

## EDUCATION BUREAU CIRCULAR MEMORANDUM NO. 71/2024

From : Secretary for Education

To : Heads of Primary and Secondary  
Schools

Ref. : EDB(CD)/ADM/50/1/2(44)

Date : 15 March 2024

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### **Distribution of Learning and Teaching Materials by Curriculum Development Institute (March 2024)**

(Note: This circular memorandum should be read by heads of all primary and secondary schools)

#### **Summary**

The purpose of this circular memorandum is to inform heads of primary and secondary schools about the distribution of learning and teaching materials by Curriculum Development Institute, Education Bureau, and the related arrangements. Materials to be distributed in this issue are:

- 《書法學習課程》 (Chinese version only);
- Cheer Up Videos and Instant Messaging Stickers for Hong Kong Diploma of Secondary Education (HKDSE) Examination;
- Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24” - A poster on “Unlock the Power of Love and Growth from A to Z”;
- An Animation Series on the Creative Use of English;
- “Little Seedling Tells You” Series (National Geography, Chinese History), Learning and Teaching tips in Primary Humanities: Enquiry Learning, I am growing up, My Home Country, and Overview of Primary Humanities Learning Foci (Chinese version only);
- “Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources” (Primary) (Issue No.2) (Chinese Version Only);
- NET Scheme News Issue 45 on “Get Booked: Fostering a Love of Reading and Learning”;
- 《大哉言數系列(一)：幾何作圖新篇》 (Chinese version only);
- BAFS Learning and Teaching Resources Kit – Elective Part (A01-A04 & M01-M05) (Chinese version) (Updated in 2023); and
- Learning and Teaching Resource Lists.

#### **Details**

2. Learning and teaching materials to be distributed in March 2024-

a) For primary schools:

	<i>Key Learning Area/ Subject/ Cross Key Learning Areas</i>	<i>Title</i>	<i>For the attention /action of</i>	<i>Remarks</i>	<i>Annex</i>
(i)	Chinese Language Education	《書法學習課程》 (Chinese version only)	School Heads, Chinese Language Panel Chairpersons and Teachers	-	1
(ii)	English Language Education	Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24” • A poster on “Unlock the Power of Love and Growth from A to Z”	School Heads, English Language Panel Chairpersons and English Teachers	Not applicable to ESF schools and International schools	3
(iii)	General Studies / Primary Humanities	“Little Seedling Tells You” Series (National Geography, Chinese History), Learning and Teaching tips in Primary Humanities: Enquiry Learning, I am growing up, My Home Country, and Overview of Primary Humanities Learning Foci (Chinese version only)	General Studies Panel Heads and Teachers	Not applicable to ESF schools and International schools (Please see footnote <sup>1</sup> )	5
(iv)	Moral, Civic and National Education	“Chinese Civilisation - National Education and National Security Education Learning and Teaching Resources” (Primary) (Issue No.2) (Chinese version only)	School Heads and Teachers	Not applicable to ESF Schools and International schools (Please see footnote <sup>2</sup> )	6

<sup>1</sup> Recommended for reference by the Co-ordinators/ Teachers in charge of CBLE Ambassadors.

<sup>2</sup> Recommended for reference by the Co-ordinators/ Teachers in charge of CBLE Ambassadors.

	<b>Key Learning Area/ Subject/ Cross Key Learning Areas</b>	<b>Title</b>	<b>For the attention /action of</b>	<b>Remarks</b>	<b>Annex</b>
(v)	English Language Education	NET Scheme News Issue 45 on “Get Booked: Fostering a Love of Reading and Learning”	School Heads, English Language Panel Chairpersons and Teachers, including Native-speaking English Teachers (NETs)	Not applicable to ESF schools and International schools	7

**b) For secondary schools:**

	<b>Key Learning Area/ Subject/ Cross Key Learning Areas</b>	<b>Title</b>	<b>For the attention /action of</b>	<b>Remarks</b>	<b>Annex</b>
(i)	Values Education	Cheer Up Videos and Instant Messaging Stickers for Hong Kong Diploma of Secondary Education (HKDSE) Examination	School Heads, Careers Master/Mistress	Not applicable to ESF schools and International schools	2
(ii)	English Language Education	Campaign on “Promoting Positive Values and Attitudes through English Sayings of Wisdom 2023/24” <ul style="list-style-type: none"> <li>• A poster on “Unlock the Power of Love and Growth from A to Z”</li> </ul>	School Heads, English Language Panel Chairpersons and English Teachers	Not applicable to ESF schools and International schools	3
(iii)	English Language Education	An Animation Series on the Creative Use of English	School Heads, English Language Panel Chairpersons and English Teachers	Not applicable to ESF schools and International schools	4
(iv)	English Language Education	NET Scheme News Issue 45 on “Get Booked: Fostering a Love of Reading and Learning”	School Heads, English Language Panel Chairpersons and Teachers, including Native-speaking English Teachers (NETs)	Not applicable to ESF schools and International schools	7

	<b>Key Learning Area/ Subject/ Cross Key Learning Areas</b>	<b>Title</b>	<b>For the attention /action of</b>	<b>Remarks</b>	<b>Annex</b>
(v)	Mathematics Education	《大哉言數系列(一)：幾何作圖新篇》(Chinese version only)	Teachers of Mathematics	Not applicable to Special schools and International schools	8
(vi)	Technology Education / Business, Accounting and Financial Studies	BAFS Learning and Teaching Resources Kit – Elective Part (A01-A04 & M01-M05) (Chinese version) (Updated in 2023)	School Heads, Technology Education Key Learning Area Co-ordinators, Panel Chairperson and Teachers of Business, Accounting and Financial Studies	Not applicable to ESF schools and International schools	9

3. Please refer to the respective Annexes for the detailed information. We shall forward the items at Annexes 3, 7 and 8 by post to schools within three weeks from the issue of this circular memorandum.

4. In addition, Curriculum Development Institute continues to develop diversified learning and teaching resources relating to different Key Learning Areas / subjects / curriculum areas for teachers' reference. The details are available on the “Learning and Teaching Resources of Curriculum Development Institute” webpage. (<https://www.edb.gov.hk/en/learning-teaching-resource-list.pdf>)



5. The EDB Educational Multimedia (EDB EMM) (<https://emm.edcity.hk>) online platform also provides kindergarten, primary and secondary students and teachers with various types of multimedia resources including short videos, animations, nursery rhymes, e-books, interactive games, picture books, etc. Schools are encouraged to make flexible use of them and design learning and teaching activities to promote students' self-directed learning and enrich their learning experience. In addition, short videos with Chinese and English subtitles will gradually be available on the EDB Educational Multimedia platform to further support language learning.



6. The EDB continuously uploads and updates National Education-related teachers' professional development programmes, students' activities, learning and teaching resources and examples for "National Education - Event Planning Calendar", etc. on "National Education One-stop Portal". Please visit <http://www.edb.gov.hk/en/neosp/> to obtain latest information. "Commemoration Day for the Promulgation of the Basic Law" and "Ching Ming Festival" on 4 April and "National Security Education Day" on 15 April are key dates in April.



7. In order to plan and promote national education in a holistic and systematic manner, schools should arrange teaching of related subjects and appropriate school-based national education learning activities outside the classroom, such as organising project learning activities and various competitions on "Commemoration Day for the Promulgation of the Basic Law" on 4 April and "National Security Education Day" on 15 April or the school day before or after the days and arranging students to read literary pieces about the Ching Ming Festival to enable they understand the meaning of "paying careful attention to the funeral rites of parents and showing reverence for ancestors" by adopting the approaches of "organic integration", "natural connection", "diversified strategies", "mutual co-ordination", "learning within and beyond the classroom", and "whole-school participation". Schools may also encourage students with the saying "A year's plan lies in spring, a life's plan lies in diligence" during the spring months in March and April.

8. Apart from the above webpages and online resource platforms, Curriculum Development Institute has developed other learning and teaching resource webpages and platforms. Relevant hyperlinks can be obtained from the EDB "Learning and Teaching Resources Lists" for teachers' perusal. For details, please refer to Annex 10.

9. Schools should conduct a regular review of the content and quality of the learning and teaching resources (including printed and electronic library collections and other reading and curriculum materials for students) of individual Key Learning Areas (KLAs) and cross-curricular subjects in the school in order to ensure that the learning and teaching resources are aligned with the curriculum aims and learning objectives, contain content and information that are accurate, complete, objective and impartial, and emphasise the development of positive values, attitudes, and behaviours among students.

**Enquiry**

- 10. Enquiries may be directed to the respective **contact person** as listed in the respective Annexes.

Ms Grace LAW  
for Secretary for Education

c.c. Heads of Sections – for information

**Primary Humanities Learning and Teaching Resources**  
**“Little Seedling Tells You” Series (National Geography, Chinese History),**  
**Learning and Teaching Tips in Primary Humanities: Enquiry Learning,**  
**I am growing up, My Home Country,**  
**Overview of Primary Humanities Learning Foci**  
**(Chinese version only)**

### Purpose

This is to inform primary school heads about the captioned learning and teaching resources.

### Details

2. To facilitate schools in preparation for the implementation of Primary Humanities, the EDB continuously provides diversified learning and teaching resources. The newly developed resources are as follows:

a.	<p>“Little Seedling Tells You” Series Posters</p> <ul style="list-style-type: none"> <li>• National Geography: famous world heritage of our country</li> <li>• Chinese History: “Who Knows Me Best?” Chinese historical figures quiz</li> </ul> <p>Students are encouraged to learn to appreciate our country’s historic monuments and historical development, so as to build their cultural confidence.</p>
b.	Learning and Teaching Tips in Primary Humanities: Enquiry Learning
c.	“I am growing up”: Planning a balanced daily schedule
d.	“My Home Country”: Observing the etiquette when attending a national flag raising ceremony and when the national anthem is being played and sung

3. Teachers can make use of the above learning and teaching resources to flexibly design learning activities or arrange students for self-learning or pre-lesson preparation. The above resources are applicable to current General Studies and Primary Humanities to be implemented.

4. The EDB has also developed the “Overview of Primary Humanities Learning Foci” for the Primary Humanities Curriculum Framework (Provisional Draft) promulgated on 23 November 2023. The overview lists the learning and enquiry foci, as well as the knowledge, skills, values and attitudes covered for each year level. It assists teachers in interpreting the new curriculum, enabling them to effectively grasp and plan the learning and teaching of Primary Humanities for systematic and comprehensive curriculum planning. The captioned resources have been uploaded to the EDB webpage (<https://www.edb.gov.hk/ph/resource>) for teachers’ reference and use.



## Contact Person

5. For enquiries, please contact Ms Angela HUI of the Kindergarten and Primary Section, Curriculum Development Institute, Education Bureau on 2892 5841.





小學人文科學與教育資源  
**小樹苗話你知：國家地理篇**  
 中國世道猜猜看！

國家與我

課程發展處

線索 1  
 這座古城位於山西省，小圖提示了這座古城的名稱。

線索 2  
 這座高山位於新疆維吾爾自治區，它的名字與圖中的自然景物有關。

線索 3  
 這個建築群位於廣東省江門市的開平市，興建的主要目的是防禦土匪入侵。

線索 4  
 這個風景名勝區位於四川省，是長江水系嘉陵江源頭的一條支流，有九個藏族村寨坐落在這片高山湖泊群。

小學人文科  
 教育局課程發展處

小學人文科學與教育資源

小學人文科學與教育資源  
**小樹苗話你知：國家地理篇**  
 中國世道猜猜看！

國家與我

課程發展處

**答案**

1. 平遙古城  
 平遙古城位於山西省，已有二千七百多年的歷史，是我國四大古城之一，至今仍保留著明清時期的古城牆、街道、店鋪、民居等古蹟，亦是山西商業文化之都。

2. 天山  
 天山位於新疆維吾爾自治區，是全球七大山系之一，亦是世界溫帶乾旱地區最大的山脈鏈，具有非常壯麗的自然奇觀，如綠洲、沙漠、草原、森林和雪峰，並有很多不同的野生動物植物。

3. 開平碉樓  
 開平碉樓位於廣東省，主要建於1920至1930年代，以防禦土匪入侵。現存有1800多座碉樓，具有中西合璧的建築風格，與周邊的山水、池塘、田野、稻田互相結合，並反映了華僑的文化和歷史。

4. 九寨溝  
 九寨溝位於四川省，由一百多個高山湖泊組成，有「人間仙境」的美譽，著名景點區包括長海、五彩池、諾日朗瀑布等，亦是我國第一個自然保護區。

小學人文科  
 教育局課程發展處

小學人文科學與教育資源

小學人文科學與教育資源  
**小樹苗話你知：國家歷史篇**  
 「誰最懂我？」中國歷史人物競猜

國家與我

課程發展處

我是距今約五十萬年的北京猿人，已懂得用火！  
 北京猿人

朕推出一系列統一措施，統一文字、貨幣和度量衡，促進經濟、文化發展，又修築長城維護國家安全，哈哈！

世上無難事，只怕有心人。我取西經後，將佛經翻譯。《大唐西域記》記錄了我的所見所聞！

你看過《清明上河圖》就知道北宋時期有多繁華，可惜朕生不逢時，只能在南宋當個亡國之君。謝謝你們的盆菜，患難見真情呀！  
 宋帝昀

我七下西洋，對外宣揚國威，拓展海外貿易，到訪之處遠至非洲，你也像我一樣具冒險精神嗎？

(1949年10月1日) 中華人民共和國成立了！

新石器時代  
 夏、商  
 秦  
 漢  
 三國兩晉南北朝  
 隋  
 五代十國  
 宋  
 明  
 元  
 清  
 中華民國

我因公忘私，三過家門而不入，為大家治水！

我不怕艱辛出使西域，開通前往西域之路，將我國的茶葉、絲綢和瓷器外傳，並將葡萄、香料等帶回我國，你有興趣跟我去一趟西域之旅嗎？

我帶領的蒙古鐵騎橫掃歐亞，可惜我的子孫似乎並不明白「馬上治天下」的道理。唉！  
 成吉思汗

清政府腐敗無能，屢被列強欺侮，自鴉片戰爭起便割地賠款，促使我棄醫從政，創立革命組織，推翻滿清！

七七事變後，日本全面侵華，讓我們軍民同心，團結抗日！  
 眾抗日英烈

「我這位英雄幫了甚麼忙呢？幫我畫出來吧！」

小學人文科  
 教育局課程發展處

小學人文科學與教育資源

\*為提升學生對學習中國歷史的興趣，以上均為設計對白。  
 \*\*時間線顯示並非完全符合比例

小學人文科



## 小學人文科 學與教「小貼士」系列： 探究學習

### 開設小學人文科 的原則

- 配合愛國主義教育的方向
- 進一步加強人文素養的發展
- 適時整合現行小學常識科課程

### 課程理念：

1. 立德樹人
2. 探究學習
3. 連繫生活

- 提高學習興趣
- 從多角度探究事物
- 主動建構知識
- 促進自主學習
- 反思自身的價值觀
- 就個人和社會議題作出適切的判斷和決定
- 發展和綜合運用共通能力
- 關注社會、國家以至世界的發展

### 策略



### 分組討論

- 透過腦激盪及意見交換的方式共同尋找問題的答案
- 培養積極學習、樂於溝通、支援朋輩等能力和態度
- 將共同建構的知識與別人分享
- 照顧學習差異

### 遊戲

- 通過遊戲鞏固所學
- 增添趣味
- 豐富學生的學習體驗
- 照顧學生的多樣性
- 如：棋盤遊戲、電子遊戲等

### 實地考察

- 能擴闊學生的視野
- 深化學習
- 可輔以虛擬實地考察
- 須注意安全



### 訪問

- 是其中一個收集第一手資料的方法
- 在訪問前需要擬定訪問的目標、問卷等，並設定訪問對象
- 過程中，能培養不同的共通能力

www.edb.gov.hk/ph



小學人文科



## 小學人文科 學與教「小貼士」系列： 探究學習

### 角色扮演

- 增加學習的趣味
- 設身處地思考問題、代入角色及情境
- 加深學生的體會，深化學習
- 將學習和生活連繫起來



### 專題研習

- 主動學習、綜合及應用所學
- 按能力和興趣對生活課題進行探究
- 過程中拓寬知識領域
- 學習不再是單向的灌輸式學習
- 主動建構或連繫知識

### 資料蒐集和分析



- 蒐集一手和二手資料
- 需注意有效和符合道德地運用資訊和資訊科技
- 需要篩選、組織和分析所得的資料
- 推想原因、影響，以作出探討和討論等



### 動手做

- 就生活問題提出解決方案、設計及製作
- 如：模型設計和展示



### 教師想一想

1. 你如何為學生的探究學習做準備？
2. 你設計的探究活動是否緊扣課程目標和課程內容？
3. 探究活動能讓學生掌握學習重點嗎？
4. 你有否確定學生已有足夠的前備知識，才進行相關的探究活動？
5. 假如學生在探究活動中遇到困難，你會如何提供支援？
6. 進行探究活動後，有機會讓不同能力的學生分享成果嗎？
7. 有否在探究活動後作總結/綜合解說？

以上內容並非探究學習的全部策略，教師宜按校情、學生能力及學習內容，適當地安排有關活動。如想了解更多有關小學人文科的學與教策略，歡迎參加由教育局舉辦的教師專業發展課程。

www.edb.gov.hk/ph



2024年3月

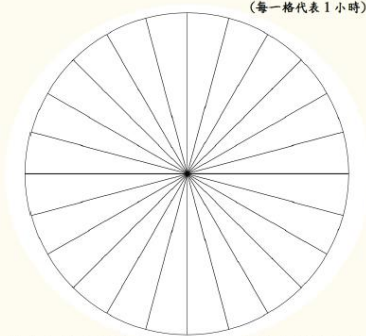
小學人文科

一年級

課題：我長大了



(平日 / 週末)\*  
(每一格代表1小時)\*圖出適當選項



#### 填色指引：

- 溫習 ■ 睡覺 ■ 做功課 ■ 看圖書 ■ 運動 ■ 進食 ■ 畫畫 ■ 其他： ■ 看電視

根據以上的個人作息時間分配圖，

當中睡覺時間有  格，

即我的睡眠時間共有  小時，所以

我 (  有 /  沒有 ) \* 充足的睡眠。

\*圖出適當選項

\*\*學齡兒童的每日睡眠時間應為最少十小時。

資料來源 (衛生署) : <https://www.chp.gov.hk/fo/statistics/data/10/757/5525.html>

## 小學人文科 一年級 1.6 我的祖國



1.6.1 初步認識國家，培養家國觀念

1.6.2 學習升掛國旗儀式和奏唱國歌的禮儀