication facts up to 10x10 and division facts for numbers up to 100 by numbers not exceeding 10
- Understand half and quarter as a part of a whole
- Estimate and measure length using different objects, and capacity using different containers
- Compare weight using beam balance
- Recognise currency in shopping
- Tell the time in hours, half past, quarter past, quarter to the hour
- Make patterns using geometrical shapes, and recognise types and properties of triangles, rectangles and squares
- Use patterns to recognise geometrical shapes

### Textbook Units:

There are only three units in each of the P1 and P2 textbooks, so most selections are made of the sections within the units, and in some cases of **activities** within the sections. The P2 unit on measurement starts by re-capping on the P1 work, so learners can start with the P2 Unit. The P1 Unit on Geometry (Unit 3) is very short, so can be covered easily before starting the P2 unit.

### The textbook units to be followed are therefore:

#### Primary 1 Textbook

##### Unit 1: Numbers

Section 1.4: Activities 28, 30,31,32 & 35

Section 1.5: Activities 37, 39 & 41

Section 1.6: Activities 44, 45, 46 & 48

##### Unit 3: Geometry (all sections)

#### Unit 1 Numbers

Section 1.2: Activities 1 & 4

Section 1.3: all activities

Section 1.4: Activity 2

##### All of Sections 1.6, 1.7, 1.9, 1.10 & 1.11

##### Unit 2: Measurement (all sections)

##### Unit 3: Geometry (all sections)

## Primary 3 Maths

### Key features of learning Maths in P3&4

During P2&3 the 'Numbers' strand moves on to larger numbers, fractions and ratio, and there the geometry and algebra strands are introduced.

### Key Learning Outcomes

- By the end of Primary 3, learners are expected to be able to:
- Read, write, compare and order numbers up to 4 digits. Subtract with and without borrowing
- Compare simple equivalent fractions
- Estimate and measure length in centimetres, metres, and capacity in litres and millilitres, weight in kgs and grams
- Perform operations involving length, capacity and weight and convert hours to minutes, seconds and vice-versa
- Sketch and draw accurately geometrical shapes
- Interpret and make block graphs

### Textbook Units:

There are only three units in the P2 textbooks, and five in the P3 textbook, so most selections are made of the **sections** within the units, and in some cases of **activities** within the sections.

### The textbook units to be followed are therefore:

Primary 2 Textbook		Primary 3 Textbook	
<b>Unit 1: Numbers – all sections</b>		<b>Unit 1: Numbers</b>	
<b>Unit 2: Measurement</b>		Section 1.1	Activity 5
Section 2.1	Activities 1,2,3,4	Section 1.2	Activities 1,2,3
Section 2.2	Activity 1	Section 1.3	Activities 2,3
Section 2.3	Activities 1,2,3	Section 1.5	Activities 1,2
Section 2.4	Activities 1,2,4	Section 1.7	Activities 1,2,3
Section 2.6	Activity 1	<b>Unit 2: Measurement</b>	
Section 2.7	Activities 1,2	Section 2.4	Activities 1,2,3
<b>Unit 3: Geometry</b>		Section 2.7	Activities 2,3
<b>Section 3.1</b>	Activities 1,2,3 & 5	Section 2.8	Activities 1,2,3
Section 3.3	Activities 1,2,3	<b>Unit 3: Geometry (all sections)</b>	
		Section 1,2,3,5	
		<b>Unit 5: Statistics</b>	
		Section 5.1	Activities 1,2,3,4
		Section 5.2	Activities 1,2,3,4,5

## Primary 4 Maths

### Key features of learning Maths in P3&4

During P3&4 the 'Numbers' strand moves on to larger numbers, fractions and ratio, and there is an increasing focus on the geometry and algebra strands.

### Key Learning Outcomes

By the end of Primary 4, learners are expected to be able to:

- Read, write, compare and order numbers up to 5 digits, and round off numbers to the nearest 1000
- Use multiples and factors of whole numbers
- Add and subtract fractions with the same denominators, and compare equivalent fractions
- Recognise percentages and use ratio as a way of comparing quantities
- Measure and draw length to the nearest cm, and solving problems using cm, and meters
- Find the area of squares and rectangles, and find volume by counting cubes
- Estimate capacity & weight, and make simple calculations of money
- Tell time using the 24-hour system.
- Identify intersecting, parallel and perpendicular lines, and measurement angles using degrees
- Use symbols for numbers, like and unlike terms, and add and subtract simple algebraic expression
- Collect data and record in bar charts and line graphs

### Textbook Units:

The textbook units focus on a single strand, so there are five units in both the P3 and P4 textbooks, and selections need to be made **within** the units. For the 'numbers' strand certain **activities** have been selected within the **sections** of the units of the P3 textbook. This is to ensure that there is sufficient groundwork for progress without taking too much time. For the other four strands, certain **sections** have been selected from the P3 textbook, but all activities need to be covered for these sections.

Units 3, 4 & 5 of the P4 textbook are not long and need to be covered in full.

### The units to be followed are therefore:

#### Primary 3 Textbook

##### Unit 1: Numbers

Section 1.4: Activities 15-17

Section 1.5: Activities 18-20

Section 1.7: all activities

##### Unit 2: Measurement

Sections 2.1, 2.2, 2.3, 2.6 & 2.7: all activities

##### Unit 3: Geometry

Section 3.1: all activities

##### Unit 4: Algebra

Section 4.1; all activities

##### Unit 5: Statistics

Sections 5.1 & 5.2; all activities

#### Primary 4 Textbook

##### Unit 1: Numbers

Sections 1.3-1.6: all activities

##### Unit 2: Measurement

Sections 2.1, 2.2, 2.4 & 2.5: all activities

##### Unit 3: Geometry

All sections

##### Unit 4: Algebra

All sections

##### Unit 5: Statistics

All sections

## Primary 5 Maths

### Key features of learning Maths in P4&5

In P4&5, there is an increasing focus on the stands other than number, and within number, the focus is on fractions and decimals. The geometry units are very practical and involve drawing and making shapes.

### Key Learning Outcomes

- By the end of Primary 5, learners are expected to be able to understand the:
- Read, write, compare and order numbers up to 5 digits
- Add and subtract fractions using LCM Simplification of fractions by cancelling, and convert of fractions to decimals and vice versa
- Convert metres into kilometres and vice-versa
- Calculate areas of rectangles and squares
- Solve problems involving money.
- Solve problems involving temperature in degrees Celsius
- Identify and construct parallel lines using ruler and protractor and compasses
- Identify different sorts of angles (acute, obtuse, reflex etc) and relate this to turns.
- Solving simple equations
- Represent and interpret collected data.

### Textbook Units:

Unit 1 of the Primary 5 textbook is divided into sections, exercises and activities, so it is important to look carefully to see which have been selected. The selections are based on coverage of the key concepts and the development of mathematical skills. Units 4 and 5 in the Primary 5 textbook are relatively short and can be completed in full.

### The units to be followed are therefore:

#### Primary 4 Textbook

**Unit 1: Numbers.** All sections

**Unit 2: Measurement**

Sections 1.1 & 1.2

**Unit 3: Geometry**

Sections 3.1, 3.2,3.3 and 3.5

**Unit 4: Algebra**

Sections 4.1 and 4.2

**Unit 5 Statistics**

Sections 5.1 and 5.2

#### Primary 5 Textbook

**Unit 1: Numbers**

Section 1.4: Exercise 1

Section 1.2: Activities 3,4 & 5

Sections 1.3, 1.6 & 1.8: All activities

**Unit 2: Measurement**

Sections 2.2, 2.3 & 2.6: all activities

**Unit 3: Geometry**

Sections 3.1 & 3.2: all activities

**Unit 4: Algebra**

Section 4.1& 4.2: all activities

**Unit 5: Statistics**

Sections 5.1 & 5.2: all activities

## Primary 6 Maths

### Key features of learning Maths in P5&6

In P5&6, there is an increasing focus on the stands other than number. The focus within number is on fractions & decimals. The geometry units are very practical and involve drawing and making shapes.

### Key Learning Outcomes

By the end of Primary 6, learners are expected to be able to:

- Read, write, compare and order numbers up to a million, and understand squares and square roots of perfect squares up to 3 digits
- Convert decimals and fractions into percentage and vice-versa, and understand proportion as relationship between two quantities
- Use millimetres as units of length
- Understand units of area in acres and hectares, and find the area of triangles
- Convert of litres to millilitres and vice-versa and solve problems involving units of capacity
- Convert tonnes to kilograms and kilograms to grammes, and solve problems involving tones, kilograms and grammes
- Construct and bisect lines, and identifying vertically opposite and supplementary angles
- Construct circle of a given radius, make patterns with circles and calculate the value of  $\pi$
- Make regular cubes and cuboids.
- Make scale drawings, convert scale and length, and write scales in linear form
- Solve simple equations with one unknown, and simplify algebraic expressions with and without brackets
- Interpret data from tables, and recognise and interpreting picture, line and circle graphs

### Textbook Units:

Unit 1 of the Primary 5 textbook is divided into **sections, exercises and activities**, so it is important to look carefully to see which have been selected. The selections are based on coverage of the key concepts and the development of mathematical skills. Units 4 and 5 in the Primary 5 textbook are relatively short and can be completed in full.

### The units to be followed are therefore:

#### Primary 5 Textbook

##### Unit 1: Numbers

Section 1.4: Exercise 1

Section 1.2: Activities 3,4 & 5

Sections 1.3, 1.6 & 1.8: all activities

##### Unit 2: Measurement

Sections 2.2, 2.3 & 2.6: all activities

##### Unit 3: Geometry

Sections 3.1 & 3.2: all activities

##### Unit 4: Algebra

Section 4.1 & 4.2: all activities

##### Unit 5: Statistics

Sections 5.1 & 5.2: all activities

#### Primary 6 Textbook

##### Unit 1: Numbers

Sections 1.3, 1.4 & 1.5: all activities

##### Unit 2: Measurement

Sections 2.1, 2.2, 2.4, & 2.5: all activities

##### Unit 3: Geometry

Sections 3.1, 3.2, 3.3, 3.5 & 3.9: all activities

##### Unit 4: Algebra

Sections 4.1 & 4.2: all activities

##### Unit 5: Statistics

Sections 5.1 & 5.2: all activities

## Primary 7 Maths

### Key features of P6&7

In P6&7, there is a focus on the **application** of mathematical understanding in order to solve **problems**. The syllabuses add a strand on **Business Accounting** in P7 that does not appear in other years.

### Key Learning Outcomes

By the end of Primary 6, learners are expected to be able to:

- By the end of Primary 7, learners are expected to be able to:
- Calculate squares and square roots of perfect square numbers, and cubes of numbers
- Solve problems using ratios and proportions using the unitary method, and percentage increase and decrease
- Calculate circumferences and areas of circle, parallelogram, rhombus, trapezium, and surface area of common solids.
- Calculate discount, percentages, simple interest, commission and hire purchase
- Solve problems involving units of time, converting kph into mph and average speed.
- Identify transversal lines and angles of parallel lines, and construct equilateral, isosceles and right-angled triangles
- Understand Pythagoras theorem, and construct parallelogram, rhombus and trapezium
- Find values of algebraic expression by substitution, and form algebraic expression from mathematical statements
- Understand sets, members of a set, set notation and equal and equivalent sets
- Draw frequency tables of grouped data
- Understand and use mean, average, mode and median
- Interpret and draw bar graphs, pie charts and travel graphs

### Textbook Units:

In line with the syllabuses, there is a sixth unit in the P7 textbook on **Business Accounting**. It is important that this is covered. The other selections are based on coverage of the key concepts and the development of mathematical skills. It is necessary to cover all the sections from Units 5 & 6 in the Primary 7 textbook to give the necessary grounding for P8.

### The units to be followed are therefore:

#### Primary 6 Textbook

##### Unit 1: Numbers

All activities

##### Unit 2: Measurement

Sections 2.2, 2.3, 2.5: all activities

##### Unit 3: Geometry

Sections 3.1, 3.2 & 3.3: all activities

##### Unit 4: Algebra

Section 4.1 & 4.2: all activities

##### Unit 5: Statistics

All Sections

#### Primary 7 Textbook

##### Unit 1: Numbers

Sections 1.4 & 1.5: all activities

##### Unit 2: Measurement

Sections 2.2, 2.3 & 2.6: all activities

##### Unit 3: Geometry

Sections 3.2 & 3.3: all activities

##### Unit 4: Algebra

Section 4.1 & 4.3: all activities

##### Unit 5: Statistics

All Sections (5.1 to 5.7)

##### Unit 6: Business Accounting

All Sections (6.1 to 6.5)

# PRIMARY SCIENCE

## SYLLABUS ADJUSTMENT FOR 2021

### The process of syllabus adjustment

Learners have missed much of the 2020 school year because of Covid closures. It is therefore necessary to adjust the syllabus for 2021 to allow learners to 'catch up with' parts of the syllabus they missed and to move quickly through the 2021 syllabus.

The total number of units to be covered is similar to that expected in a year. For learners in S4, they will continue with the old syllabus, upon which the exam will be based because they have covered so little of the new curriculum.

The basis for the selection of units is set out in the following pages. It is important for teachers to understand the reasons for the units selected to ensure the correct focus on learning.

### Key Features of Primary Science

There are three **strands** to Primary Science, and it is important that learners cover all three:

- Living things and life processes (biology)
- Physical forces (physics)
- Materials and their properties (chemistry)

In line with international practice, the primary school syllabuses put an emphasis on the first two of these strands. There is only one unit on the 'materials' strand in each of P1, P2, P4, P5, P6 and P8. The materials units in P1&2 are on soil so are also about biology and agriculture. In the new curriculum, the former subject of Agriculture and been integrated into Science, so it is important that these elements are preserved.

Within each strand, learners need to develop:

- **Understanding** of the core scientific concepts and the way in which they are inter-related
- The **skills** to carry out the key scientific processes (investigation & experimentation, systematic observation & measurement, and critical & analytic thinking.)

These key understandings and skills are outlined in more detail on Page 39 of the **Subject Overviews**.

## Key features of the Science textbooks

The textbook units follow the Science Syllabuses, so each unit focuses on **one** of the three strands, whilst making connections to other strands where possible. **All units** provide opportunities for learners to develop the skills to carry out the scientific processes. So, in selecting the units to be followed, it is important that there is a sufficient coverage of each strand for the **key concepts** to be developed. Because the scientific **skills** are covered in every unit, they will be covered whichever unit is selected.

## Primary 8 Final Examinations

The specifications for the P8 examination in 2021 are set out below. Although these specifications do not apply directly to years other than P8, they show clearly the direction that development must take in earlier years in order to achieve these expectations. The table below sets out the:

- category of questions that will appear on the examination paper
- the elements of the curriculum that this entails
- the level that is expected

The examinations will not require recall of textbook information but will test the ability to **apply understanding** in situations different from those in the textbooks.

Category	Expectations	Curriculum Element
<p><b>The Core Concepts.</b> Students have developed conceptual understanding within the elements studied and can apply these concepts to understand phenomena and processes in the real world.</p>	<ol style="list-style-type: none"> <li>Demonstrate conceptual understanding</li> <li>Apply the concepts to show understanding of scientific phenomena</li> <li>Apply the concepts to show understanding of processes in the real world</li> </ol>	<p><b>Life and Living things</b></p> <ul style="list-style-type: none"> <li>The variety of plants and animals, including humans, which inhabit our planet and the processes which enable them to remain alive.</li> <li>The interrelationships between living things and the environment.</li> </ul> <p><b>Materials and their properties</b></p> <ul style="list-style-type: none"> <li>The materials which make up everything in our world, the composition and the properties of these materials.</li> <li>How we make use of this understanding in technology.</li> </ul> <p><b>Physical forces</b></p> <ul style="list-style-type: none"> <li>The processes resulting from the effect of energy on matter: mechanics, heat, light, other radiation, sound, electricity, magnetism and atomic structure.</li> </ul>
<p><b>Practices.</b> Students are able to plan and carry out a scientific investigation, taking account of relevant factors and controlling for necessary variables.</p>	<ol style="list-style-type: none"> <li>Plan and carry out valid scientific investigations</li> <li>Take account of relevant factors</li> <li>Control necessary variables</li> </ol>	
<p><b>The Inter-related Concepts.</b> Students recognize and understand the connections that are inter-related across the differing areas of disciplinary content and can deploy intellectual tools necessary to detect and handle these connections.</p>	<ol style="list-style-type: none"> <li>Recognize and understand connections between concepts</li> </ol>	

## Primary 2 Science

### Key Features of Primary 1&2

During Primary 1&2, the focus is on first-hand experiences and encouraging young learners to think about materials and phenomena around them. In P1&2, Science will be taught in a national language.

### Key Learning Outcomes

By the end of Primary 2, learners are expected to be able to:

- Understand the importance of keeping body clean and the dangers of micro- organisms/‘germs’
- Understand similarities and differences between animals according to their habitats and identify different types of plants and their parts
- Understand how animals and humans respond to different weather conditions
- Understand importance of air in daily life, and Investigate structure & composition of soil
- Understand the concept of shadow
- Produce sound using local materials and produce sounds of different pitches
- Construct and use simple rollers to make work easier

### Textbook Units:

There are 6 units in P1 and 7 in P2 with an emphasis on ‘Living things and life processes’. The selection needs to take account of this balance and also ensure that each strand is represented.

Many of the units in the P2 textbooks have the same title (or very similar) as P1 units. In most cases, the P2 unit has been designed to re-cap on the P1 unit and then take it further, so it is perfectly possible to start with the P2 unit, knowing that the first activities in each unit will take learners through the P1 content. The level of engagement of the P2 activities is better suited to the older learners now entering P2, so will work better. So, in most cases, where there is similarity, the P2 unit is selected. As most work with P1 students will be oral (they will not have learned to read at this stage), the level of reading difficulty in the books is not an issue, although P2 learners may need extra support at the beginning of the year.

The units selected provide a range of strands and opportunities for the development of the science skills.

### The units to be followed are therefore:

#### Primary 1 Textbook

Unit 6: Water and wheels

#### Primary 2 Textbook

Unit 1: Parts of the body and hygiene

Unit 2: Plants and animals

Unit 3: Sense organs

Unit 4: Weather

Unit 6: Soil

Unit 7: Simple machines

## Primary 3 Science

### Key features of learning Science in P3&4

During P3&4 learners are expected to begin to make connections between different things they observe, and to start thinking of some explanations for what they see. The focus is still on the living things and physical processes strands, and only one of the key learning outcomes (below) is about materials.

### Key Learning Outcomes

By the end of Primary 3, learners are expected to be able to:

- Appreciate the importance of food, exercise, washing clothes, sleep and rest for a healthy life
- Classify animals and plants according to their habitat.
- Distinguish between fruits and seeds and state their uses
- Identify objects, symbols and gestures using the five senses
- Investigate living things found in water
- Investigate water, solubility, and the ways of conserving water
- Understand changes in the weather and record the changes
- Understand the concept of air pressure, pressure differences and wind
- Identify types, formation and uses of soil
- Understand concept of image formation
- Identify sounds produced by different objects, changing volume and pitch
- Investigate air pressure as a force
- Construct and use levers to make work easier

### Textbook Units:

There are 7 units in the P2 textbook and 6 units in the P3 book. Some 2 & P3 units are on the same theme (eg Senses and Plants & Animals) and in each case the P3 unit is preferred because it starts with a re-cap of P2 and takes the learning further. The exception is Unit 2 where Activities 1&2 from Book 2 should be done before the activities in Unit 2 of Book 3. Eight units have been selected to give coverage of the expectations, but it is necessary to cover only some activities in four of these, so all the selected units can be covered in the time available in P3.

### The units to be followed are therefore:

#### Primary 2 Textbook

**Unit 1: Health and Hygiene**  
**Unit 2: Plants and Animals – activities 1&2**  
**Unit 6: Soil – activities 1,2,3 & 4**

#### Primary 3 Textbook

**Unit 2: Plants & animals – activities 1,2 & 5**  
**Unit 3: Using our senses – activities 1,3,4 & 5**  
**Unit 4: Water**  
**Unit 5: Weather and wind**  
**Unit 6: Simple machines**

## Primary 4 Science

### Key Features of Primary 3&4

During P3&4 learners are expected to begin to make connections between different things they observe, and to start thinking of some explanations for what they see. The focus is still on the living things and physical processes strands, and only one of the key learning outcomes (below) is about materials.

### Key Learning Outcomes

By the end of Primary 4, learners are expected to be able to:

- Care for and appreciate the importance of a clean environment
- Group animals according to their eating habits, food chains
- Appreciate the importance of conservation of animals and plants
- Understand the structure of a seed and the process of seed germination
- Investigate physical properties of water what happens to water under different conditions and understand why certain objects float and others sink in water
- Understand the concept of matter
- Simple methods of separating materials (eg sieving, winnowing, dissolving, use of magnetism)
- Investigate how light travels and its uses
- Describe the shape of the earth and discuss the concept of gravity
- Explore the sources of heat and its uses
- Carry out simple activities with electricity and magnetism
- Construct and make use of simple machines (eg pulley and inclined plane)

### Textbook Units:

There are 6 units in the P3 textbook and 8 units in the P4 book. Some P3 & P4 units are on the same theme (eg Water and Plants & Animals) and in each case the P4 unit is preferred because it starts with a re-cap of P3 and takes the learning further. Nine units have been selected to give coverage of the expectations, and although this is one more unit than in the P4 textbook, the P3 Units 5 & 6 are very short, and it is necessary to cover only Activities 7&8 of P3 Unit 3, so all the selected units can be covered in the time available in P6.

### The units to be followed are therefore:

#### Primary 3 Textbook

**Unit 3: Using our senses** Activities 7 & 8  
**Unit 5: Weather and wind**  
**Unit 6: Simple machines**

#### Primary 4 Textbook

**Unit 2: Grouping plants & animals**  
**Unit 3: Seeds and germination**  
**Unit 5: Matter and materials**  
**Unit 6: Light and heat**  
**Unit 7: Electricity and magnetism**  
**Unit 10: Earth, gravity and simple machines**

## Primary 5 Science

### Key features of P5&6

In P5&6, there is a greater focus on the materials strand with three of the Key Learning outcomes below reflecting this. The textbook units continue to focus on a particular element of a strand, and all give opportunity for the development of all the science skills

### Key Learning Outcomes

By the end of Primary 5, learners are expected to be able to understand the:

- Understand the relationship between germs and sanitation
- Know about common human parasites, how they are spread and controlled
- Understand a healthy lifestyle and the concept of health hazards, common drugs and their types
- Understand the internal structures of sense organs (eye and ear) and their uses
- Describe the importance and uses of water in agriculture
- Appreciate the importance of minerals and manure in agriculture
- Construct and use simple weather instruments
- Understand the concept and causes of wind and uses of wind energy
- Describe and explain the behaviour of materials under different temperatures
- Differentiate between transparent, translucent and opaque objects
- Understand the nature of sound and its uses
- Understand rotation of earth and day night
- Describe simple common tools and their classifications as machines e.g. first class, second etc

### Textbook Units:

There are 4 units in the P4 and P5 textbooks, so each unit designed to take 5 or 6 weeks. One units (Tools and materials) appear in both P4 and P5, and the P5 unit is preferred because it starts with a re-cap pf P4. Because the Units are relatively long, it is possible to select from the Sections within them to ensure appropriate conceptual coverage and opportunities for developing the skills. It is also easier to compress or accelerate coverage within a long unit, so it will be possible to cover the following.

### The units to be followed are therefore:

#### Primary 4 Textbook

- Unit 1: Caring for the environment**
- Unit 2: Grouping animals: (sections 2.1, 2.2, 2.6)**
- Unit 3: Seeds and germination**

#### Primary 5 Textbook

- Unit 2: Understanding and using our eyes and ears (Sections 2.2 to 2.7)**
- Unit 3: Weather (Sections 3.1, 3.2 & 3.3)**
- Unit 4: Tools and materials**

## Primary 6 Science

### Key Features of Primary P5&6

In P5&6, there is a greater focus on the materials strand with three of the Key Learning outcomes below reflecting this. The textbook units continue to focus on a particular element of a strand, and all give opportunity for the development of all the science skills

### Key Learning Outcomes

By the end of Primary 6, learners are expected to be able to:

- Causes of drug abuse and its impacts on life
- Nature of changes occurring in humans at puberty
- Levels of organisation of living things: cells, tissues, organs, systems
- Importance of a balanced diet
- Structures of plants and their functions
- Water cycle and understand the effects of weather on human activities
- Components of air and their properties and understand that air supports burning
- Properties of metals and non- metals
- States of matter and changes of state, and understand concepts of atoms, elements, mixtures and compounds.
- Concepts of mass flow and diffusion
- Concepts of reflection and refraction of light
- How light and sound travel through different media
- Earth and space in relation to solar system (eg explain seasons)
- Concept of heat and how it is measured

### Textbook Units:

There are only 4 units in the P5 textbook, and 5 in the P6 textbook, so each unit is designed to take 5 or 6 weeks. Two of the units (Health and Weather) appear in both P5 and P6, although the P6 Weather Unit is much more about materials, so selections from within the unit are suggested. Because the Units are relatively long, it is possible to select from the **Sections** within the P5 textbook to ensure appropriate conceptual coverage and opportunities for developing the skills. It is also easier to compress or accelerate coverage within a long unit, so it will be possible to cover the following Sections of Units within P6.

### The units to be followed are therefore:

#### Primary 5 Textbook

**Unit 2: Understanding and using our eyes and ears**  
Sections 2.2-2.7

**Unit 3: Weather** Sections 3.1, 3.2 & 3.3

**Unit 4: Tools and materials** Section 4.2 only

#### Primary 6 Textbook

**Unit 1: Keeping ourselves healthy**

**Unit 2: Organisation and Structure of living things**

**Unit 3: Weather, Air and Diffusion**

**Unit 4: The Earth in Space**

**Unit 5: Light Heat and Sound**

## Primary 7 Science

### Key features of P7&8

In P7&8, the focus is on the theoretical understanding that underpins science, the interconnection of scientific ideas, and on the design of experiments in which variables can be controlled. This is reflected in the P8 Examination Specifications (above).

### Key Learning Outcomes

By the end of Primary 7, learners are expected to be able to:

- Explain structures and functions of human circulatory system.
- Explain how reproduction takes place in flowering plants
- Name some common water and air-borne diseases, describe their causes, effects and prevention; stress and depression; home nursing
- Explain the structures and functions of human digestive and respiratory systems
- Understand hygienic food preparation techniques; nutrition needs for good health and for special groups
- Outline the sources of water, methods of collection and purification, and causes of pollution and its impact
- Understand humidity and how to measure it
- Recognise difference between mass and weight and their measurement
- Explain the term 'chemical reaction' and describe how reactions involve energy changes
- Understand forces and the different types of forces and units for measuring force
- Identify different forms of energy, describe energy transformations
- Describe components of solar system, orbits of planets and moons
- Understand the use gears, and multiple pulleys in making work easier

### Textbook Units:

There are only five units in both the P6 and P7 textbooks. This means that each unit is expected to take 7 weeks. There are two units on health and the human body, so one is selected. There two units on the Earth and Space so, again, one is selected. These units will provide good opportunities to develop the required scientific skills.

### The units to be followed are therefore:

#### Primary 6 Textbook

**Unit 1: Keeping ourselves healthy**  
**Unit 4: The Earth and Space**

#### Primary 7 Textbook

**Unit 1: Human systems (All activities)**  
**Unit 4: Energy change (All activities)**  
**Unit 5: Using energy (All activities)**

# PRIMARY SOCIAL STUDIES

## SYLLABUS ADJUSTMENT FOR 2021

### The process of syllabus adjustment

Learners have missed much of the 2020 school year because of Covid closures. It is therefore necessary to adjust the syllabus for 2021 to allow learners to 'catch up with' parts of the syllabus they missed and to move quickly through the 2021 syllabus.

The total number of units to be covered is similar to that expected in a year. For learners in S4, they will continue with the old syllabus, upon which the exam will be based because they have covered so little of the new curriculum.

The basis for the selection of units is set out in the following pages. It is important for teachers to understand the reasons for the units selected to ensure the correct focus on learning.

### Key Features of Primary Social Studies

There are four **strands** to Primary Social Studies, but Citizenship and Peace Education & Human Rights are put together in the textbook units.

- History
- Geography
- Citizenship
- Peace Education and Human Rights

Within each strand, learners need to develop:

- Understanding of the core social studies concepts and the way in which they are inter-related
- The skills to carry out the social studies processes (inquiry, analysis, evaluation, pattern-recognition and the communication of explanation)

These key understandings and skills are outlined in more detail on Page 39 of the Subject Overviews.

As learners move through the primary years, the syllabus focus becomes wider

Years	Focus of History, Geography, Citizenship and Peace Education
P1 & 2	Immediate environment such as home, classroom and school
P3 & 4	Immediate location such as village or payam
P5 & 6	The national picture of South Sudan as a whole
P7 & 8	South Sudan in relation to other countries

## Key features of the Social Studies textbooks

The textbook units follow the Social Studies Syllabuses, so each unit focuses on one of the four strands, although the Citizenship and Peace Education strands always appear in the same unit. There are only four or five units in each textbook, so each will be allocated about seven weeks. There five periods allocated each week for the subject (except P1-3 where there are 4) so there is plenty of scope for teachers to accommodate a different pattern of units.

## Primary 8 Final Examinations

The specifications for the P8 examination in 2021 are set out below. Although these specifications do not apply directly to years other than P8, they show clearly the direction that development must take in earlier years in order to achieve these expectations. The table below sets out the:

- category of questions that will appear on the examination paper
- the elements of the curriculum that this entails
- the level that is expected

The examinations will not require recall of textbook information but will test the ability to **apply understanding** in situations different from those in the textbooks.

Category	Expectations	Curriculum Element
<p><b>Understanding concepts.</b> Understand key concepts in history, geography and citizenship and understand the inter-relatedness of processes and factors.</p>	<ol style="list-style-type: none"> <li>a. Understand key concepts in geography, history and citizenship</li> <li>b. Understand the inter-relatedness of processes and factors</li> </ol>	<p><b>History</b></p> <p>Understand the development, rise and fall of civilisations over time</p> <ul style="list-style-type: none"> <li>• Develop a sense of period through analysing the relationships between the characteristic features of periods studied.</li> <li>• Understand the key aspects of the history of South Sudan within Africa</li> </ul> <p><b>Geography</b></p> <ul style="list-style-type: none"> <li>• Physical features and climate</li> <li>• Human and economic geography of South Sudan and contrasting countries and areas</li> </ul> <p><b>Citizenship</b></p> <ul style="list-style-type: none"> <li>• Civics: the systems of government, regional co-operation and justice in South Sudan and other countries</li> <li>• Advocacy: The ways in which people can participate in democracy and how they can change things in communities.</li> </ul>
<p><b>Social Studies inquiry.</b> Select and use appropriate methods to collect information and evaluate different sources. Analyse information, recognize patterns and form conclusions through inquiry.</p>	<ol style="list-style-type: none"> <li>a. Select appropriate methods for collecting information</li> <li>b. Evaluate different sources</li> <li>c. Analyse information to draw conclusions</li> </ol>	<p><b>Peace Education</b></p> <ul style="list-style-type: none"> <li>• Building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.</li> <li>• Promoting gender equity</li> <li>• HIV/AIDs</li> </ul>
<p><b>Communicating conclusions.</b> Apply disciplinary knowledge and concepts to develop coherent explanations of phenomena, patterns or relationships that establish the links between various factors, and support these with evidence.</p>	<ol style="list-style-type: none"> <li>a. Develop coherent explanations from information</li> <li>b. Establish the links between various factors</li> <li>c. Support claims with evidence</li> </ol>	<p><b>Peace Education</b></p> <ul style="list-style-type: none"> <li>• Building reconciliation in conflict areas, and the national and international bodies that exist to promote peace and reconciliation.</li> <li>• Promoting gender equity</li> <li>• HIV/AIDs</li> </ul>

## Primary 2 Social Studies

### Key Features of Primary P1 & 2

During Primary 1 & 2, the focus is on exploring the immediate environment. In P1 & 2, Social Studies will be taught in a national language.

### Key Learning Outcomes

By the end of Primary 2, learners are expected to be able to:

- Find out how their village and locality have changed over time, and begin to understand the reasons for these changes.
- Place events and objects in chronological order.
- Talk about the physical features found within the Payam and South Sudan (such as hills, valleys, rivers, swamp and significant plants and crops)
- Describe key human activities of the Payam and South Sudan including some of the principle jobs and products (such as: crops, animals, oil, mining etc)
- Know the importance of caring for the immediate environment (litter, dirt etc)
- Be able to recognize the position of their own village and major cities and other features on a map of South Sudan.
- Describe the communities found in the villages, their origin and the ceremonies, rituals and festivals practiced by people in the village.
- Take part in some of the everyday decisions that affect them in their school communities.
- Co-operate within a group, appreciating different needs and roles
- Know the key warning signs of the presence of landmines

### Textbook Units:

The key content of Unit 1 of the P2 textbook is covered again in P2, so can be omitted. P1 Unit 3 on maps is essential because this is not covered in P2. The same is true of P1 Unit 5 and the activities selected from P1 Unit 4. Activities are selected within the P2 units to ensure that key concepts are formed.

The units selected cover all strands and provide opportunities for the development of the Social Studies skills.

### The units to be followed are therefore:

#### Primary 1 Textbook

- Unit 2: Where we live** Activities 1-6
- Unit 3: Exploring our world** Activities 1-4
- Unit 4: Working together** Activities 4-6
- Unit 5: Problem solving** Activities 1-3

#### Primary 2 Textbook

- Unit 1: Making Changes** Activities 1-3
- Unit 2: The Land of South Sudan** Activities 1-5
- Unit 3: Jobs here and There** Activities 1-4
- Unit 4: Our Community** Activities 1-5
- Unit 5: Time to Decide** Activities 1-5

## Primary 3 Social Studies

### Key Features of Primary P3 & 4

During P2&3 the focus is on exploring the immediate locality (village, payam or local area) in the context of history, geography, citizenship and peace education.

### Key Learning Outcomes

By the end of Primary 3, learners are expected to be able to:

- Describe the way of life of African people from the distant past and their economic and cultural activities.
- Understand the factors that influenced the development of early settlement and migration in South Sudan
- Identify the key physical features of the African continent and begin to understand how they were formed
- Describe the types of settlement, land use, and economic activity in the African continent including some of the principal jobs and products and how these vary in different areas.
- Investigate the sources of what pollutes our environment (eg burning, sewage, rubbish, water pollution etc)
- Recognise and interpret the key features of Africa on a map (rivers, mountains, major cities etc.)
- Compare their own village or town to a contrasting location and recognize the similarities and differences.
- Learn about the importance and values of the national symbols and how these impact on everyday life.
- They present their ideas to others and begin to acknowledge different responses to their ideas.
- Be aware of the ways of resolving conflict in their own situations, and the need for respect, tolerance and gender equity
- Understand and explain risks of mines and unexploded ordinance

### Textbook Units:

There are 5 units in both the P3 and P4 textbook. There is a focus on the units in the P3 book as these will give the necessary background for the move to P4. In each of the units selected, there is a selection within the activities into which they are divided. This will give amole time for the selected units to be covered.

### The units to be followed are therefore:

#### Primary 2 Textbook

- Unit 1: Making Changes** All Activities
- Unit 2: The Land of South Sudan** Activities 1-5
- Unit 3: Jobs here and There** Activities 1-4

#### Primary 3 Textbook

- Unit 1: The people of Africa** Activities 7-10
- Unit 2: The land of Africa** Activities 1-6
- Unit 3: Environmental Pollution** Activities 1-4
- Unit 4: What's the Difference?** Activities 1-4
- Unit 5: More problem solving** Activities 1-3

## Primary 4 Social Studies

### Key Features of Primary P3 & 4

During P3&4 the focus is on exploring the **immediate locality** (village, payam or local area) in the context of history, geography, citizenship and peace education.

### Key Learning Outcomes

By the end of Primary 4, learners are expected to be able to:

- Find out about the impact of technology on ways of life in the past and how this has shaped history, by studying some key examples (eg the plough, gunpowder, printing, the steam engine etc)
- Begin to place events, people and changes into correct periods of time
- Understand the pattern of local weather: and seasons, and begin to understand some of the causes of weather (winds, rain etc)
- Understand the basis of crop farming, forestry and fishing within the state, and find out about some of the traditional industries.
- Know about the phenomenon of climate change, and the impact on a locality
- Use scales to measure and investigate distance on maps and position places using grid lines.
- Find out about the different people of the state, the stories of their origin, and the laws governing the communities in the state.
- Know about some of the key religious practices and symbols in the community
- Take part in decision-making activities with others in contexts that are familiar to them.
- Identify acts that can lead to conflicts in their own situation, and know how to avoid them. Know how to resist peer pressure when necessary.

### • Textbook Units:

There are 6 units in the P3 textbook and 8 units in the P4 book. Some P3 & P4 units are on the same theme (eg Water and Plants & Animals) and in each case the P4 unit is preferred because it starts with a re-cap of P3 and takes the learning further. Nine units have been selected to give coverage of the expectations, and although this is one more unit than in the P4 textbook, the P3 Units 5 & 6 are very short, and it is necessary to cover only Activities 7&8 of P3 Unit 3, so all the selected units can be covered in the time available in P6.

### The units to be followed are therefore:

#### Primary 3 Textbook

- Unit 1: The people of Africa** Activities 7-10
- Unit 2: The land of Africa** Activities 1-6
- Unit 3: Environmental Pollution** Activities 1-4
- Unit 4: What's the Difference?** Activities 1-4
- Unit 5: More problem solving** Activities 1-3

#### Primary 4 Textbook

- Unit 1: Technology** Activities 4-6
- Unit 2: Weather and Climate** Activities 1-5 & 8-12
- Unit 3: Interesting Industries** Activities 1-7
- Unit 4: Stories and Symbols** Activities 1-6
- Unit 5: Avoiding Conflicts** Activities 1-7

## Primary 5 Social Studies

### Key Features of Primary P5 & 6

In P4&5, the focus moves from the payam to South Sudan as a whole, and this is reflected in Key Learning outcomes below. The textbook units continue to focus on a particular element of a strand, and all give opportunity for the development of the Social Studies skills. The key to selection is to allow learners to develop a sufficiently wide base of knowledge and understanding whilst they develop the key skills.

### Key Learning Outcomes

By the end of Primary 5, learners are expected to be able to understand the:

- Find about the key pre-colonial kingdoms of South Sudan and Africa, and how they developed over time. Compare this to a country in another continent.
- Understand the processes leading to the original formation of the key physical features of South Sudan and Africa
- Understand the importance of the differing farming systems to South Sudan and Africa in general, and how these relate to climate and physical features such as geology, soil and relief.
- Appreciate the possible impact of climate change and the need for sustainability.
- Use maps to interpret physical features at a range of scales in Africa and other continents.
- Find out about the systems of governance of South Sudan and neighbouring countries.
- Appreciate the qualities of a good leader and good citizen,
- Take part in debates on issues that are familiar to them.
- Recognise that respect for human rights and gender equality underpin peaceful co-existence (including gender stereotypes)
- Be aware of the dangers and consequences of the spread of HIV/AIDS and STIs

### Textbook Units:

There are 5 units in the P4 textbook (three Geography, one History, and one Citizenship/Peace Education), and 4 units in the P5 textbook (one History, two Geography and one Citizenship/Peace Education). It is therefore not possible to select between the units because there are not alternatives, so selections are made within units to ensure coverage of the strands. Each textbook Unit is divided into “activities” and the ones selected will ensure a sufficient knowledge base along with opportunities to develop the key Social Studies skills.

### The units to be followed are therefore:

#### Primary 4 Textbook

- Unit 1: Technology** All activities
- Unit 2: Weather and Climate** Activities 1-5 and 8-12
- Unit 3: Interesting Industries** Activities 1-7
- Unit 5: Avoiding Conflicts** Activities 1-7

#### Primary 5 Textbook

- Unit 1: Past Kingdoms** Activities 1 to 6
- Unit 2: This is our land** Activities 1 to 7
- Unit 3: Leaders and Decision Makers** Activities 1 to 3 and 7&8
- Unit 4: Farming** Activities 1 to 4

## Primary 6 Social Studies

### Key Features of Primary P5&6

In P5&6, there is a focus on South Sudan in comparison to other countries, and this is reflected in Key Learning outcomes below. The textbook units continue to focus on a particular element of a strand, and all give opportunity for the development of the Social Studies skills. The key to selection is to allow learners to develop a sufficiently wide base of knowledge and understanding whilst they develop the key skills.

### Key Learning Outcomes

By the end of Primary 6, learners are expected to be able to:

- Understand the struggle for independence of South Sudan and name the role of the key people involved. Compare and contrast this to struggles elsewhere (eg India, South Africa, South America)
- Place events, people and changes into correct periods of time.
- Understand the processes leading to the creation of and changes in physical features (such as tectonic plate movement, volcanic activity, erosion, deposition, pollution, human activity etc)
- Understand the operation of the key industries and types of trade of South Sudan and her neighbours.
- Understand how the key tourist attractions can be managed to the benefit of South Sudan and compare this to other countries.
- Be familiar with the location of cities and key features of the major continents of the world.
- Appreciate the importance of tolerance, respect and equality in the way people live together
- Understand the social and political interactions between South Sudan and neighbouring countries.
- Explain the ways in which people can participate in democracy and how they can change things in communities.
- Recognise the importance of promoting human rights and the systems that protect them (including forced marriage etc)
- Know about the causes, effects and ways of preventing HIV/AIDS and STIs.

### Textbook Units:

There are only 5 units in the P5 textbook (one History, two Geography and one Citizenship/Peace Education), and 4 units in the P6 textbook (one History, two Geography and one Citizenship/Peace Education). It is therefore not possible to select **between** the units because there are not alternatives, so selections are made **within** units to ensure coverage of the strands. Each textbook Unit is divided into “activities” and the ones selected will ensure a sufficient knowledge base along with opportunities to develop the key Social Studies skills.

### The units to be followed are therefore:

#### Primary textbook

- Unit 1: Past Kingdoms** Activities 1-6
- Unit 2: This is our land** Activities 1-7
- Unit 3: Leaders and Decision Makers** Activities 1-3 and 7 & 8
- Unit 4: Farming** Activities 1-4

#### Primary textbook

- Unit 1: The Challenge of Change** Activities 1-7
- Unit 2: Changing States** Activities 1 & 2 and 5-7
- Unit 3: Tourism in South Sudan** Activities 1-7
- Unit 4: Valuing One Another** Activities 3-5 and 7&8
- Unit 5: Fishing for Industry and Trade** Activities 1-5

## Primary 7 Social Studies

### Key Features of Primary P6&7

In P6&7, the focus is on a more in-depth look at some important topics and on the deployment of higher order thinking skills within these contexts. Because there are only five units in each year and five lessons a week, there is considerable scope for teachers to covers selected sections for the P7 and P8 textbooks.

### Key Learning Outcomes

By the end of Primary 6, learners are expected to be able to:

- Understand the development, rise and fall of civilisations over time by making a study of at least two
- Begin to develop a sense of period through describing and analysing the relationships between the characteristic features of periods studied.
- Understand how physical features and processes impact on communication, production and trade in South Sudan and other parts of the world.
- Investigate the importance and potential of the mining sector of South Sudan, and the need for sustainable development.
- Understand the need to balance protection of bio-diversity with the development of agriculture and industry.
- Use maps to recognize settlement patterns, and major communication routes.
- Understand how ideals of justice and fairness underpin the legal system.
- Identify and discuss regional cooperation, regional bodies, and the importance of regional co-operation.
- Research issues and use this to make informed contributions to debates.
- Begin to be able to discuss the consequences of international conflicts, and how they are mediated and resolved.
- Be aware of the ways of promoting gender equality in a local and national situation.

### Textbook Units:

There are only four units in each of the P6 and P7 textbooks. In each textbook there is only one History unit, two Geography units and two that combine Citizenship and Peace Education. It is therefore essential that both History units be included – even in part. This will give sufficient knowledge base in each. The P7 Physical Features unit is key to geographical understanding and so needs to be covered in full. The selected sections of the P6 Fishing unit will provide a sufficient knowledge base and a link to agriculture. All the Citizenship/Peace Education units are important and the P7 section selections will ensure that key understandings are developed.

### The units to be followed are therefore:

#### Primary 6 Textbook

##### **Unit 1: The Challenge of Change**

Activities 1 to 7

##### **Unit 2: Changing States** Activities 1&2 and 5-7

##### **Unit 3: Tourism in South Sudan** Activities 1 to 7

##### **Unit 4: Valuing One Another**

Activities 3 to 5 and 7&8

##### **Unit 5: Fishing for Industry and Trade**

Activities 1 to 5

#### Primary 7 Textbook

##### **Unit 1: The rise and fall of civilizations**

(Activities 4 &5)

##### **Unit 2: Exploring Physical Features**

(All Sections)

##### **Unit 4: Promoting Gender Equity**

(Sections 4, 5 & 6)

##### **Unit 5: A Just and Fair Society**

(Sections 1, 2, 8, 11 & 12)

## Values and Principles

Human rights, Gender equality, Respect, Tolerance, Compassion, Social justice, democracy and National pride.

Culture of Excellence  
Environment of empowerment  
Context of South Sudan heritage & culture  
Spirit of hope, peace reconciliation

## South Sudanese culture and heritage

## The South Sudan Curriculum

developing:

Good citizens  
of South Sudan

Successful life  
long learners

Creative and  
productive  
individuals

Environmentally  
responsible  
members of society

Critical and  
creative thinking

Communication

Co-operation

Culture and  
identity

## Student Competencies

# The New National Curriculum for South Sudan

In setting out this curriculum, we set out our ambitions for the nation: for peace and prosperity, for growth and development, for harmony and for justice.

## To achieve the ambitions of the nation, we need:

- A vibrant and dynamic curriculum
- A curriculum that will provide challenge to all learners
- A curriculum that can stimulate and inspire
- An inclusive curriculum that provides for all learners
- A curriculum that raises aspirations and broadens horizons.



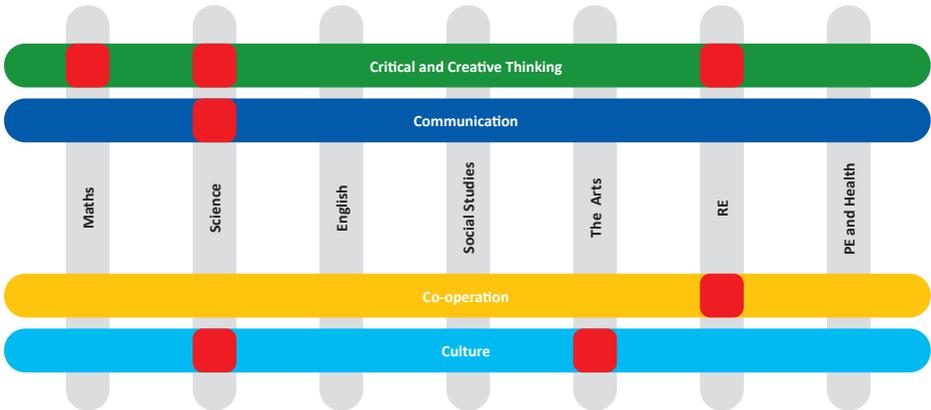
Old Curriculum	New Curriculum
Teacher-Centred	Learner-Centred
Knowledge based	Competency-based
Passive learning	Active learning
Dependent	Independent thought
Learning for exams	Learning for life
Memorization	Understanding
Shallow learning	Deeper learning
'Alien' knowledge	Relevant knowledge

## Time allocation for the subjects

The number or periods to be allocated to each subject per week is set out in the tables below. Schools are able to arrange and adapt these periods over the week to fit local circumstances and needs. Periods can be put together into doubles or triples to make longer times for practical activities or longer periods of study where appropriate.

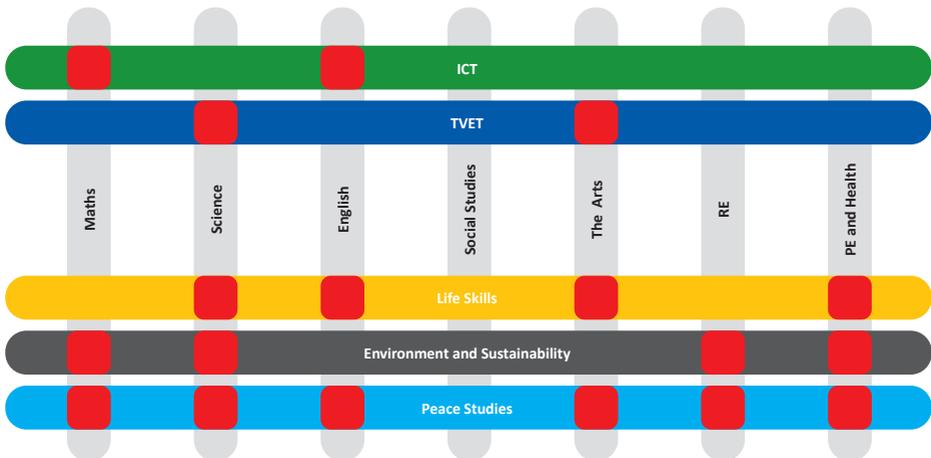
Primary School			
	Number of periods each week		
	P1-3	P4	P5-8
National language	5	5	3
English	7	7	5
Maths	6	6	5
Science	4	5	5
Social Studies	4	5	5
The Arts	3	4	4
RE	3	4	3
PE	3	4	3
Arabic			5
School programmes			2
<b>Total</b>	<b>35</b>	<b>40</b>	<b>40</b>
Time per lesson	35	40	40

Secondary School		
	Number of periods each week	
	S1-2	S3-4
English	5	6
Maths	5	6
Physics	3	
Chemistry	3	
Biology	3	
History	3	
Geography	3	
RE	2	2
Citizenship	2	2
School programmes	3	3
2 x electives (4 lessons each)	8	
3 x electives (7 lessons each)		21
<b>Total</b>	<b>40</b>	<b>40</b>
Time per lesson	45	45



Traditional Subjects are important but young people need to develop a set of competencies that they can apply in all subjects and throughout life. These competencies lie at the heart of every subject and enhance learners' understanding of those subjects. Competencies are needed for young people to continue to learn, to adapt to change and to thrive within the challenges of life in the 21st Century.

**Competencies are made up of skills and attitudes in a particular knowledge context.**



Cross-cutting Issues and Integrated Subjects. These span the whole curriculum in order for the associated knowledge, understanding, skills and attitudes to be developed in rich and relevant contexts.

