

**THE UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**



**HISTORY SYLLABUS FOR SECONDARY EDUCATION**

**FORM I - IV**

**2005**



**THE UNITED REPUBLIC OF TANZANIA**  
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## **1.0 Introduction**

This History syllabus is a revised version which has been prepared to replace that of 1996 which has phased out. The revision process focused on change in paradigm from that of content based to competence based curriculum. Moreover, the revision was inevitable due to the fact that the 1996 syllabus did not sufficiently take into consideration the current social, cultural, global, technological, subject biases and cross cutting issues taking place worldwide but particularly in Tanzanian Society.

In addition, the revision has also taken into consideration the requirements for the Secondary Education Development Plan (SEDP). This syllabus has been introduced for implementation from January 2005/2007.

## **2.0 Aims and Objectives of Education in Tanzania**

The general objectives of education in Tanzania are:

- a) To guide and promote the development and improvement of the personalities of the citizens of Tanzania, their resources and effective utilization of those resources to bring about individual development.
- b) To promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania.
- c) To promote the acquisition and appropriate use of literacy, social, scientific, vocational, technological, professional and other forms of knowledge, skills and attitudes for the development and improvement of the condition of man and society.
- d) To develop and promote self-confidence and an inquiring mind, an understanding and respect for human dignity and human rights and readiness to work hard for self advancement and national development.
- e) To promote and expand the scope of acquisition, improvement and upgrading of mental, practical, productive and other skills needed to meet the changing needs of industry and the economy.
- f) To enable every citizen to understand and uphold the fundamentals of the National Constitution as well as the enshrined human and civic rights, obligations and responsibilities.
- g) To promote love and respect for work, self and wage employment and improved performance in the production and service sectors.

- h) To inculcate principles of the national ethic and integrity, national and international cooperation, peace and justice through the study, understanding and adherence to the provision of the National Constitution and other international basic charters;
- i) To enable a rational use, management and conservation of the environment.

### **3.0 Aims and Objectives of Secondary Education**

In Tanzania secondary education refers to post primary formal education offered to learners who successfully completed seven years of primary education and have met requisite entry qualifications.

The aims and objectives of secondary education are to:

- a) Consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes, acquired and developed at the primary education level.
- b) Enhance the development and appreciation of national unity, identity and ethic; personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
- c) Promote linguistic ability and effective use of communication skills in Kiswahili, English and other languages.
- d) Prepare opportunities for the acquisition of knowledge, skills, attitudes and understanding in prescribed or selected fields of study.
- e) Prepare students for tertiary and higher education, vocational, technical and professional training.
- f) Inculcate a sense and ability for self-study, self-confidence and self-advancement in new frontiers of science and technology, academic and occupational knowledge and skills.
- g) Prepare the students to join the world of work.

### **4.0 General Subject Competences**

General competences are expressions that describe what a secondary school student does as a result of teaching and learning this subject. It is, therefore, expected that History student:

- a) Demonstrates understanding of the origins of African societies and how they developed.
- b) Shows the ability to critically assess the events, conditions and factors which shaped the past and present conditions of the world.

- c) Shows an understanding of the problems experienced by African societies in the past and demonstrate the ability to analyse the efforts made to solve them.
- d) Demonstrates an understanding and appreciation of and the ability to critically assess the cultural, political, economic and technological advancement made by African societies before and after colonial rule.
- e) Shows an understanding of an ability to objectively relate Africa's developmental problems with foreign intrusion, colonial domination, cultural subjugation and economic exploitation across time.
- f) Demonstrates an understanding and appreciation of the efforts made and strategies used by African people to regain their independence and resist neo-colonialism.
- g) Demonstrates an understanding and appreciation of the need for African unity, cooperation and interdependence.
- h) Demonstrates basic skills of critical thinking, reasoning, judgement, empathy and effective participation in developmental activities.

### **5.0 General Subject Objectives**

The teaching of History is intended to enable the students to:

- a) Understand how African societies were formed, how they grew and the factors which influenced their development.
- b) Develop an understanding of the events, conditions and factors which shaped the past and those which have shaped the present conditions of the world in order to predict the future.
- c) Understand the problems experienced by African societies in the past and explain how they solved them in order to master their social and economic environment.
- d) Develop an understanding and appreciation of the cultural, political, economic and technological advancement made by African societies before and after colonial rule.
- e) Develop an understanding of the relationship between Africa's developmental problems and foreign intrusion, colonial domination, cultural subjugation and economic exploitation at various stages in history.
- f) Understand and appreciate the efforts made and strategies used by African people to regain their independence and resist neo-colonialism.
- g) Develop an understanding and appreciation of the need for African unity, co-operation and interdependence, conflict resolution and effective participation in social, economic and political development of Africa.



- h) Develop basic skills of critical thinking, reasoning, judgement, empathy and effective participation in developmental activities.

## **6.0 The Structure of the Syllabus**

The syllabus consists of two main parts. The first contains an introduction of the competences the subject seeks to impart, the general objectives of teaching the subject and the structure or organization of the syllabus. The second part consists of the class level competences, class level objectives of teaching History, topics, sub-topics, specific objectives teaching/learning strategies, teaching/learning materials, assessment and estimated number of periods for each sub-topic.

### **6.1 Class Level Competences**

The syllabus contains class level competences. These reflect specific skills, knowledge and attitudes which the learner should demonstrate effectively throughout one's life during and after school.

### **6.2 Class Level Objectives**

The syllabus contains three types of objectives: the general objectives of the course, the objectives of teaching the subject in each class and, finally, the specific objectives for each sub-topic. Objectives are statements of behaviour to be exhibited by each student after studying a given topic/sub-topic. When planning to teach, the teacher has to be very clear about the objectives expected to be attained at the end of each topic/sub-topic and plan his/her teaching in such a way that finally the expected general and specific objectives are achieved.

### **1.3 Topics**

The topics column consists of the main topics to be covered from Form One to Four.

### **1.4 Sub-topics**

These are smaller divisions of topics. Most topics in this syllabus have more than one sub-topic.

## **1.5 Specific Objectives**

These are sets of learning requirements in terms of knowledge specifications, skills and attitudes to be acquired or developed during the teaching-learning process of a given topic/sub-topic.

## **1.6 Teaching/Learning Strategies**

In the teaching learning strategies column, a number of teaching/learning strategies have been suggested. This list is, however, not exhaustive. The teacher is advised to use the suggested strategies but, where necessary, teachers should think of more appropriate strategies to use in teaching History depending on factors such as the availability of appropriate teaching/learning aids, references, level of learners' knowledge, skills and experiences.

## **6.7 Teaching/Learning Materials**

A number of materials for teaching/learning have been listed under the teaching/learning materials column. The list is not exhaustive. Therefore, the teacher is expected to think creatively, identify and acquire other teaching/learning materials either through purchasing or borrowing. Teachers are also expected to improvise teaching/learning materials using locally available materials and expertise.

## **6.8 Assessment**

The assessment column gives the teacher an idea of the kind of assessment that students should be subjected to. There is need for ensuring that students are assessed in all objectives and that the assessment items take into consideration a wide variety of learning outcomes. At the end of Form Four students are expected to do an overall achievement examination intended to determine the extent to which the objectives of the History course have been attained.

## **6.9 Number of Periods**

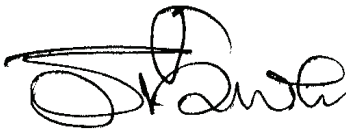
Number of periods is an estimated time to be used to teach a given topic/sub-topic. Each period is 40 minutes. The numbers of periods have been taken into account the time needed to adequately cover the sub-topic. Some topics need more time than others depending nature and weight of the topic. The teacher is

advised to make maximum use of time allocated in classroom instruction. Lost instructional time should always be compensated for.

## DECLARATION

Ordinary level secondary education is a four year course which has been designed to prepare students for the Advanced level or other tertiary education. A student will be recognized as a form four graduate when he/she successfully completes and passes secondary education examinations conducted by National Examination Council of Tanzania.

*This document is hereby declared as the **Syllabus of History** for ordinary level secondary course.*



M. M. Wassewa

Commissioner for Education  
**Ministry of Education and Vocational Training**



## FORM ONE

### CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Demonstrate knowledge of the concept of History and appreciates the importance of sources of History.
2. Demonstrate ability to examine the theories of the origin and evolution of man and draw conclusions.
3. Demonstrate ability to relate man's development to the environment and technology.
4. Demonstrate ability to relate people's economic activities to the development of their social and political organization.

### CLASS LEVEL OBJECTIVES

By the end of Form One course, the students should be able to:

1. Explain the concept and appreciate the importance and sources of History.
2. Explain the theories of the origin and evolution of man.
3. Relate man's development to the environment and technology.
4. Explain how people's economic activities influenced the development of their social and political organization in pre-colonial Africa.

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>1.0 SOURCES AND IMPORTANCE OF HISTORY</b>  1.1 Meaning and importance of History	The student should be able to: a) Explain the meaning of History. b) Explain the importance of studying History.	Using questions and answers, the teacher to guide the students to explain the meaning of History  i) The teacher to guide the students in groups to read texts on and discuss the importance of studying History. ii) The teacher to guide the students to present the points raised by groups for further discussion and clarification.	List of guiding questions  Written texts on the importance of studying History.	Is the student able to explain the meaning of History?  Is the student able to explain the importance of studying History?	2
	The student should be able to: a) Identify sources of History b) Assess the functions, advantages and limitations of Oral Traditions	i) The teacher to guide the students in groups to read written sources on the types and meaning of various sources of History. ii) The teacher to guide the students to present in class the findings of each group for further discussion and clarification.  i) The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and disadvantages of oral traditions. ii) The teacher to guide the groups to present their answers on the functions, advantages and limitations of oral traditions for further discussion and clarification. iii) The teacher to play to the class recorded cassettes of stories, songs or poems followed by questions related to the importance, and functions of oral traditions. iv) The teacher to guide students in groups to discuss and come up with answers to the questions which they should present in class for further discussion and clarification.	i) Written texts on the various sources of History ii) Written texts in Braille for visual impaired children  i) Written texts on oral traditions. ii) Recorded cassettes of stories, songs and poems.	Is the student able to identify the sources of History?  Is the student able to assess the functions, advantages and limitations of oral traditions?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Assess the functions, advantages and limitations of Historical Sites</p>	<p>i) The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and limitations of historical sites.            ii) The teacher to guide the groups to present their findings on the functions, advantages and disadvantages of Historical sites for further discussion and clarification.            iii) The teacher to use sketch maps to guide the students to locate important historical sites in different parts of Africa.            iv) The teacher to organize a study visit to a historical site and guide the students to note down important information as a way of consolidating the knowledge already gained in class.</p>	<p>i) Written texts on historical sites.            ii) Historical Sites.            iii) Sketch maps showing historical sites in Africa.</p>	<p>Is the student able to assess the functions, advantages and limitations of historical sites?</p>	
	<p>d) Describe the functions, advantages and limitations of Written Records</p>	<p>i) The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and limitations of written records.            ii) The teacher to guide the groups to present their findings on the functions, advantages and limitations of written records for further discussions and clarification.</p>	<p>i) Various types of written texts about written records.            ii) Written texts in Braille</p>	<p>Is the student able to describe the functions advantages and limitations of written records?</p>	



TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>e) Assess the functions, advantages and limitations of Archives</p>	<p>i) The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and limitations of archives as a source of historical knowledge.            ii) The teacher to guide the groups to present their findings on the functions, advantages, and limitations of archives for discussion and clarification.            iii) The teacher to organize a study visit to archives and guide the students to note down important information as a way of consolidating their knowledge.</p>	<p>i) Written texts on archives.            ii) Archives</p>	<p>Is the student able to assess the functions and advantages and limitation of archives?</p>	
	<p>f) Assess the functions, advantages and limitations of Museums</p>	<p>i) The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and limitations of museums as a source of historical knowledge.            ii) The teacher to guide the groups to present their functions, advantages and limitations of museums for discussion and clarification.            iii) The teacher to organize a study visit to a museum and guide the students to note down important information as a way of consolidating knowledge already gained in class.</p>	<p>i) Written texts on museums            ii) Actual museums</p>	<p>Is the student able to assess the functions, advantages and limitations of museums?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>2.0 EVOLUTION OF MAN, TECHNOLOGY AND ENVIRONMENT</b> 2.1 Evolution of Man	g) Describe the functions, advantages and limitations of Archaeology	i) The teacher to guide the students in groups to read written texts on and discuss the functions, advantages and limitations of archaeology as a source of historical knowledge. ii) The teacher to guide the groups to present their findings in class on the functions, advantages and limitations of archaeology for discussion and clarification. iii) The teacher to organize a study visit to an archaeological site and guide the students to note down important information as a way of consolidating knowledge already gained in class.	i) Written texts on archaeology. ii) Archaeological sites.	Is the student able to describe the functions, advantages and limitations of archaeology?	
	The student should be able to: a) Explain the meaning of evolution of man. b) Explain the theory of evolution of man and the religious theory of creation of man.	Using the question and answer technique the teacher to guide the students to explain the meaning of evolution of man.  i) The teacher to guide the students in groups to conduct a library research on the theories of evolution of man and creation of man. ii) The teacher to guide the students to present in class their findings for discussion and clarification.	Written texts on the evolution of man.  i) Written texts on the theories of evolution of man and creation of man. ii) Written texts in Braille	Is the student able to explain the meaning of evolution of man?  Is the student able to explain the theory of evolution of man and the theory of creation?	3

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.2 Early Stone Age (Old Stone Age).	The student should be able to: a) Describe the types of tools used during the Old Stone Age.	i) The teacher to guide the students in groups to read written sources on and discuss the types of tools used during the Old Stone Age. ii) The teacher to guide the students in groups to present the findings for further discussion and clarification. iii) The teacher to use drawings of Old Stone Age tools to guide the students to draw and name them.	i) Written texts on the types of tools used during the Old Stone Age. ii) Drawings iii) Written sources in Braille	Is the student able to describe the types of tools used during the Old Stone Age?	6
	b) Describe the physical changes of man during the Old Stone Age.  c) Explain how man obtained food during the Old Stone Age.	i) The teacher to guide the students in groups to read written sources, discuss and describe the physical changes of man during the Old Stone Age. ii) The teacher to guide the groups to present in class the findings for further discussion and clarification. iii) The teacher to use drawings to demonstrate the physical changes of man during the Old Stone Age and let students draw them.  i) The teacher to guide the students in groups to read written sources on, discuss and explain how man obtained food during the Old Stone Age. ii) The teacher to guide the groups to present their answers on how man obtained food during the Old Stone Age for further discussion and clarification.	i) Written texts on the physical changes of man during the Old Stone Age. ii) Drawings showing the physical changes of man during the Old Stone Age.  i) Written texts on how man obtained food during the Old Stone Age. ii) Written texts in Braille	Is the student able to describe the physical changes of man during the Old Stone Age?  Is the student able to explain how man obtained food during the Old Stone Age?	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.3 Middle Stone Age	<p>The student should be able to:</p> <p>a) Describe the types of tools used during the Middle Stone Age and their functions.</p>	<p>i) The teacher to guide the students in groups to conduct library research and describe the types of tools used during the Middle Stone Age and their functions.</p> <p>ii) The teacher to guide the students to present in class their findings on the types of tools used and their functions for further discussion and clarification.</p> <p>iii) The teacher to use drawings, to guide students to draw tools used during the Middle Stone Age.</p>	<p>i) Written texts on the types of tools used during the Middle Stone Age.</p> <p>ii) Drawings of tools used during the Middle Stone Age and their uses.</p> <p>iii) Written texts in Braille</p>	<p>Is the student able to describe the types of tools used during the Middle Stone Age and their functions?</p>	8
	<p>b) Describe the physical changes of man during the Middle Stone Age.</p>	<p>i) The teacher to guide the students in groups to read written sources on, discuss and describe the physical changes of man during the Middle Stone Age.</p> <p>ii) The teacher to guide the groups to present their answers in class on the physical changes of man during the Middle Stone Age for further discussion and clarification.</p> <p>iii) The teacher to use drawings to demonstrate the physical changes of man during the Middle Stone Age and guide the students draw them in their exercise books.</p>	<p>i) Written texts on the physical changes of man during the Middle Stone Age.</p> <p>ii) Drawings on physical changes of man during the Middle Stone Age showing stages on physical changes.</p> <p>iii) Written texts in Braille</p>	<p>Is the student able to describe the physical changes of man during the Middle Stone Age?</p>	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Explain how man obtained food during the Middle Stone Age.</p>	<p>i) The teacher to guide the students in groups to read written sources on, discuss and explain how man obtained food during the Middle Stone Age. ii) The teacher to guide the students to present in class their answers on how man obtained food during the Middle Stone Age for further discussion and clarification.</p>	<p>i) Written texts on how man obtained food during the Middle Stone Age. ii) Written texts in Braille</p>	<p>Is the student able to explain how man obtained food during the Middle Stone Age?</p>	
	<p>d) Explain the advantages of the invention and uses of fire.</p>	<p>i) The teacher to guide the students in groups to read written sources, discuss and explain the advantages of the invention and uses of fire. ii) The teacher to guide the groups to present their answers on the advantages of the invention and uses of fire for further discussion and clarification. iii) The teacher to use drawings of traditional fire making equipment to show how fire was made and guide the students to draw them.</p>	<p>i) Written texts on the advantages of the invention and uses of fire. ii) Drawings of traditional fire making equipment.</p>	<p>Is the student able to explain the advantages of the invention and uses of fire?</p>	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.4 Late Stone Age	<p>The student should be able to:</p> <p>a) Describe the types of tools used during the Late Stone Age and their uses.</p> <p>b) Describe the physical changes of man during the Late Stone Age.</p>	<p>i) The teacher to guide the students in groups to read written sources on, discuss and describe the types of tools used during the Late Stone Age and their uses.</p> <p>ii) The teacher to guide the students to present in class group findings, on the types, description and uses of tools used during the Late Stone Age for further discussion and clarification.</p> <p>iii) The teacher to guide students to draw tools used during the Late Stone Age.</p> <p>i) The teacher to guide the students in groups to read written sources on, and describe the physical changes of man during the Late Stone Age.</p> <p>ii) The teacher to guide the students to present group responses on the physical changes of man during the Late Stone Age for further discussion and clarification.</p> <p>iii) The teacher to use drawings to demonstrate the physical changes of man during the Late Stone Age and let the students draw them in their exercise books.</p>	<p>i) Written texts on the types, description and uses of tools used during the Late Stone Age.</p> <p>ii) Drawings showing the tools used during the Late Stone Age.</p> <p>iii) Written texts in Braille</p> <p>i) Written texts on the physical changes of man during the Late Stone Age.</p> <p>ii) Drawings on physical changes of man during the Late Stone Age.</p>	<p>Is the student able to describe the types of tools used during the Late Stone Age and their uses?</p> <p>Is the student able to describe the physical changes of man during the Late Stone Age?</p>	4

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.5 Iron Age	<p>c) Appraise major changes in man's way of life during the Late Stone Age.</p>	<p>i) The teacher to guide the students in groups to read written sources on and discuss the major changes in man's way of life during the Late Stone Age and the impact of each change.            ii) The teacher to guide the students in groups to discuss the changes in man's way of life and the impact of each change.            iii) The teacher to guide the students to present group answers in class for further discussion and clarification.</p>	<p>i) Written texts on the major changes in man's way of life during the Late Stone Age.            ii) Written texts in Braille</p>	<p>Is the student able to appraise the major changes in man's way of life during the Late Stone Age?</p>	
	<p>The student should be able to:            a) Explain how iron was discovered.</p>	<p>i) The teacher to guide the students in groups to read written sources on, discuss and explain how iron was discovered.            ii) The teacher to guide the students to present group answers on how iron was discovered for further discussion and clarification.            iii) The teacher to use sketch maps and guide the students to locate the major iron centers in Africa.</p>	<p>i) Written texts on the discovery of iron.            ii) Sketch maps of Africa showing the location of the major iron centers            iii) Written texts in Braille            iv) Tactile maps for visual impaired students</p>	<p>Is the student able to explain how iron was discovered?</p>	4

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Appraise the advantages of using iron tools.	<ul style="list-style-type: none"> <li>i) The teacher to guide the students individually to conduct library research on the advantages of using iron tools.</li> <li>ii) The teacher to guide the students in groups to present and discuss the individual findings on the advantages of using iron tools.</li> <li>iii) The teacher to guide the groups to present in class their findings for further discussion and clarification.</li> <li>iv) The teacher to guide the students to conduct a study visit either to a museum or local blacksmith to gain more knowledge about the making and use of iron tools.</li> </ul>	<ul style="list-style-type: none"> <li>i) Written texts on the advantages of using iron tools.</li> <li>ii) Locally made and ancient iron tools.</li> <li>iii) Museums.</li> <li>iv) Local blacksmith's workshop.</li> <li>v) Written texts in Braille</li> </ul>	Is the student able to appraise the advantages of using iron tools?	
<b>3.0 DEVELOPMENT OF ECONOMIC ACTIVITIES AND THEIR IMPACT</b> 3.1 Agriculture	The student should be able to: a) Show the relationship between agriculture, environment, and technological development.	<ul style="list-style-type: none"> <li>i) The teacher to guide the students through questions and answers to give the correct meaning of agriculture environment, technology and development.</li> <li>ii) The teacher to guide the students in groups to read written sources on and show the relationship between agriculture, environment and technological development.</li> <li>iii) The teacher to guide the groups to present in class their findings for further discussion and clarification.</li> </ul>	<ul style="list-style-type: none"> <li>i) Written texts on agriculture, environment and technological development.</li> <li>ii) Written texts on the relationship between agriculture, the environment, and technological development.</li> <li>iii) Written texts in Braille</li> </ul>	Is the student able to show the relationship between agriculture, environment and technological development?	7



TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Explain the types of agricultural practices in Africa.	<ul style="list-style-type: none"> <li>i) The teacher to guide the students in groups to read written sources on and explain the types of agricultural practices in Africa.</li> <li>ii) The teacher to guide the students to present in class the findings of each group for further discussion and clarification.</li> <li>iii) The teacher to use sketch maps to guide the students to locate agricultural practices, in different parts of Africa.</li> </ul>	<ul style="list-style-type: none"> <li>i) Written texts on different agricultural practices in Africa.</li> <li>ii) Sketch maps of Africa showing distribution of agricultural practices.</li> <li>iii) Tactile maps for visual impaired students</li> </ul>	Is the student able to explain the types of agricultural practices in Africa?	
	c) Explain how agriculture changed man's life.	<ul style="list-style-type: none"> <li>i) The teacher to guide the students individually to conduct library research on how agriculture changed man's life.</li> <li>ii) The teacher to guide the students in groups to present and discuss individual findings and write brief notes for presentation in class.</li> <li>iii) The teacher to guide the groups to present their findings in class for discussion and clarification.</li> <li>iv) The teacher to guide the students to watch video cassettes on different agricultural practices in Africa to consolidate their knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>i) Written texts on how agriculture changed man's life.</li> <li>ii) Films and videos on various agricultural practices in Africa.</li> </ul>	Is the student able to explain how agriculture changed man's life?	
3.2 Handicrafts, Industries and Mining in Pre-colonial Africa.	<p>The students should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the meaning of handicrafts, industries, and mining</li> </ul>	Through the question and answer method the teacher to guide the students to explain the meaning of handicrafts, industries and mining.	Written texts on handicrafts, industries and mining.	Is the student able to explain the meaning of handicrafts, industries and mining in pre-colonial Africa?	5

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Differentiate the types of industries and their advantages in pre-colonial Africa.	<p>i) The teacher to guide the students individually to conduct research or conduct interviews with teachers, parents or elders on types of industries in pre-colonial Africa and their advantages.</p> <p>ii) The teacher to guide the students in groups to discuss their findings and summarize them ready for presentation in class.</p> <p>iii) The teacher to guide the groups to present their findings in class for discussion and clarification.</p> <p>iv) The teacher to use sketch maps showing the distribution of industries in _re-colonial Africa to strengthen students' knowledge.</p>	<p>i) Written texts on types of industries.</p> <p>ii) Sketch maps showing the distribution of industries in Pre-colonial Africa.</p> <p>iii) Tactile maps for visual impaired students</p> <p>iv) Written texts in Braille</p>	Is the student able to differentiate the types of industries and their advantages in pre-colonial Africa?	
	c) Explain the uses of different types of minerals in Pre-colonial Africa.	<p>i) Through questions and answers the teacher to guide the students to mention the various types of minerals mined in different parts of Africa and their uses.</p> <p>ii) The teacher to guide the students in groups to read written sources on the types of minerals, places where they were mined and their uses.</p> <p>iii) The teacher to guide groups to present their findings in class for further discussion and clarification.</p> <p>iv) The teacher to use sketch maps showing the distribution of important mining centers in Africa to consolidate students' knowledge.</p>	<p>i) Written texts on the various types of minerals mined in Africa.</p> <p>ii) Sketch maps showing important mining centers in Africa.</p> <p>iii) Tactile maps for visual impaired students</p>	Is the student able to explain the uses of different types of minerals in Pre-colonial Africa?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.3 Trade in Pre-colonial Africa.	The student should be able to: a) Explain the basis of trade in pre-colonial Africa.	i) The teacher to guide the students through questions and answers to explain the meaning and forms of trade. ii) The teacher to guide the students in groups to read written sources on, discuss and explain the basis of trade activities in pre-colonial Africa. iii) The teacher to guide the groups to present their findings for discussion and clarification.	Written texts on the basis of trade in pre-colonial African societies.	Is the student able to explain the basis of trade in pre-colonial Africa?	5
	b) Identify the types of trade, commodities and the societies involved.	i) The teacher to guide the students in groups to read written sources on, discuss and identify the types of trade, types of commodities and the societies involved, (ie Local and Regional trade in different parts of Africa). ii) The teacher to guide the students to present the findings of each group for further discussion and clarification. iii) The teacher to use sketch maps showing different regional trade routes, the commodities and societies involved in the trade, (East and Central African Caravan trade and Trans-Saharan Trade).	i) Written texts on types of trade, types of commodities and the societies involved. ii) Sketch maps showing different regional trade routes commodities and societies involved. iii) Tactile maps for visual impaired students	Is the student able to identify types of trade, commodities exchanged and societies involved in trade in different parts of Africa?	
	c) Appraise the impact of the following types of trade: (i) Local Trade	i) The teacher to guide the students to conduct library research individually on local trade. ii) The teacher to guide the students in groups to discuss and summarize individual findings from the library research. iii) The teacher to guide the groups to present in class their findings for further discussion and clarification.	Written texts on local trade in pre-colonial Africa.	Is the student able to appraise the impact of local trade in pre-colonial Africa?	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>4.0 DEVELOPMENT OF SOCIAL AND POLITICAL SYSTEMS</b> 4.1 Kinship of Clan Organization	(ii) Regional Trade	<ul style="list-style-type: none"> <li>i) The teacher to guide the students to conduct library research individually on regional trade.</li> <li>ii) The teacher to guide the students in groups to discuss and summarize individual findings from the library research.</li> <li>iii) The teacher to guide the groups to present in class their findings for further discussion and clarification.</li> <li>iv) The teacher to use sketch maps to guide the students to trace the trade routes, societies which used them, and the commodities which were exchanged in order to consolidate the students' knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>i) Written texts on Regional trade in Pre-colonial Africa.</li> <li>ii) Sketch maps showing important trade routes, commodities exchanged and the societies involved.</li> <li>iii) Tactile maps for visual impaired students</li> </ul>	Is the student able to appraise the impact of the regional trade in Pre-colonial Africa?	3
	<ul style="list-style-type: none"> <li>a) Explain the meaning of kinship or clan.</li> <li>b) Explain the social, political and economic, organization of kinship or clan.</li> </ul>	<ul style="list-style-type: none"> <li>i) The teacher to guide student through the question and answer method to explain the meaning of kinship or clan?</li> <li>ii) The teacher to guide students in groups to read written sources on kinships, discuss and present in class their findings for further discussion and clarification.</li> <li>iii) The teacher to guide the students to read written sources in groups or conduct interviews on the organization of kinship or clan</li> <li>iv) The teacher to guide the students to present group findings in class for further discussion and clarification</li> <li>v) The teacher to use wall chart showing the political structure of the kinship or clan to consolidate the knowledge of the students</li> </ul>	<ul style="list-style-type: none"> <li>i) Written texts on the meaning of kinship or clan organization.</li> <li>ii) Written texts in Braille</li> <li>iii) Written texts on the organization of kinship or clan</li> <li>iv) List of guiding questions</li> <li>v) A wall chart showing political organization of a clan or kinship</li> <li>vi) Written texts in Braille</li> <li>vii) Tactile maps</li> </ul>	Is the student able to explain the meaning of kinship or clan organization?	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.2 Age-set system	<p>The student should be able to:</p> <p>a) Explain the meaning of age-set system.</p> <p>b) Explain the social, political and economic organization of societies which practiced the age-set system.</p>	<p>i) Sometime before introducing this sub-topic the teacher to assign students to read written sources on the age-set system.</p> <p>ii) Using the question and answer technique the teacher to guide students to explain the meaning of age-set system.</p> <p>i) The teacher to guide the students to read written materials in groups or conduct interviews on and discuss and social, political and economic organization of the age set system.</p> <p>ii) The teacher to guide the students to present in class the findings of each group for further discussion.</p> <p>iii) The teacher to use a sketch map showing location of African societies which practised age-set system in Africa to consolidate the students' knowledge.</p> <p>iv) The teacher to use a chart on the structure of the age-set system to consolidate students' knowledge.</p>	<p>Written texts on age-set system</p> <p>i) Written texts on the organization of age-set system.</p> <p>ii) Wall chart showing the political organization of the age-set system.</p> <p>iii) A sketch map on the location of the societies which practiced the age-set system.</p> <p>iv) Written texts in Braille</p> <p>v) Tactile maps for visual impaired students</p>	<p>Is the student able to explain the meaning of the age-set system?</p> <p>Is the student able to explain the social, political and economic organization of the age-set system?</p>	3
4.3 Ntemiship	<p>The student should be able to:</p> <p>a) Explain the meaning of Ntemiship system</p>	<p>i) Sometime before introducing this sub-topic the teacher to assign students to read written sources on ntemiship organization.</p> <p>ii) Using the question and answer method the teacher to guide the students to explain the meaning of ntemiship.</p>	<p>Written texts on the ntemiship</p>	<p>Is the student able to explain the meaning of ntemiship system?</p>	3

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Explain the social, political and economic organization of ntemiship.	<p>i) The teacher to guide the students to read written sources or conduct interviews in groups on, discuss and explain the organization of ntemiship.</p> <p>ii) The teacher to guide the students to present in class the findings of each group for further discussion and clarification.</p> <p>iii) The teacher to use sketch maps showing African societies which practised ntemiship in order to consolidate the students' knowledge.</p>	<p>i) Written texts on the social, political and economic organization of ntemiship.</p> <p>ii) Sketch maps of Africa showing African societies which practiced ntemiship.</p> <p>iii) Tactile maps for visual impaired students</p>	Is the student able to explain the organization of ntemiship?	
4.4 State Organization	<p>The student should be able to:</p> <p>a) Explain the meaning of state organization.</p> <p>b) Appraise the factors which gave rise to centralized states and non-centralized states.</p>	<p>i) Sometime before introducing this sub-topic the teacher to assign students to read written sources on state organization.</p> <p>ii) Using the question and answer method the teacher to guide the students to explain the meaning of the state organization.</p> <p>i) The teachers to guide the students to conduct individual library research or interviews on the factors which gave rise to centralized and non-centralised states.</p> <p>ii) The teacher to guide the students in groups to discuss the findings of each student and summarize the factors which gave rise to centralized and non-centralised states.</p> <p>iii) The teacher to guide the groups to present in class their findings for discussion and clarification.</p> <p>iv) The teacher to use sketch maps showing the distribution of centralised states and the societies involved to consolidate the knowledge of students.</p>	<p>Written texts state organization</p> <p>i) Written materials on the factors which gave rise to centralized and non-centralised states.</p> <p>ii) Sketch maps showing the distribution of centralized and non-centralised</p> <p>iii) Tactile maps for visual impaired students</p>	<p>Is the student able to explain the meaning of state organization?</p> <p>Is the student able to appraise the factors which gave rise to centralized states and non-centralised states?</p>	5

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Explain the organization of centralized and non-centralized states.</p>	<p>i) The teacher to invite a knowledgeable Historian to give a talk on how centralized and non-centralised states were organized politically, socially and economically.</p> <p>ii) After the talk the teacher to guide the students in groups to discuss the following with regards to centralized and non centralized states:</p> <ul style="list-style-type: none"> <li>• how power was distributed.</li> <li>• how production of wealth was conducted.</li> <li>• how labour was organized.</li> <li>• how wealth was distributed.</li> </ul> <p>iii) The teacher to guide the students to present in class group responses for further discussion and clarifications.</p> <p>iv) The teacher to use charts on the structure of centralized and non-centralized states to consolidate students knowledge.</p>	<p>i) Written texts on the organization of centralized and non-centralised states.</p> <p>ii) Charts on the structure of centralized</p>	<p>Is the student able to explain how centralized and non-centralised states were organized Politically, Socially and Economically?</p>	

## FORM TWO

### CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Demonstrate knowledge on the motives for interactions among the people of Africa.
2. Demonstrate knowledge and shows appreciation of the levels of social economic development in pre-colonial Africa.
3. Show the examination and explanation of the motives for the coming of foreigners to Africa up to mid 19<sup>th</sup> Century.
4. Demonstrate knowledge on the development of capitalism and analyses how and why it influenced social and economic changes in Africa.

### CLASS LEVEL OBJECTIVES

By the end of Form Two course, the students should be able to:

1. Understand and explain the motives for the interactions among the people of Africa.
2. Understand and appreciate the levels of social and economic development in pre-colonial Africa.
3. Explain the motives for the coming of foreigners to Africa from earliest times up to 1850s.
4. Understand and explain how and why the development of capitalism influenced social and economic changes in Africa.



TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>1.1 INTERACTIONS AMONG THE PEOPLE OF AFRICA</b> Social and Economic Factors for Interactions.	The students should be able to: a) Explain the social factors which gave rise to interactions among the people of Africa.	i) The teacher to guide the students in groups to read written sources on and explain the social factors which gave rise to interactions among the people of Africa. ii) The teacher to guide the students to present in class the findings of each group for further discussions and clarification. iii) The teacher to guide the students to draw a map of Africa and label the routes used by the people of Africa during those interactions.	i) Written texts on the social factors for interactions. ii) Sketch maps showing the interactions among the people of Africa. iii) Tactile maps for visual impaired students	Is the student able to explain the social factors for early interactions among the people of Africa?	5
	b) Explain the economic factors which gave rise to the interactions among the people of Africa.	i) The teacher to guide the students in groups to read written sources on and explain the economic factors which gave rise to the interactions among the people of Africa. ii) The teacher to guide the students to present in class the group findings for further discussion and clarification. iii) The teacher to use sketch maps to enable the students to consolidate knowledge on societies involved in the economic interactions.	i) Written texts on economic factors for interactions. ii) Sketch map of Africa showing societies involved in economic interactions. iii) Written sources in Braille	Is the student able to explain the economic factors for the interactions among the people of Africa?	
c)	Explain the impact of the economic interactions.	i) Using the question and answer technique the teacher to guide the students to explain the impact of economic interactions in Africa. ii) The teacher to summarise the points raised by the students on the board.	Written texts on the impact of interactions.	Is the student able to explain the impact of the economic interactions?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.2 The coming of the Ngoni.	The student should be able to: a) Explain the causes of the Ngoni migration.	i) Teacher to guide the students in groups to read written sources on and explain the causes of the Ngoni migration. ii) The teacher to guide the groups to present in class their responses for discussion and clarification. iii) Using a sketch map the teacher to guide the students to discuss and draw a sketch map showing the routes used by the Ngoni during their movements.	i) Written texts on the causes of the Ngoni migration. ii) Sketch map of Africa showing Ngoni movements northwards. iii) Tactile maps for visual impaired students	Is the student able to explain the causes of the Ngoni migration?	
	b) Explain the social, political and economic effects of the Ngoni migration.	i) Using the question and answer technique the teacher to guide the students to discuss the social, political and economic effects of the Ngoni migration in their places of origin as well as in the societies they conquered. ii) The teacher to guide students in groups to read about and explain the social, political and economic effects of the Ngoni migration. iii) The teacher to guide the groups to present in class their findings for further discussions and clarifications.	Written texts on the social, political and economic effects of the Ngoni migration.	Is the student able to explain the social, political and economic effects of the Ngoni migration?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>2.0 SOCIAL ECONOMIC DEVELOPMENT AND PRODUCTION IN PRE COLONIAL AFRICA.</b> 2.1 Social Organization and Production.	The student should be able to explain the meaning of social organization and production	i) The teacher to guide the students in groups to read written sources on social organization and production. ii) The teacher to guide the groups to present, discuss and clarify the responses on the meaning of social organization and production.	Written texts on the meaning of social organization and production.	Is the student able to explain the meaning of social organization and production	1
2.2 Types of social organizations and production. 2.2.1 Communalism	The student should be able to explain the meaning and origins of communalism in Africa.	i) Sometime before introducing this sub-topic the teacher to assign students to read written sources on the meaning, origins and practice of communalism in Africa. ii) Using questions and answers the teacher to guide the students to explain the meaning and origins of communalism. iii) The teacher to use role plays to show how land was controlled, how labour and wealth were distributed and how production was conducted under communalism. iv) The teacher to guide the students in groups to discuss, summarise and present in class for discussion and clarification the characteristics of communalism.	Written texts on the meaning of communalism and its characteristics.	Is the student able to explain the meaning and origins of communalism in Africa?	2

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.2.2 Slavery	The student should be able to: a) Explain the meaning and origins of slavery in Africa. b) Explain the features of slavery as well as the use of slaves.	i) Sometime before introducing this sub-topic the teacher to assign the students to read written sources on the meaning and origins of slavery in Africa.. ii) The teacher to guide students to brainstorm the meaning and origins of slavery in Africa. i) The teacher to guide the students to conduct an individual library research on slavery and the uses of slaves. ii) The teacher to guide the students in groups to discuss and summarize the findings of each student. iii) The teacher to guide the groups to present, discuss and clarify their findings in class.	Written texts on the meaning and origins of slavery in Africa.  i) Written texts on the features of slavery and the uses of slaves. ii) Pictures and photographs showing how slaves were used. iii) Tactile pictures iv) Written sources in Braille	Is the student able to: (i) Explain the meaning and origins of slavery in Africa?  Is the student able to explain the features of slavery and the uses of slaves?	4
2.2.3 Feudalism	The student should be able to: a) Explain the meaning and origins of feudalism in Africa.	i) The teacher to guide students individually to read written sources on the meaning and origins of feudalism. ii) The teacher to guide students in groups to discuss their findings and prepare a summary on the meaning and factors which led to feudalism. iii) The teacher to guide the groups to present and discuss in class their responses on the meaning and origins of feudalism. iv) The teacher to use sketch maps showing societies that practised feudalism to consolidate students' knowledge.	i) Written texts on the meaning and origins of the feudal system. ii) Sketch maps showing African societies that practiced feudalism iii) Tactile maps for visual impaired students	Is the student able to explain the meaning and origins of feudalism in Africa?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Explain how production was organized under feudalism.</p> <p>c) Assess the merits and demerits of the system of power sharing under feudalism.</p>	<p>i) The teacher to guide the students in groups to read written sources, discuss and make notes on how production was organized under feudalism.</p> <p>ii) The teacher to guide the groups to present their findings for further discussion and clarification.</p> <p>i) The teacher to guide students individually, using written sources, to find out the merits and demerits of power sharing under feudalism.</p> <p>ii) The teacher to guide students in groups to present, discuss and make a summary of individual findings on the merits and demerits of power sharing under feudalism.</p> <p>iii) The teacher to guide the groups to present their responses in class for further discussion and clarification.</p>	<p>Written texts on how production was organized under feudalism.</p> <p>i) Written texts on power sharing under feudalism</p> <p>ii) Written texts in Braille</p>	<p>Is the student able to explain how production was organized under feudalism?</p> <p>Is the student able to assess the merits and demerits of the system of power sharing under feudalism?</p>	
<p><b>3.0 AFRICA AND THE EXTERNAL WORLD</b></p> <p>3.1 Early Contacts with the Middle East and Far East.</p>	<p>The student should be able to:</p> <p>a) Explain the social and economic motives of the contacts between Africa, the Middle East and the Far East.</p>	<p>i) The teacher to guide students in groups to read written sources, identify and discuss the motives of the contacts between Africa, the Middle East and Far East.</p> <p>ii) The teacher to guide the groups to present their responses in class for discussion and clarification.</p> <p>iii) The teacher to use wall maps to show the regions involved in these contacts.</p>	<p>i) Written texts on contacts between Africa and the Middle and Far East.</p> <p>ii) Wall maps of the Indian Ocean Region (showing countries surrounding the Indian Ocean.</p> <p>iii) Tactile maps</p>	<p>Is the student able to explain the social and economic motives of contacts between Africa the Middle East and Far East?</p>	6

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Identify the major commodities which were exchanged during the contacts between Africa, Middle East and Far East.</p>	<p>i) The teacher to guide students individually to read written sources on commodities which were exchanged between Africa and the Middle and the Far East.  ii) The teacher to guide students in groups to discuss and identify major commodities of trade which were exchanged.  iii) The teacher to guide the groups to present their findings in class for discussion and clarification.</p>	<p>i) Written texts on commodities and their destination in the Indian Ocean Region.  ii) Sketch maps showing sources of commodities and their destinations.  iii) Real commodities</p>	<p>Is the student able to identify the major commodities which were exchanged between Africa and the Middle and Far East in early trade?</p>	
	<p>c) Explain the social and economic effects of the contacts between the people of Africa the Middle and the Far East.</p>	<p>i) The teacher to guide students individually to read written sources on the social effects of contacts between Africa and the Middle and Far East.  ii) The teacher to guide students in groups to discuss and summarize the social and economic effects of the contacts on Africa.  iii) The teacher to guide the groups to present in class their responses for discussion and clarification.</p>	<p>Written texts on contacts between Africa and the Middle and Far East and their effects.</p>	<p>Is the student able to explain the social and economic effects of contacts between the people of Africa, the Middle and Far East?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.2 Contacts with Europe 3.2.1 The Portuguese	The student should be able to: a) Explain the social and economic motives of the contacts between Africa and the Portuguese.	i) The teacher to guide students individually, to read written sources and identify the social and economic motives of contacts between the Portuguese and Africa. ii) The teacher to guide students in groups to discuss and prepare brief notes on the social and economic motives of the contacts between the Portuguese and African societies. iii) The teacher to guide the students to present group findings in class for discussion and clarification. iv) The teacher to use sketchmaps to guide students to: (a) Identify the regions and countries involved. (b) Trace the voyages of Portuguese explorers from Europe to the Far East.	i) Written texts on contacts between Africa and the Portuguese. ii) Wall maps and sketch maps on Africa and Europe and the voyages of discovery. iii) Tactile maps for visual impaired students	Is the student able to explain the social and economic motives of the contacts between Africa and the Portuguese?	6
	b) Identify the commodities which were exchanged during the contacts.	i) The teacher to guide students individually, to conduct library research and make a summary on the commodities exported from Africa to Portugal as well as those imported from Portugal to Africa. ii) The teacher to guide the students in groups to discuss the individual findings and make summaries of commodities that were traded. iii) The teacher to guide students to present and clarify in class the group responses raised.	i) Written texts on the major commodities which were exchanged during early contacts between Africa and Portugal. ii) Real commodities	Is the student able to identify commodities exported from Africa to Portugal?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Explain the social and economic impact of the Portuguese to Africa.</p> <p>d) Explain the reasons for the fall of the Portuguese rule in East Africa and its impact.</p>	<p>i) The teacher to guide students. Individually, to conduct library research and make notes on the social and economic impact of the coming of the Portuguese to Africa.</p> <p>ii) The teacher to guide students in groups to present and discuss the social and economic impact of the contracts between Portuguese and Africa.</p> <p>i) The teacher to guide the students to conduct a Library research and make a summary on the reasons for the fall of the Portuguese rule in East Africa and its impact.</p>	<p>i) Texts on the economic impact of contacts between the Portuguese and Africans.</p> <p>ii) Written texts in Braille</p> <p>i) Texts on the reasons for the fall of Portuguese rule in East Africa and its impact.</p> <p>ii) Texts in Braille</p>	<p>Is the student able to explain the social and economic impact of the contacts between the Portuguese and Africans.</p> <p>Is the student able to explain the reasons for the fall of the Portuguese rule in East Africa and its impact?</p>	
3.2.2 Dutch Settlement at the Cape.	<p>The student should be able to:</p> <p>a) Explain the motives of the Dutch Settlement at the Cape.</p>	<p>i) The teacher to invite a knowledgeable historian to give a talk to the class on who the Dutch were their country of origin, and reasons for their settlement at the Cape.</p> <p>ii) After the talk the students be allowed to ask questions on the points raised during the presentation.</p> <p>iii) The teacher to use sketch maps of the world and South Africa to consolidate students' knowledge arising from the presentation.</p> <p>iv) The teacher to guide individual students to write a brief summary of the reasons for Dutch settlement at the Cape.</p>	<p>i) Relevant sketch maps of South Africa and/or Africa and Europe.</p> <p>ii) Wall-map of the world.</p> <p>iii) Tactile maps for visually impaired students</p>	<p>Is the student able to explain the motives of the Dutch settlement at the Cape?</p>	5



TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Discuss the impact of Dutch settlement at the Cape.	<p>i) The teacher to guide the students individually to read, written sources on the impact of Dutch settlement at the Cape and African reaction to the invasion and make brief notes on the reading.</p> <p>ii) The teacher to guide students in groups to discuss and summarise the individual findings on the impact of Dutch settlement at the Cape and the reaction of the Africans.</p> <p>iii) The teacher to guide the groups to present their findings in class for further discussion and clarification.</p>	<p>i) Texts on effects Dutch settlement at the Cape.</p> <p>ii) Texts on the reactions of Africans against the Dutch invasion of their land.</p>	Is the student able to explain the effects of the Dutch settlement at the Cape?	
3.3 Slave Trade in the Indian Ocean Sea-board and Trans-Atlantic Slave Trade.	<p>The student should be able to:</p> <p>a) Explain the reasons for the expansion of slave trade in the Indian Ocean sea board from the 18<sup>th</sup> Century.</p>	<p>i) The teacher to guide students in groups to read written sources and final answers to the following:</p> <ul style="list-style-type: none"> <li>• Why the rulers of Oman wanted to dominate the Easter African coast from the 18<sup>th</sup> Century.</li> <li>• Why Sultan Said of Oman moved his capital to Zanzibar in 1840.</li> <li>• Why the Oman Arab rulers expanded clove and coconut plantations in Zanzibar.</li> <li>• Why Sultan Said encouraged Arab settlement in Zanzibar.</li> </ul> <p>ii) The teacher to guide the groups to present, discuss and clarify their findings in class.</p> <p>iii) The teacher should use sketch maps showing the routes used by slave traders in different parts of Africa in order to consolidate students' knowledge.</p>	<p>i) Written texts on slave trade in East African Central and West Africa.</p> <p>ii) Sketch maps with routes used by slave trade in East Africa.</p> <p>iii) Written texts in Braille</p> <p>iv) Tactile maps</p>	Is the student able to explain the reasons for the expansion of slave trade in the Indian Ocean seaboard from the 18 <sup>th</sup> Century?	11

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Explain the techniques used to get slaves.</p> <p>c) Assess the social and economic effects of slave trade on the African societies.</p> <p>d) Assess the psychological effects of slavery on its victims.</p>	<p>i) The teacher to guide students in groups to read written texts, study pictures and drawings to discuss and criticize the techniques used to get slaves.</p> <p>ii) The teacher to guide the groups to present in class their findings for further discussion and clarification.</p> <p>i) The teacher to invite a historian to give a talk on the social and economic consequences of slave trade on African societies.</p> <p>ii) The teacher to guide students in groups to discuss the effects of slave trade given by the guest speaker and prepare a summary.</p> <p>iii) The teacher to guide the groups to present, discuss and clarify their responses in class.</p> <p>i) The teacher to guide the students to read written sources on the psychological effects of slavery on Africans.</p> <p>ii) The teacher to guide the students in groups to discuss individual findings and make brief notes.</p> <p>iii) The teacher to guide the students to present and discuss their findings in class and come up with brief notes on the psychological effects of slave trade on its victims.</p>	<p>Different pictures and drawing showing captures slaves.</p> <p>Written texts on the social and economic effects of slave trade in Africa.</p> <p>Written texts on the psychological effects of slavery on Africans.</p>	<p>Is the student able to explain techniques used to get slaves?</p> <p>Is the student able to assess the social and economic effects of slave trade on African societies?</p> <p>Is the student able to assess the psychological effects of slavery on its victims?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	e) Explain the origins and impact of the Trans-Atlantic Slave Trade in Africa.	<p>i) The teacher to guide students individually to read written sources in order to find answers for the following:</p> <ul style="list-style-type: none"> <li>• The origins of Trans-Atlantic slave trade.</li> <li>• The major commodities involved.</li> <li>• The economic effects of this trade on Africa.</li> <li>• The social effects of this trade on Africa.</li> </ul> <p>ii) The teacher to use a world sketch map showing major Trans-Atlantic slave trade routes and commodities exchanged through them to cement students understanding.</p> <p>iii) The teacher to guide students, in groups, to present, discuss and clarify individual findings and compile group responses for presentation in class.</p> <p>iv) The teacher to guide the groups to present their responses in class for discussion and clarification.</p>	<p>i) Written texts on the origins and impact of Trans Atlantic Slave Trade on Africa.</p> <p>ii) Sketch maps on the Trans-Atlantic slave trade.</p> <p>iii) Written texts in Braille</p> <p>iv) Tactile maps for visually impaired students</p>	Is the student able to explain the origins and impact of the Trans-Atlantic slave trade in Africa?	
<b>4.0 INDUSTRIAL CAPITALISM</b> 4.1 Demands of Industrial Capitalism	Student should be able to: i) Explain the meaning of industrial capitalism.	<p>i) Sometime before introducing this sub-topic the teacher to assign students to read written sources on the meaning of industrial capitalism.</p> <p>ii) The teacher to guide the students through questions and answers to explain the meaning of industrial capitalism.</p>	Written texts on the meaning of industrial capitalism	Is the student able to explain the meaning of industrial capitalism?	4

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	ii) Explain the demands of Industrial Capitalism.	<p>i) The teacher to guide the students in groups using written sources to read, discuss and make brief notes on why Europe experienced increasing demands for agricultural raw materials, markets, slaves and ivory from Africa in the 19<sup>th</sup> Century.</p> <p>ii) The teacher to guide the groups of students to present their responses in class for discussion and clarification.</p> <p>iii) Using written texts and maps the teacher to guide the students to identify areas where commercial agriculture was established and types of crops grown.</p>	<p>i) Written texts on the demands of industrial capitalism.</p> <p>ii) Sketch maps showing areas where commercial agriculture was established and the types of crops grown.</p> <p>iii) Tactile maps for visually impaired students</p>	Is the student able to explain why Europe experienced increasing demands for markets, agricultural raw materials, slaves and ivory from Africa during the 19 <sup>th</sup> Century?	
4.2 Agents of industrial capitalism.	The student should be able to explain the roles of the agents of industrial capitalism in preparing Africa for colonization.	<p>i) The teacher to guide students, individually, to do library research on the names, sponsors and the roles of the following agents of industrial capitalism in different regions in Africa:</p> <ul style="list-style-type: none"> <li>• Explorers.</li> <li>• Missionaries.</li> <li>• Traders.</li> <li>• Associations.</li> <li>• Companies.</li> </ul> <p>ii) The teacher to guide the students in groups to discuss their findings and write notes of each category of the agents.</p> <p>iii) The teacher to guide the groups to present their findings in class for further discussion and clarification and summarize them on the board.</p> <p>iv) The teacher to guide students to draw sketch maps used by the agents, missionary centers established and the areas where the different trading companies operated in Africa.</p>	<p>i) Literature on the roles of the agents of industrial capitalism in Africa in the 19<sup>th</sup> century.</p> <p>ii) Sketch maps showing important routes used by the agents of industrial capitalism, missionary centres and the areas where European trading companies operated in Africa.</p> <p>iii) Literature in Braille</p>	Is the student able to explain the roles of the following in preparing Africa for colonization: i) Explorers? ii) Missionaries? iii) Traders? iv) Associations? v) Companies?	4

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.3 Abolition of Slave Trade	The student should be able to: a) Explain the reasons for the abolition of slave trade.	i) Using written sources the teacher to guide students in groups to read discuss and summarize the social and economic reasons for the abolition of slave trade. ii) The teacher to guide the students to present their responses in class for discussion and clarification. iii) The teacher to guide the students to conduct a debate for assessing the genuineness of the reasons given for the abolition of slave trade.	i) Written texts on the social and economic reasons for the abolition of slave trade. ii) Written texts in Braille	Is the student able to explain the reasons for the abolition of slave trade?	
	b) Assess the tactics used during the abolition of slave trade.	i) Using written sources the teacher to guide the students in groups to read, discuss, assess and make notes on the tactics used in the process of abolition of slave trade. ii) The teacher to guide the groups to present their responses in class for discussion and clarification.	i) Written texts on the tactics used in the process of abolishing slave trade. ii) Written texts in Braille	Is the student able to assess the tactics used during the abolition of slave trade?	
	c) Assess the social and economic effects of the abolition of slave trade.	i) The teacher to guide the students in groups to read written sources, discuss and explain the social and economic effects of the abolition of slave trade. ii) The teacher to guide the students to present group responses in class for further discussion and clarification.	Written texts on the social and economic effects of the abolition of slave trade.	Is the student able to assess the social and economic effects of the abolition of slave trade?	

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.4 British Occupation of South Africa via the Cape.	The student should be able to: a) Explain the motives for the British interests at the Cape.	i) The teacher to guide students in groups to find out from written sources why the British were interested in the Cape of South Africa. ii) The teacher to guide the groups to present their discussion and clarification.	i) Written texts on the British occupation of the Cape. ii) Written texts in Braille	Is the student able to explain the motives for the British interests at the Cape?	9
	b) Asses the tactics used by the British to occupy the Cape.	i) The teacher to guide students, individually, to find out from written sources the tactics used by the British to occupy the Cape. ii) The teacher to guide the students in groups to discuss and compile notes on the tactics used by British to occupy the Cape. iii) The teacher to guide the students to present the findings of each group in class for discussions and clarification.	Literature on the tactics used to colonize the Cape of South Africa in the first part of 19 <sup>th</sup> Century.	Is the student able to assess the tactics used by the British to occupy the Cape?	
	c) Explain the reasons for the Boer Trek.	i) The teacher to guide students in groups, to conduct library research and find out the reasons why the Boers moved northwards after the British Cape. ii) The teacher to guide the groups to present their responses in class for discussion and clarification. iii) Using sketch maps and pictures the teacher to guide the students to trace the routes followed by the Boers and locate the African societies which encountered the Trek Boers.	i) Literature on the reasons for and negative effects of the Boer trek. ii) Pictures and sketch maps on the Boer trek and the African societies involved. iii) Tactile pictures and sketch maps for visual impaired students	Is the student able to explain the reasons for the Boer Trek?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>d) Assess the effects of the Boer trek.</p>	<p>i) The teacher to guide the students, in groups, using pictures and written sources, to read, discuss and make brief notes on the negative effects of the Boer trek on African communities.</p> <p>ii) The teacher to guide the groups to present their responses in class for further discussion and clarification.</p>	<p>i) Written texts on the effects of the Boer trek.</p> <p>ii) Sketch maps and pictures on the Boer trek and on the African societies which encountered the Boers.</p> <p>iii) Tactile pictures and sketch maps for visual impaired students</p>	<p>Is the student able to assess the effects of the Boer trek on African communities?</p>	

## FORM THREE

### CLASS LEVEL COMPETENCES

The student should have the ability to:

1. Demonstrate knowledge on the processes of establishing colonial rule in Africa.
2. Demonstrate knowledge on the similarities and differences of colonial administrative systems applied in Africa and shows ability to assess their impact.
3. Demonstrate ability to analyse the different sectors of colonial economy and assess their impact on Africa.
4. Demonstrate ability to critically analyse the various colonial social services and shows how they consolidated colonialism.

### CLASS LEVEL OBJECTIVES

By the end of Form Two course, the students should be able to:

1. Understand and explain the processes of establishing colonial rule in Africa.
2. Explain the different colonial administrative systems applied in Africa and assess their impact.
3. Describe and explain the sectors of colonial economy, their features and impact on Africa.
4. Demonstrate knowledge on the various colonial social services and show how they consolidated colonialism.



TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>1. ESTABLISHMENT OF COLONIALISM</b> 1.1 Scramble for and Partition of Africa.	The student should be able to: a) Explain the meaning of scramble for and partition of Africa.	The teacher to guide students in groups to read written sources on the scramble for and partition of Africa.	Texts on the scramble for and partition of Africa.	Is the student able to explain the meaning of scramble and partition for Africa?	13
	b) Assess the causes of the scramble for Africa leading to the partition.	i) The teacher to guide the students in groups to read written texts on, discuss and assess the causes of the scramble for Africa leading to partition. ii) The teacher to guide the groups to present in class their findings for further discussion and clarification.	Texts on the causes of the scramble for and partition of Africa.	Is the student able to assess the causes of the scramble for Africa and partition of Africa?	
	c) Explain why some areas in Africa experienced more intensive scramble than other.	i) The teacher to guide the students in groups to conduct a library research read written texts on and explains why some areas in Africa experienced more intensive scramble than others. ii) The teacher to guide the groups to present in class their findings for further discussion and clarification. iii) The teacher to guide the students to draw a map of Africa and show areas which experienced more intensive scramble than others such as the Congo and Niger Basins, the Nile Basin Egypt and South Africa.	i) Texts on the scramble for and partition of Africa. ii) Maps of Africa on the various stages of the partition.	Is the student able to explain why some areas experienced more intensive scramble than others?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) Assess the impact of the scramble for and partition of Africa.	<ul style="list-style-type: none"> <li>i) The teacher to guide the students individually to carry out library research and make notes on the impact of the scramble for and partition of Africa.</li> <li>ii) The teacher to guide the students in groups to present and discuss the individual findings on the impact of the scramble for and partition of Africa.</li> <li>iii) The teacher to guide the groups to present in class their group findings for further discussion and clarification.</li> </ul>	<p>Texts on the Scramble for and partition of Africa.</p>	Is the student able to assess the impact of the scramble for Africa the partition of Africa?	
1.2 The Berlin Conference (1884-84)	<p>The student should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the events leading to the Berlin Conference (1884/85).</li> <li>b) Evaluate the resolutions of the Berlin Conference.</li> </ul>	<ul style="list-style-type: none"> <li>i) The teacher to assign the students to conduct library research on events leading to the Berlin Conference.</li> <li>ii) Using the question and answer method the teacher to guide students to explain the events leading to the Berlin Conference.</li> <li>i) The teacher to guide the students individually to conduct library research on the resolutions of the Berlin Conference.</li> <li>ii) The teacher to guide students in groups to discuss individual findings and summarize main points.</li> <li>iii) The teacher to guide the groups to present their findings in class for further discussion and clarification.</li> </ul>	<ul style="list-style-type: none"> <li>i) List of questions</li> <li>ii) Written texts on the Berlin Conference</li> <li>i) Texts on Berlin Conference (1884/85)</li> <li>ii) Texts in Braille</li> </ul>	<p>Is the student able to explain the events leading to the Berlin Conference?</p> <p>Is the student able to evaluate the resolutions of the Berlin Conference?</p>	12

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) Assess the significance of the Berlin Conference to Africa.	<p>i) The teacher to guide the students individually to read written sources on the significance of the Berlin Conference to Africa.</p> <p>ii) The teacher to guide the students to form groups, present and assess the significance of the Berlin Conference to Africa.</p> <p>iii) The teacher to guide the groups to present their findings in class for further discussion and clarification.</p>	<p>i) Texts on the Berlin Conference (1884/85).</p> <p>ii) Texts in Braille</p>	Is the student able to assess the significance of the Berlin Conference to Africa?	
1.3 Establishment of Colonial Control/ rule.	<p>The student should be able to:</p> <p>i) Explain the concept of colonialism.</p> <p>ii) Explain the tactics used to impose colonial control/rule in Africa.</p>	<p>i) The teacher to guide students to read written sources on the concept of colonialism.</p> <p>ii) The teacher to guide students to explain the meaning of colonialism through questions and answers.</p> <p>i) The teacher to guide the students in groups to read written sources on and explain the tactics used to impose colonial rule in Africa.</p> <p>ii) The teacher to guide the students to present in class the findings of each group for further discussion and clarification.</p> <p>iii) The teacher to use a sketch map of Africa to guide the students to locate colonies or parts of Africa occupied by the various European powers.</p>	<p>Texts on the concept of colonialism</p> <p>i) Texts on the tactics used to impose colonialism.</p> <p>ii) Sketch Map of Africa showing the possessions of the various European powers which were involved in the imposition of colonial rule in Africa.</p> <p>iii) Tactile pictures and sketch maps for visual impaired students</p>	<p>Is the student able to explain the concept of colonialism?</p> <p>Is the student able to explain the tactics used to impose colonial rule in Africa?</p>	5

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.4 African Reactions to Colonial Rule.	The student should be able to: a) Explain the meaning of African reactions. b) Explain the various forms of African reactions.	The teacher to use the question and answer technique to lead students to explain the meaning of African reactions. i) The teacher to guide students in groups to read written sources on and discuss the various forms of African reactions. ii) The teacher to guide the groups to present group findings in class for further discussion and clarifications. iii) Using role plays the teacher to guide the students to consolidate knowledge, skills and attitude and explain the various forms of African reactions by citing examples from one of the African reactions.	List of guiding questions  Texts on the various forms of African reactions to the imposition of colonial rule.	Is the student able to explain the meaning of African reactions?  Is the student able to explain the various forms of African reaction to colonial rule?	
	c) Account for the causes of and reasons for the different African reactions.	i) The teacher to guide students in groups to read written sources, discuss and summarize the following: a) Causes of African reactions towards the imposition of colonial rule. b) Reasons for different reactions towards the imposition of colonial rule. ii) The teacher to guide the groups to present, discuss and clarify in class the responses raised.	Texts on the causes of and reasons for the different African reactions.	Is the student able to explain the causes of African reactions to the imposition of colonial rule?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>d) Assess the factors which determined the nature of African reactions.</p> <p>e) Evaluate the outcomes of the various forms of African reactions.</p>	<p>i) The teacher to guide the students to carry out individual library research on the factors which determined the nature of African reactions.</p> <p>ii) The teacher to guide the students in groups to discuss their findings and prepare a summary on the factors which determined the nature of African reactions.</p> <p>iii) The teacher to guide the groups to present in class their findings for discussion and clarifications.</p> <p>i) The teacher to guide the students in groups to read written sources, discuss and evaluate the outcomes of the various forms of African reactions.</p> <p>ii) The teacher to guide the students to present group findings in class for further discussion and clarification.</p>	<p>Texts on the factors which determined the nature of African reactions to the imposition of colonial rule.</p> <p>Texts on the outcomes of the various forms of African reactions.</p>	<p>Is the student able to assess the factors which determined the nature of African reactions?</p> <p>Is the student able to evaluate the outcomes of the various forms of African reactions?</p>	
<p><b>2. COLONIAL ADMINISTRATIVE SYSTEMS</b>  2.1 Direct Rule, Indirect Rule; Assimilation and Association.</p>	<p>The student should be able to:</p> <p>a) Explain the concepts of Direct rule, Indirect rule, Assimilation and Association.</p>	<p>i) The teacher to guide the students to conduct library research individually on the meaning of the concepts of direct rule, indirect rule, assimilation and association.</p> <p>ii) Using the question and answer method the teacher to guide the students to explain the meaning of Direct rule, Indirect rule, Assimilation and Association policies.</p>	List of guiding questions	Is the student able to explain the concepts of direct rule, indirect rule, Assimilation, and association?	13

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Appraise the motive for the application of the various colonial administrative systems.</p> <p>c) Analyse the similarities and differences of the colonial administrative systems.</p>	<p>i) The teacher to guide students in groups to read written sources, identify, discuss and appraise the motives for the application of the various colonial administrative systems.</p> <p>ii) The teacher to guide the groups to present their responses in class for further discussion and clarification.</p> <p>i) The teacher to guide the students in groups to conduct library research on the similarities and differences of the colonial administrative systems.</p> <p>ii) The teacher to guide the groups to present in class their answers on the similarities and differences of the colonial administrative systems for discussion and clarification.</p>	<p>Texts on the motive for the application of the various colonial administrative systems.</p> <p>Texts on the similarities and differences of colonial administrative system.</p>	<p>Is the student able to appraise the motives for the application of the various colonial administrative systems?</p> <p>Is the student able to analyse the similarities and differences of the colonial administrative systems?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) Evaluate the strengths, weaknesses and impact of the colonial administrative systems on Africa.	i) The teacher to guide the students individually to conduct a library research on the strengths and weaknesses of the colonial administrative systems and their impact. ii) The teacher to guide the students to form groups, present and evaluate individual findings on the strengths and weaknesses of the colonial administrative systems and their impact. iii) The teacher to guide the groups to present in class their findings for further discussion and clarification.	Texts on the strengths and weaknesses of the colonial administrative systems and their impact.	Is the student able to evaluate the strengths and weaknesses and impact of the different colonial administrative systems?	
2.2 Colonial Military and Colonial Legal Institutions.	The student should be able to: a) Explain the meaning of colonial military and colonial legal institutions. b) Analyse critically the functions of each colonial military and colonial legal institution.	Through questions and answers the teacher to guide the students to explain the meaning of colonial military and colonial legal institutions. i) The teacher to guide the students in groups to read written sources on and analyse critically the functions of colonial military and colonial legal institutions. ii) The teacher to guide the groups to present in class their findings on the functions of the colonial military and colonial legal institutions. iii) The teacher to organize a study visit to nearest District Commissioner's office for a talk on the functions of the colonial military and colonial legal institutions as a way of consolidating knowledge already gained in class.	Guiding questions  Texts on the functions of colonial military and colonial legal institutions.	Is the student able to explain the meaning of colonial military and colonial legal institutions?  Is the student able to analyse critically the functions of colonial military and colonial legal institutions?	5

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>3.0 COLONIAL ECONOMY</b> 3.1 Establishment of Colonial Economy.	The student should be able to: a) Explain the meaning and objectives of colonial economy.	i) The teacher to guide the students to read written sources on and make a summary of the meaning and objectives of establishing colonial economy. ii) Using the question and answer techniques the teacher to guide the students to explain the meaning of colonial economy and its objectives.	Texts on the meaning and the objectives of the establishment of colonial economy.	Is the student able to explain the meaning and objectives of colonial economy?	
	b) Analyse critically the tactics used to establish colonial economy.	i) The teacher to guide students individually to read written sources on the tactics used to establish colonial economy. ii) The teacher to guide the students to form groups, present analyses and make a summary of individual findings on the tactics used to establish colonial economies. iii) The teacher to guide the students to present group responses in class for further discussion and clarification.	Texts on the tactics used to establish colonial economy.	Is the student able to analyse critically the tactics used to establish the colonial economy?	



TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.2 Sectors of Colonial Economy.	The student should be able to: a) Identify the various sectors of colonial economy.	<p>i) The teacher to guide the students in groups to read written sources on the various sectors of colonial economy.</p> <p>ii) The teacher to guide the students in groups to identify, discuss and make notes on the following sectors of colonial economy.</p> <ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Mining</li> <li>• Trade</li> <li>• Industry</li> <li>• Transport and Communication</li> </ul> <p>i) Financial Institutions.</p> <p>iii) The teacher to use sketch maps of different African countries to guide the students in groups to study the pattern of colonial transport and communication and show areas which were main sources of agricultural law materials and minerals.</p>	<p>i) Texts on the various sectors of colonial economy.</p> <p>ii) Sketch maps of different of Africa nations indicating colonial transport systems and mining areas.</p> <p>iii) Tactile pictures and sketch maps for visual impaired students</p>	Is the student able to identify the various sectors of colonial economy?	12

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Explain the features of each sector of the colonial economy.</p> <p>c) Assess the impact of the establishment of the various sectors of colonial economy on Africa.</p>	<p>i) The teacher to guide the students to carry out independent library research on the features of each sector of the colonial economy.</p> <p>ii) The teacher to guide the students in groups to present, discuss and summarize the features of each sector of the colonial economy.</p> <p>iii) The teacher to guide the groups to present their findings on the features of each sector of colonial economy for further discussion and clarification in class.</p> <p>i) The teacher to guide students to read written sources on the impact of the establishment of various sectors of colonial economy on Africa.</p> <p>ii) The teacher to guide the students to form groups, assess and make summaries on the impact of the establishment of various sectors of the colonial economy on Africa.</p> <p>iii) The teacher to guide students groups to present, discuss and clarify their findings.</p>	<p>Texts on the features of each sector of the colonial economy.</p> <p>Texts on the impact of the establishment of the various sectors of colonial economy on Africa.</p>	<p>Is the student able to explain the features of each sector of the colonial economy?</p> <p>Is the student able to assess the impact of the establishment of the various sectors of colonial economy on Africa?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.3 Colonial Labour	<p>The student should be able to:</p> <p>a) Explain the concept of colonial labour.</p> <p>b) Analyse the tactics used to create colonial labour.</p> <p>c) Analyse the types of colonial labour.</p> <p>d) Assess the impact of the establishment of colonial labour to African societies.</p>	<p>The teacher to guide the students through questions and answers to explain the meaning of colonial labour.</p> <p>i) The teacher to guide the students in groups using written texts to read, discuss and make brief notes on the various tactics used to create colonial labour.</p> <p>ii) The teacher to guide the groups of students to present their responses in class for further discussion and clarification.</p> <p>i) The teacher to guide students individually to do library research on the types of colonial labour.</p> <p>ii) The teacher to guide the students to form groups, present individual findings, discuss and write notes on each type of the colonial labour.</p> <p>iii) The teacher to guide the groups to present their findings in class for further discussion and clarification.</p> <p>i) Using written sources the teacher to guide the students in groups to read, discuss and assess the impact of the establishment of colonial labour on African societies.</p> <p>ii) The teacher to guide the groups to present their responses in class for discussion and clarification.</p>	<p>List of guiding questions on the meaning of colonial labour:</p> <p>i) Texts on the tactics used to create colonial labour.</p> <p>ii) Texts on the tactics in Braille</p> <p>i) Texts on the types of colonial labour</p> <p>ii) Texts on the types of colonial labour in Braille</p> <p>Texts on the impact of the establishment of colonial labour on African societies.</p>	<p>Is the student able to explain the concept of colonial labour?</p> <p>Is the student able to analyse the tactics used to create colonial labour?</p> <p>Is the student able to analyse the types of colonial labour?</p> <p>Is the student able to assess the impact of the establishment of colonial labour on African societies?</p>	13

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>4.0 COLONIAL SOCIAL SERVICES</b> <b>4.1</b> Colonial iv) Education	The student should be able to: a) Analyse the objectives of colonial education.	i) The teacher to guide the students individually to read written sources on the objectives of colonial education. ii) The teacher to guide the students in groups to discuss and analyse the objectives of colonial education. iii) The teacher to guide the students to present group findings in class for further discussion, clarification.	Texts on the meaning and objectives of colonial education	Is the student able to analyse the objectives of colonial education?	12
	b) Analyse the features of colonial education	i) The teacher to guide the students to conduct individual library research and analyse the features of colonial education. ii) The teacher to guide the groups to present, discuss and clarify in class their findings and make a summary.	Texts on the features of colonial education	Is the student able to analyse the features of colonial education?	
	c) Assess the impact of colonial education on African societies.	i) The teacher to guide students in groups to read written sources on and assess the impact of colonial education on African societies. ii) The teacher to guide the students to conduct a debate on the impact of colonial education on African societies.	Texts on the impact of colonial education on African societies.	Is the student able to assess the impact of colonial education on African societies?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.2 Colonial Health Services.	The student should be able to: a) Analyse the objectives of colonial health	i) The teacher to guide the students in groups to read written sources on and analyse the objectives of colonial health services. ii) The teacher to guide the groups to present their responses in class for further discussion and clarification.	i) Texts on colonial health services. ii) Texts in Braille	Is the student able to analyse the objectives of colonial health services?	12
	b) Analyse the features of colonial health services.	i) The teacher to guide students to conduct individual library research and analyse the features of colonial health services. ii) The teacher to guide the students to form groups and present individual findings for further discussion. iii) The teacher to guide the groups to present in class their findings for discussion and clarification.	Texts on the features of colonial health services.	Is the student able to analyse the features of the colonial health services?	
	c) Assess the impact of colonial health services on African societies.	i) The teacher to guide the students in groups to read written sources and assess the impact of colonial health services on African societies. ii) The teacher to guide students' group to present in class their responses for further discussion and clarification.	Texts on the impact of colonial health services on African societies.	Is the student able to assess the impact of colonial health services on African societies?	
4.3 Provision of Water and Housing Services During the Colonial Era.	The student should be able to: a) Explain the motive for the provision of colonial water and housing services.	i) The teacher to guide the students in groups to read written sources and explain the motive for the provision of colonial water and housing services. ii) The teacher to guide the groups to present in class group findings for further discussion and clarification.	Texts on the provision of colonial water and housing services.	Is the student able to explain the motives for the provision of colonial water and housing services?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Analyse the distribution pattern of water and housing services.	<p>i) The teacher to guide the students in groups to read written sources on and analyse the distribution pattern of water and housing services.</p> <p>ii) The teacher to guide the groups to present their findings for further discussion and clarification in class.</p> <p>iii) The teacher to organize a study visit to areas which were formally occupied by the colonial civil servants such as police, prisons, dock workers' residences and plantations, and guide the students to write down important features as a way of consolidating knowledge already gained in class.</p>	<p>Texts on the distribution patterns of water and housing services</p>	<p>Is the student able to analyse the distribution pattern of colonial water and housing services?</p>	
	c) Assess the impact of the provision of colonial water and housing services on African societies.	<p>i) Using written sources the teacher to guide the students in groups to read, discuss and assess the impact of the provision of colonial water and housing services on African societies.</p> <p>ii) The teacher to guide the groups to present their responses in class for further discussion and clarification.</p>	<p>Written resources on the impact of the provision of colonial water and housing services on African societies.</p>	<p>Is the student able to assess the impact of the provision of water and housing services on African societies?</p>	

## FORM FOUR

### CLASS LEVEL COMPETENCES

Student should have the ability to:

1. Demonstrate knowledge on the causes of the major crises in the capitalist countries and assess their impact on Africa.
2. Demonstrate knowledge on the motives of the struggle for independence and evaluate the strengths, weaknesses and contribution of the efforts made and strategies used by the African people to achieve political independence.
3. Demonstrate knowledge on the efforts made to bring about social and economic development in Africa after independence and assess their strengths and weaknesses.
4. Demonstrate knowledge on the efforts made by African nations to promote international co-operational and interdependence and assesses their achievements and problems.

### CLASS LEVEL OBJECTIVES

By the end of Form Four course, the students should be able to:

1. Develop an understanding of the causes of the major crises in the capitalist countries and assess their impact on Africa.
2. Develop an understanding and appreciation of the motives for the struggle for independence, and analyse the efforts made and strategies used by the African people to achieve political independence.
3. Develop knowledge on the efforts made to bring about social and economic development in Africa after independence and assess their strengths and weaknesses.
4. Develop knowledge on the efforts made by African nations to promote international co-operation and interdependence and assess their achievements and problems.

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>I. CRISES IN THE CAPITALIST SYSTEM</b> 1.1 First World War: Causes and Impact on Africa.	The student should be able to: a) Analyse the short and long term causes of the First World War.	i) Using written sources the teacher to guide students in groups to read, discuss and summarize the long and short term causes of the First World War. ii) The teacher to guide the groups presents their findings in class for further discussion and clarification.	i) Written texts on the short and long term causes of the First World War. ii) Written texts on the short and long term causes of the First World War in Braille for visual impaired students	Is the student able to analyse the short and long term causes of the First World War?	8
	b) Analyse the factors that led the war to spread world wide.	i) The teacher to guide students individually to read written sources and analyse the factors leading the war to spread world wide. ii) The teacher to guide the students to form groups, present, analyse and summarize the factors which led the war to spread world wide. iii) The teacher to guide the students to present and discuss group responses for clarification.	i) Written texts on the factors which led the war to spread world wide. ii) Written texts in Braille	Is the student able to analyse the factors which lead the war to spread world wide?	
	c) Assess the impact of the First World War on Africa.	i) Using written sources the teacher to guide the students to groups to read, discuss and assess the impact of the First World War on Africa. ii) The teacher to guide the groups to present their responses in class for discussion and clarification.	i) Texts on the impact of the First World War on Africa. ii) Written texts in Braille	Is the student able to assess the impact of the First World War in Africa?	



TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.2 The Great Depression: its Causes and Impact on Africa.	The student should be able to: a) Explain the meaning of the Great Depression.	Using the question and answer technique the teacher to guide students to explain the meaning of the Great Depression.	List of guiding questions on the meaning of the Great Depression.	Is the student able to explain the meaning of the Great Depression?	6
	b) Analyse the causes of the Great Depression	i) The teacher to guide students individually to read written sources, analyse and summarize the causes of the Great Depression. ii) The teacher to guide students to form groups present, discuss and clarify the individual findings. iii) The teacher to guide students to present in class the group findings for discussion and clarification.	i) Texts on the causes of the Great Depression ii) Texts in Braille	Is the student able to analyse the causes of the Great Depression?	
	c) Assess the impact of the Great Depression on Africa.	i) The teacher to guide students in groups to carry out library research, discuss and summarize the impact of the Great Depression on Africa. ii) The teacher to guide the groups to present in class, discuss, and clarify group findings on the impact of the Great Depression on Africa.	i) Texts on the impact of the Great Depression on Africa. ii) Written texts in Braille	Is the student able to assess the impact of the Great Depression on Africa?	

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.3 The Second World War: Causes and impact on Africa.	The student should be able to: a) Analyse the causes of the Second World War.	i) The teacher to guide students in groups to conduct library research on the causes of the Second World War and summarize them. ii) The teacher to guide students in groups to present their findings for further discussion and clarification.	i) Texts on the causes of Second World War. ii) Texts on the causes of the Second World War in Braille for visual impaired students	Is the student able to analyse the causes of the Second World War on Africa?	10
	b) Analyse the factors that led the war to spread world wide.	i) The teacher to guide students individually to read written sources and analyse the factors that lead the war to spread world wide. ii) The teacher to guide the students to form groups, present and discuss the findings of each individual student on the factors which led the war to spread world wide.	i) Texts on the factors which led the war to spread world wide. ii) Texts in Braille	Is the student able to analyse the factors, which led the war to spread world wide?	
	c) Assess the impact of the Second World War on Africa.	i) The teacher to guide students individually to read written sources o the impact of the Second World War on Africa. ii) The teacher to guide students to form groups, present and discuss individual findings on the impact of the Second World War on Africa. iii) The teacher to guide the groups to present in class their findings for discussion and clarification.	i) Texts on the impact of the Second World War on Africa. ii) Texts in Braille	Is the student able to assess the impact of the Second World War on Africa?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>2.0 NATIONALISM AND DECOLONISATION</b> 2.1 Nationalism in Africa	The student should be able to: a) Explain the concept of nationalism	The teacher to guide students to brainstorm the meaning of nationalism in Africa.		Is the student able to explain the concept of nationalism?	5
	b) Explain the origin of nationalism in Africa.	i) The teacher to guide students in groups to read written sources, discuss and summarize the origin of nationalism in Africa. ii) The teacher to guide the groups to present in class their findings for further discussion and clarification.	i) Texts on the origins of nationalism in Africa. ii) Texts in Braille	Is the student able to explain the origins of nationalism on Africa?	
	c) Explain the importance of nationalism in Africa.	i) The teacher to guide students in groups to carry out library research on the importance of nationalism in Africa. ii) The teacher to guide students in class to present the groups findings for discussion and clarification.	i) Texts on the importance of nationalism in Africa. ii) Texts on the importance of nationalism in Africa in Braille.	Is the student able to explain the importance of nationalism in Africa?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.2 The rise of Social and Welfare Associations.	The student should be able to: a) Explain the meaning of social and welfare associations.	i) The teacher to guide students to read written sources on social and welfare association. ii) Using the question and answer technique the teacher to guide the students to explain the meaning of social and welfare associations.	i) Texts on social and welfare association ii) List of guiding questions on the meaning of social and welfare associations. iii) Texts in Braille	Is the student able to explain the meaning of social and welfare associations?	6
	b) Analyse the reason for the rise of social and welfare associations.	i) The teacher to guide students individually to carry out library research on the reason for the rise of social and welfare associations. ii) The teacher to guide the students to form groups, present, discuss and summarize the findings of individuals on the causes of the rise of social and welfare associations. iii) The teacher to guide the groups to present in class the findings of each group for discussion and clarification.	i) Texts on the rise of social and welfare associations. ii) Texts in Braille	Is the student able to analyse the causes of the rise of social and welfare associations?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Assess the strengths, weaknesses and contribution of social and welfare associations during the struggle for independence.</p>	<p>i) The teacher to guide the students in groups to read written sources, assess and make notes on strengths, weaknesses and contribution of social and welfare associations during the struggle for independence.</p> <p>ii) The teacher to guide the groups to present their findings in class on the strengths, weaknesses and contribution of social and welfare associations during the struggle for independence and for further discussion and clarification.</p>	<p>i) Texts on the strengths, weaknesses and contribution of social and welfare associations during the struggle for independence.</p> <p>ii) Texts in Braille</p>	<p>Is the student able to assess the strengths, weaknesses and contribution of social and welfare associations during the struggle for independence?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.3 The rise of Protest and Religious Movements.	<p>The student should be able to:</p> <p>a) Explain the meaning of protest and religious movements.</p> <p>b) Analyse the causes of the rise of protest and religious movements.</p>	<p>i) The teacher to guide the students to read written sources of protest and religious movements.</p> <p>ii) The teacher to guide the students using questions and answers to explain the meaning of protest movements and religious movements.</p> <p>i) The teacher to guide the students in groups to carry out a library research on the causes of the rise of protest and religious movements.</p> <p>ii) The teacher to guide the groups to present in class their findings on the causes of the rise of protest and religious movements for discussion and clarification.</p> <p>iii) Using role plays the teacher to guide students to demonstrate how the attacks on African cultural beliefs and practices by</p>	<p>List of guiding questions on the meaning of protest and religious movements.</p> <p>i) Texts on the causes of the rise of protest and religious movements.</p>	<p>Is the student able to explain the meaning of protest and religious movements?</p> <p>Is the student able to analyse the causes of the rise of protest and religious movements?</p>	6

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>European colonial officials and missionaries forced the Africans to establish protest and religious movements.</p> <p>c) Assess the strengths, weaknesses and contribution of protest and religious movements during the struggle for independence.</p>	<p>i) The teacher to guide students in groups to carry out a library research and assess the strengths, weaknesses and contribution of protest and religious movements during the struggle for independence.</p> <p>ii) The teacher to guide the groups to present, discuss and clarify their findings in class for general discussion and clarification.</p> <p>iii) The teacher to use role plays to guide the students to demonstrate how some African converts to Christianity sided with European officials and missionaries to attack African cultural beliefs and practices.</p>	<p>ii) Texts on the causes of the rise of protest and religious movements in Braille for visual impaired students.</p> <p>i) Written texts on the strengths, weaknesses and contribution of protest and religious movements during the struggle for independence.</p> <p>ii) Written texts in Braille</p>	<p>Is the student able to assess the strengths, weakness and contribution of protest and religious movements during the struggle for independence?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.4 Rise of Mass Nationalism and Political Parties in Africa.	The student should be able to: a) Explain the meaning of mass nationalism.	i) The teacher to guide students to read written sources on mass nationalism in Africa. ii) Using the question and answer technique the teacher to guide students to explain the meaning of mass.	List of guiding questions on the meaning of mass nationalism.	Is the student able to explain the meaning of mass nationalism?	12
	b) Analyse the reason for the rise of mass nationalism in Africa.	i) The teacher to guide the students in groups using written texts to read, analyse and make brief notes on the causes of the rise of mass nationalism in Africa after 1945. ii) The teacher to guide the groups of students to present their responses in class for discussion and clarification. iii) Using a sketch map of Africa the teacher to guide the students to identify African countries where mass nationalism and political parties developed after the Second World War.	i) Written sources on the rise of mass nationalism and political parties in Africa. ii) Written sources in Braille	Is the student able to analyse the rise of mass nationalism in Africa?	12



TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Compare the strengths, weaknesses and contribution of political parties towards the road to independence.</p>	<p>i) The teacher to invite a historian to give a talk on the strengths, weaknesses and contribution of political parties towards the road to independence.  ii) The teacher to guide students in groups to discuss the strengths, weaknesses and contribution of political parties towards the road to independence as raised by the guest speaker and prepare a seminary.  iii) The teacher to guide the groups to present, discuss and clarify their responses in class.</p>	<p>i) Written sources on the strengths, weaknesses and contribution of political parties towards the road to independence.  ii) Written sources in Braille for visually impaired students.</p>	<p>Is the student able to compare the strengths, weaknesses and contribution of</p>	
	<p>d) Analyse the problems experienced during mass nationalism.</p>	<p>i) The teacher to guide students individually to conduct library research on the problems experienced during Mass Nationalism.  ii) The teacher to guide the students to form groups, present discuss and summarize their findings on the problems experienced during mass nationalism.  iii) The teacher to guide the students to present group findings in class for discussion and clarifications.</p>	<p>i) Texts on mass nationalism  ii) Texts on mass nationalism in Braille</p>	<p>Is the student able to analyze problems experienced during mass nationalism?</p>	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.5 Decolonisation through Constitutional Means	The student should be able to: a) Explain the meaning of decolonisation through constitutional means.	i) The teacher to guide the students to read written sources on decolonization in Africa. ii) The teacher to guide students using the question and answer technique to explain the meaning of decolonisation through constitutional means.	i) Texts on decolonization through constitutional means. ii) List of guiding questions on the meaning of decolonisation through constitutional means	Is the student able to explain the meaning of decolonisation through constitutional means?	8
	b) Assess the conditions which facilitated constitutional struggle for independence	i) The teacher to guide the students in groups to carry out a library research on the conditions which facilitated constitutional struggle for independence in territories like Uganda, Nigeria, Ghana and Tanganyika. ii) The teacher to guide the students to present in class their findings for further discussion and clarification.	i) Texts on the conditions which facilitated constitutional struggle for independence. ii) Texts on the conditions which facilitated constitutional struggle for independence in Braille for visual impaired students	Is the student able to assess the conditions which facilitated constitutional struggle for independence?	
	c) Analyse the problems experienced during the struggle for independence through constitutional means.	i) The teacher to guide the students in groups to read written sources, discuss and summarize the problems experienced during the struggle for independence through constitutional means. ii) The teacher to guide the students to present group findings in class for discussion and clarification.	i) Texts on the problems which were experienced during the struggle for independence through constitutional means. ii) Texts in Braille	Is the student able to analyse problems which were experienced during the struggle for independence through constitutional means?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.6 Decolonisation through Armed Struggle	The student should be able to: a) Explain the meaning of armed struggle.	i) Sometime before introducing this sub-topic the teacher to assign students to read written sources on the meaning and causes of armed struggle. ii) Through question and answer technique the teacher to guide students to explain the meaning of armed struggle.	i) Texts on armed struggle. ii) Written texts in Braille	Is the student able to explain the meaning of armed struggle?	7
	b) Analyse the causes of armed struggle for independence.	i) Using written sources the teacher to guide students to identify reasons for European officials' reluctance to grant independence to the majority Africans. ii) The teacher to guide students in groups, to discuss, analyses and summarize the possible causes of armed struggle for independence. iii) The teacher to guide the groups to present their findings in class for further discussion and clarification.	i) Texts on the causes of armed struggle for independence. ii) Texts on the causes of armed struggle for independence in Braille.	Is the student able to analyse the causes of armed struggle for independence?	
	c) Analyse the strengths, weaknesses and contribution of armed struggle towards the road to independence in Africa.	i) The teacher to guide the students in groups to conduct a library research on the strengths, weaknesses and contribution of armed struggle towards the road to independence in Africa. ii) The teacher to guide the groups to present their findings in class for further discussion and clarification.	Texts on the strengths, weaknesses and contribution of armed struggle towards the road to independence in Africa.	Is the student able to analyse the strengths, weaknesses and contribution of armed struggle towards the road to independence in Africa?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
2.7 Decolonisation through Revolution.	The student should be able to: a) Explain the meaning of revolution.	i) The teacher to guide the students to conduct library research on decolonization through revolution in Africa. ii) The teacher to guide students to brainstorm the meaning of revolution.	Written texts on decolonisation through revolution.	Is the student able to explain the meaning of revolution?	8
	b) Analyse the causes of decolonization through revolution.	i) The teacher to guide the students in groups to read written texts, discuss, analyse the summarize the causes of decolonization through revolution. ii) The teacher to guide the groups to present their responses in class for discussion and clarification. i) The teacher to assign the students individually to do a library research on the strengths, weaknesses and contribution of revolution towards the road to independence.	i) Texts on the causes of decolonisation through revolution. ii) Texts on the causes of decolonisation through revolution in Braille.	Is the student able to analyse the causes of the decolonization through revolution?	
			i) Written texts on the strengths, weaknesses and contribution of revolution towards the achievement of independence. ii) Written texts in Braille	Is the student able to assess the strengths, weaknesses and contribution of revolution towards the road to independence?	

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>c) Assess the strengths, weaknesses and contribution of revolution towards the road to independence.</p>	<p>ii) The teacher to guide students to form groups, present discuss and summarize the strengths, weaknesses and contribution of revolution towards the road to independence. iii) The teacher to guide the groups to present their findings in class for discussion and clarification</p>			
	<p>d) Analyse the problems experienced during the struggle for independence through revolution.</p>	<p>i) The teacher to guide the students in groups to read written sources and analyse the problems experienced during the struggle for independence through revolution. ii) The teacher to guide the groups to present in class their responses for further discussion and clarification</p>	<p>i). Texts on the problems experienced during the struggle for independence through revolution ii) Texts in Braille</p>	<p>Is the student able to analyse the problems experienced during the struggle for independence through revolution?</p>	

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>3.0 CHANGES IN POLITICAL, SOCIAL AND ECONOMIC POLICIES IN AFRICA AFTER INDEPENDENCE</b> 3.1 Changes in Political, Ideological and Administrative Systems	The student should be able to: a) Explain the factors/conditions which led to changes in political, ideological and administrative systems after independence.	i) Using written sources, the teacher to guide students in groups to read, identify, discuss and summarize the factors/conditions which led to changes in political, ideological and administrative system after independence. ii) The teacher to guide the groups to present their responses in class for discussion and clarification.	Texts on the factors/conditions which led to changes in political, ideological and administrative system after independence.	Is the student able to explain the factors/conditions which led to changes in political ideological and administrative system?	8
	b) Analyse critically the changes which took place after independence.	i) The teacher to invite a historian to give a talk on the major changes which took place after independence. ii) The teacher to assign students to read written sources on changes which took place after independence and reasons for those changes. iii) The teacher to guide students individually to write a brief summary on the major changes which took place in Africa after independence and reasons for them.	i) Written texts on the changes which took place in Africa after national independence. ii) Written texts on the changes which took place in Africa after national independence in Braille.	Is the student able to analyse critically the changes which took place in Africa after independence?	
	.	i) The teacher to guide students to conduct individual library research and make a summary on the strengths, weaknesses and contribution of political, ideological and administrative and contribution of political, ideological and administrative and contribution of political, ideological and administrative and contribution of political, ideological and administrative States.	Texts on the strengths, weaknesses and contribution of political, ideological and administrative changes in the newly independent African States.	Is the student able to assess critically the strengths, weaknesses and contribution of political, ideological and administrative and contribution of political, ideological and administrative and contribution of political, ideological and administrative States?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) Assess critically the strengths, weaknesses and contribution of political, ideological and administrative changes in the newly independent African states	administrative changes to the newly independent African states.  ii) The teacher to guide the students to conduct a class debate on the strengths, weaknesses and contribution of political, ideological and administrative changes in the newly independent African states.		administrative changes in the newly independent African States?	9
3.2 Changes in Economic Development Policies and Strategies.	The student should be able to: a) Explain the factors which led to changes in economic developmental policies and strategies.	i) The teacher to guide the students individually to read written sources on the factors which led to changes in economic development policies and strategies. ii) The teacher to guide students in groups to discuss and make summaries of their findings. iii) The teacher to guide the groups to present their findings in class for discussion and clarification.	i) Texts on changes in economic developmental policies and strategies. ii) Texts on changes in economic developmental policies and strategies in Braille	Is the student able to explain the factors which led to changes in economic development policies and strategies?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Analyse the economic development policies and strategies adopted in Africa after independence.</p>	<p>i) The teacher to invite a historian to give a talk to the class on the economic development policies and strategies adopted in Africa after independence.</p> <p>ii) After the talk the teacher to guide the students to ask questions on the points raised in the talk.</p> <p>iii) The teacher to guide the students in groups to analyse development policies and strategies in at least three African countries.</p>	<p>i) Texts on economic developmental policies and strategies which took place in Africa after independence.</p> <p>ii) Texts in Braille</p>	<p>Is the student able to analyse the economic development policies and strategies adopted in Africa after independence?</p>	
	<p>c) Assess critically the strengths, weaknesses and contribution of the economic development policies and strategies adopted in Africa after independence.</p>	<p>i) The teacher to guide students in groups to conduct library research on the strengths, weaknesses and contribution of economic development policies and strategies adopted in Africa after independence.</p> <p>ii) The teacher to guide the groups to conduct a debate on the strengths and weaknesses of economic development policies after independence.</p>	<p>i) Texts on the strengths, weaknesses and contribution of the economic development policies and strategies adopted in Africa after independence.</p> <p>ii) Texts in Braille for visually impaired students</p>	<p>Is the student able to assess critically the strengths, weaknesses and contribution of economic development policies and strategies adopted after independence?</p>	



TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.3 Provision of Education in Africa after Independence.	The student should be able to: a) Analyse the objectives of education in Africa after independence.	i) The teacher to guide students in groups to read written sources, discuss and summarize the objectives of education in Africa after independence. ii) The teacher to guide the groups to present in class their findings for further discussion and clarification	i) Written resources on the objectives of education in Africa. ii) Written resources in Braille	Is the student able to analyse the objectives of education after independence in Africa?	8
	b) Appraise the features of education in Africa after independence.	i) The teacher to guide students in groups to read written sources, discuss and summarize the features of education after independence. ii) The teacher to guide the groups to present their findings in class for further discussion and clarification.	i) Written sources on the features of education in Africa after independence. ii) Written resources in Braille	Is the student able to appraise the features of education in Africa after independence?	
	c) Assess the strengths and weaknesses of education in Africa after independence.	i) The teacher to guide the students to conduct individual library research on the strengths and weaknesses of education after independence. ii) The teacher to guide the students to form groups, present and discuss the individual findings on the strengths and weaknesses of education after independence. iii) The teacher to guide the students to conduct a debate on the strengths and weaknesses of education in Africa after independence.	i) Texts on the strengths and weaknesses of education in Africa after independence. ii) Texts in Braille	Is the student able to assess the strengths and weaknesses of education after independence?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.4 Changes in the provision of Health Services after Independence in Africa.	The student should be able to:- a) Analyse the objectives of health services after independence in Africa.	i) The teacher to guide the students in groups to read written sources, discuss and summarize the objectives of health services after independence. ii) The teacher to guide the students in groups to present in class, discuss and clarify the group responses raised.	i) Texts on the objectives of health services after independence in Africa. ii) Texts in Braille	Is the student able to analyse the objectives of health services in Africa after independence?	5
	b) Appraise the features of health services after independence in Africa.	i) The teacher to guide the students to conduct field study in hospitals, dispensaries and health centers to find our the objectives of health services, their location and administration. ii) The teacher to guide students to present in groups their findings on the objectives and administration of health services for discussion. iii) The teacher to guide the groups to present their findings in class for discussion and clarification.	i) Texts on features of health services after independence in Africa. ii) Hospitals, dispensaries and health centres in the neighbourhood.	Is the student able to appraise the features of health services in Africa after independence?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) Assess the strengths and weaknesses of the provision of health services after independence.	i) The teacher to guide the students in groups to read written sources on the strengths and weaknesses in the provision of health services. ii) Using the question and answers technique the teacher to guide the students to discuss and assess the strengths and weaknesses of the provision of health services. iii) The teacher to guide the students to conduct a debate on the strengths and weaknesses of the provision of health services after independence.	i) Texts on the strengths and weaknesses in the provision of health services after independence. ii) Texts in Braille	Is the student able to assess the strengths and weaknesses in the provision of health services after independence?	
3.5 Changes in the provision of Water Services in Africa after independence.	The student should be able to :- a) Analyse the objectives of the provision of water services in Africa after independence. b) Evaluate successes and failures in the provision of water services after independence.	i) The teacher to guide the students in groups to read written sources and analyse the objectives of water services after independence. ii) The teacher to guide the students to present their findings in class for further discussion and clarification. i) The teacher to guide the students individually to read written sources and evaluate the successes and failures of provision of water services after independence. ii) The teacher to guide the students in groups to present their responses for discussion and clarification. iii) The teacher to guide students to conduct study visit to centres related to water supply and water sources and collect information on the successes and failures in the provision of water services after independence.	i) Written texts on the objectives of water services after independence in Africa. ii) Written texts in Braille  i) Texts on the successes and failures in the provision of water services after independence. ii) Actual water supply authorities and water sources. iii) Texts in Braille	Is the student able to analyse the objectives of water services after independence in Africa.  Is the student able to evaluate the successes and failures in the provision of water services after independence?	4

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.6 Changes in the Provision of Housing Services after Independence.	The student should be able to: a) Analyse the objectives of the provision of housing services after independence.	i) The teacher to guide the students individually to read written sources and analyse the objectives of the provision of housing services after independence. ii) The teacher to guide the students to conduct a study tour to any relevant centres related to housing services and collect information on the objectives of the provision of housing services and their administration after independence.	i) Texts on changes in the provision of housing services after independence. ii) Written texts in Braille	Is the student able to analyse the objectives of the provision of housing services after independence?	6
	b) Appraise the pattern of housing distribution after independence.	i) The teacher to guide the students in groups to conduct library research and make a short summary of the pattern of housing distribution after independence. ii) The teacher to guide the groups to present their responses in class for discussion and clarification.	i) Texts on the pattern of housing distribution after independence. ii) Texts in Braille	Is the student able to appraise the pattern of housing distribution after independence?	
	c) Assess the steps taken to change the colonial pattern of distribution of housing after independence.	i) The teacher to guide students in groups to read written sources, discuss and assess the steps taken to change the colonial pattern of distribution of housing services after independence. ii) The teacher to guide the groups to present in class their findings for discussion and clarification.	i) Texts on the steps taken to change the colonial pattern of housing services after independence. ii) Written texts in Braille	Is the student able to assess the steps taken to change the colonial pattern of distribution of housing services after independence?	

TOPIC /SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.7 Establishment of National Military and National Legal Institutions.	The student should be able to:- a) Analyse the objectives of establishing national military and national legal institutions.	<p>i) The teacher to guide the students in groups to read written sources, discuss and make a summary on the objectives of establishing national military and national legal institutions after independence.</p> <p>ii) The teacher to guide the groups to present in class their findings for discussion and clarification.</p> <p>iii) The teacher to organize a study visit to the nearest national military and legal institutions to collect information on their objectives and services they offer to the public and guide the students to take down relevant information.</p>	<p>i) Texts on the objectives of establishing national military and national legal institutions.</p> <p>ii) Texts in Braille</p>	Is the student able to analyse the objectives of establishing national military institutions?	4
	b) Assess the functions, strengths and weaknesses of national military forces and national legal institutions.	<p>i) The teacher to guide the students in groups to read written sources, discuss and summarize the functions strengths and weaknesses of national legal institutions.</p> <p>ii) The teacher to guide the students in groups to propose ways of improving the services rendered by the national military and legal institutions.</p> <p>iii) The teacher to guide the groups to present their responses in class for discussion and clarification.</p>	<p>i) Texts on the functions, strengths and weaknesses of national military and national legal institutions.</p> <p>ii) Texts in Braille</p>	Is the student able to assess the functions, strengths and weaknesses of national military forces and national legal institutions?	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
3.8 Problems Hindering Development in Africa after Independence.	The student should be able to: a) Analyse the social, political and economic problems hindering development in Africa after independence.	i) The teacher to guide the students in groups to conduct library research and write brief notes on the following problems, their causes and their effects: i) Tribalism ii) Regional imbalances. iii) Poverty iv) Illiteracy v) Disease vi) Single party rule vii) Religious differences viii) Political instability ix) Interterritorial boundary disputes x) Military coups xi) Neo-colonialism xii) Corruption xiii) Refugees ii) The teacher to guide the groups to present in class, discuss and clarify their findings.	i) Texts on the social, political and economic problems of development after independence. ii) Texts in Braille	Is the student able to analyse the social, political and economic problems hindering development in Africa after independence?	8

TOPIC/SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	<p>b) Examine critically the steps taken to solve problems hindering development in Africa after independence.</p> <p>c) Analyse the successes and failures of the steps taken to solve problems hindering development in Africa.</p>	<p>i) The teacher to guide the students in groups to read written sources and examine critically the steps taken to solve the problems hindering development in Africa after independence.</p> <p>ii) The teacher to guide the groups to present, discuss and clarify the responses raised.</p>	<p>i) Texts on the steps taken to solve problems hindering development in Africa after independence.</p> <p>ii) Texts in Braille</p>	<p>Is the student able to examine critically the steps taken to solve problems hindering development in Africa after independence?</p>	
		<p>i) The teacher to guide students individually to read written sources and analyse the successes and failures of the steps taken to solve developmental problems inherited after independence.</p> <p>ii) The teacher to guide students in groups to present, discuss and clarify the individual findings.</p> <p>iii) The teacher to guide the groups to present their findings in class for discussion and clarification.</p>	<p>i) Texts on the successes and failures of the steps taken to solve problems hindering development in Africa.</p> <p>ii) Texts in Braille</p>	<p>Is the student able to analyse the successes and failures of the steps taken to solve problems hindering development in Africa?</p>	

TOPIC /SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING AND LEARNING STRATEGIES	TEACHING AND LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.0 AFRICA IN INTERNATTIONAL AFFAIRS a) 4.1 Continental co-operation	The students should be able to: i) Analyse the objectives of establishing continental co-operation.	i) The teacher to guide students in groups to read written sources, summarize and analyse the objectives of establishing continental co-operation. ii) The teacher to guide the groups to present their findings in class for discussion and clarification.	i) Texts on the objectives of establishing continental co-operation ii) Texts on the objectives of establishing continental co-operation in Braille for visually impaired students	Is the student able to analyse the objectives of establishing continental co-operation?	5
	ii) Explain the achievements and problems resulting from the establishment of continental co-operation and their impact on Africa.	i) The teacher to guide the students in groups to read various sources, discuss and summarize the achievements and problems resulting from the establishment of continental co-operation, e.g OAU and AU. ii) The teacher to guide the students to present the points raised for further discussion and clarification.	Various types of written texts on the achievements and problems resulting from the establishment of continental co-operation and its impact on Africa.	Is the student able to explain the Achievements and problems resulting from the establishment of continental co-operation and their impact on Africa?	
4.2 African Regional Co-operation	The student should be able to: a) Analyse the objectives of the different regional grouping in Africa.	i) The teacher to guide the students to read written sources, discuss summarize and analyse the objectives of the different regional grouping in Africa such as COMESA, EAC, SADC and ECOWAS. ii) The teacher to guide the groups to present the objectives of the different regional groupings in Africa for discussion and clarification.	i) Texts on African regional groupings. ii) Texts in Braille	Is the student able to analyse the objectives of establishing regional groupings in Africa?	6
	b) Critically analyse the achievements and problems resulting from the establishment of regional grouping and their impact on Africa.	i) The teacher to guide the students in groups to read written texts summarize and analyse the achievements and problems resulting from the establishment of regional groupings. ii) The teacher to guide the groups to present in class their findings for further discussion and clarification.	i) Written sources on the achievements and problems resulting from the establishment of regional groupings and their impact on Africa. ii) Texts in Braille	Is the student able to critically analyse the achievements and problems of African regional groupings and their impact on Africa?	



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4.3 Africa in International Affairs	The student should be able to:- a) Explain the objectives of Africa's participation in International Affairs.	i) The teacher to guide the students in groups to read written source, discuss and summarize the objectives of Africa's participation in international affairs through organs such as UNO, UNICEF, UNCHR and RED CROSS. ii) The teacher to guide the groups to present their findings on the objectives of Africa's participation in international affairs for discussion and clarification.	i) Texts on African participation in international organizations. ii) Texts in Braille	Is the student able to explain the objectives of Africa's participation in international affairs?	6
	b) Critically assess the achievements and problems resulting from Africa's participation in international affairs.	i) The teacher to guide the students in groups to read written sources, discuss and summarize the achievements and problems resulting from Africa's participation in international affairs. ii) The teacher to guide the groups to present in class their findings on the achievements and problems resulting from Africa's participation in international affairs for discussion and clarification.	Texts on the achievements and problems resulting from Africa's participation in international affairs.	Is the student able to critically assess the achievements and problems resulting from Africa's participation in international affairs?	



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