

**THE UNITED REPUBLIC OF TANZANIA**

**MINISTRY OF EDUCATION AND VOCATIONAL TRAINING**

**HISTORY SYLLABUS FOR SECONDARY SCHOOLS FORM 1- 1V**

**2010**

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## **1.0 Introduction**

This syllabus for form 1-1v replaced the 1997 history syllabus. Its implementation started in 2005 in form 1 and would reach form iv in 2008 .this syllabus seeks to impart competences (i.e. knowledge, skills and attitudes), not just knowledge. Most of the topics come from the 1997 syllabus. However, the sub topics, specific objectives and teaching and leaning techniques have been appraised with a view to retaining what are considered essential elements, avoiding repetition and making the teaching and learning process more interactive/ participatory and leaner centered.

## **2.0 Objectives of education in Tanzania**

The general objectives of education in Tanzania are:

1. 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.
2. To promote the acquisition and appreciation of the culture, customs and traditions of the people of Tanzania.
3. 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.
4. 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.
5. 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.
6. To enable every citizen to understand and uphold the fundamentals of the national constitution as the enshrined human civic rights, obligations and responsibilities
7. To promote love for work, self and wage employment and improved performance in the production and service sectors.

### **3.0 Objectives of secondary education**

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

The aims and objectives of secondary education are to:

1. Consolidate and broaden the scope of baseline ideas, knowledge, skills and attitudes, acquired and developed at the primary education level.
2. Enhance the development and appreciation of national unity, identify and ethic; personal integrity, respect for human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.
3. Promote linguistic ability and effective use of communication skills in Kiswahili, English and other languages.
4. Prepare opportunities for the acquisition of knowledge, skills attitudes and understanding in prescribed or selected fields of study.
5. Prepare students for tertiary and higher education, vocational, technical and professional training.
6. Inculcate a sense and ability for self-study, self- confidence and self advancement in new frontiers science and technology, academic and occupational knowledge and skills.
7. Prepare the students to be responsible members of the society.

### **4.0 General competences expected of history students**

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:

1. Demonstrates understanding of the origins of African societies and how they developed.
2. Shows the ability to critically assess the events, conditions and factors which shaped

The past and present conditions of the world.

3. 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.
4. 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.
5. Shows an understanding of and the ability to objectively relate Africa's developmental Problems with foreign intrusion, colonial domination, cultural understanding of and the ability to objectively relate Africa's developmental problems with foreign intrusion, colonial domination, cultural

### **6.1 class level competences**

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

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### **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 behavior to be exhibited by each student after studying a given topic/sub topic. When planning to each, 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.

### **6.3 topics**

These are column consists of the main topics to be covered from form one to four.

### **6.4 sub topics**

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

### **6.5 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.

### **6.6 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 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 subject 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 outcome

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**

The last column contains the suggested number of periods per each – topic. Teachers are advised to adhere to the framework for the allocated time so that teaching is done effectively and the entire syllabus is covered adequately.

**Commissioner for Education**

**Ministry of Education and Vocational Training**

## **FORM ONE**

### **CLASS LEVEL COMPETENCES**

#### **The student:**

1. Demonstrates knowledge of the concept of History and appreciates the importance of sources of History.
2. Demonstrates ability to examine the theories of the origin and evolution of man and draw conclusions.
3. Demonstrates ability to relate man's development to the environment and technology.
4. Demonstrates 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, 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-TOPIC	SPECIFIC OBJECTIVE	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF TOPIC
1. SOURCES AND IMPORTANCE OF HISTORY	a) Meaning and importance of history	The student should be able to: 1. Explain the meaning of history.	Using questions and answers, the teacher to guide the students to explain the meaning of history	List of guiding questions	Are the students able to explain the meaning of history	2
		2. Explain the importance of studying history	1. The teacher to guide the students in groups to read texts on and discuss the importance of studying history.  2. The teacher to guide the students to present the points raised by groups for further discussion and clarification.	Written texts on the importance of studying History.	Are the students able to explain the importance of studying History?	
	Sources of History	The student should be able to: 1. Identify sources of history	1. The teacher to guide the students in groups to read written sources on the types and meaning of various sources of history.  2. The teacher to guide the students to present in class the findings of each group for further discussion and clarification.	Written texts on sources of History	Are students able to identify the sources of History?	14
		2. Assess the functions, advantages and limitation of the following sources of history	The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and disadvantages of oral traditions.	1. Written sources on oral traditions.  2. Recorded cassettes of stories, songs and poems.	Are the students able to assess:  (i) The functions of oral traditions	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNIG STRATEGIES	TEACHING/LEANING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		(a) Oral traditions	<p>2. The teacher to guide the groups to present their answers on the functions, advantages and limitation of oral traditions for further discussion and clarification.</p> <p>3. 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.</p> <p>4. 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 clarifications.</p>		<p>(ii)The advantages of oral traditions.</p> <p>(iii) The limitations of oral traditions?</p>	
		(b) Historical sites	1. The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and limitations of historical sites.	<p>1. Written sources on historical sites.</p> <p>2. Historical sites.</p> <p>3. Sketch maps showing historical sites in Africa.</p>	<p>Are the students able to assess:</p> <p>(i)The functions of historical sites?</p>	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNINNG STRATEGIES	TEACHING/ LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIOD
			<p>2. The teacher to guide the groups to present their findings on the functions, advantages and disadvantages of Historical sites for further discussion and clarification</p> <p>3. The teacher to use sketch maps to guide the students to locate important historical sites in different parts of Africa.</p> <p>4. 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>(ii) The advantages of historical sites?</p> <p>(iii) The limitations of historical sites?</p>	
		(c) Written records	1. The teacher to guide the students in groups to read written sources on and discuss the functions, advantages and limitations of written records.	Various types of written sources about written records.	<p>Are the students able to assess:</p> <p>(i)The functions of written records?</p> <p>(ii) The advantages of written records?</p> <p>(iii) The</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. The teacher to guide the groups to present their finding on the functions, advantages and limitations of written records for further discussions and clarification.		Limitations of written records?	
		(d)Archives	<p>1. The teacher to guide the student in-groups to read written sources on and discuss the functions, advantages and limitations of archives as a source of historical knowledge.</p> <p>2. The teacher to guide the groups to present their groups findings on the functions, and limitations of archives for discussion.</p> <p>3. 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>1. Written sources on archives</p> <p>2. archives</p>	<p>A the students able assess:</p> <p>(i)The functions of archives?</p> <p>(ii) The advantages of archives?</p> <p>(iii) The limitation of archives?</p>	

TOPIC	SUB TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the groups to present their finding in class on the functions, advantages and limitations of archaeology for discussion and clarification.</p> <p>3. 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</p>			
2. EVOLUTION OF MAN, TECHNOLOGY AND ENVIRONMENT	(a) Evolution of Man	The student should be able to 1. Explain the meaning of evaluation of man	Using the question and answer technique the teacher to guide the students to explain the meaning of evaluation of man.	Written sources on the evaluation of man.	Are the students able to explain the meaning of evolution of man	3
		2. Explain the theory of evaluation of man and religious theory of creation of man	<p>1. The teacher to guide the students in groups to conduct a library research on the theories of evolution of man and creation of man.</p> <p>2. The teacher to guide the students to present in class their finding for discussion and clarification.</p>	Written sources on the theories of evolution of man and creation of man	<p>Are the students able to explain:</p> <p>(i)The theory of evolution</p> <p>(ii) The theory of creation?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Early stone Age (Old stone Age)	<p>The student should be able to:</p> <p>1. Describe the types of tools used during the old stone age.</p>	<p>1. The teacher to guide the students in groups to read written sources on and discuss the type of tools used during the old stone Age</p> <p>2. The teacher to guide the students in groups to present the findings for further discussion.</p> <p>3. The teacher to use drawings of old stone Age tools to guide the students to draw and name them.</p>	1. Written source on the types of tools used during the old stone Age.	<p>Are the students able to :</p> <p>(i) Describe the types of tools used during the Old Stone Age?</p> <p>(ii) Draw and name the tools used during the Old Stone Age?</p>	6
		2. Describe the physical change of man during the Old stone Age	<p>1. The teacher to guide the students in groups to read written sources on and discuss the physical changes of man during the old stone Age.</p> <p>2. The teacher to guide the groups to present in class the findings for further discussion and clarification.</p> <p>3. The teacher to use drawings to demonstrate the physical changes of man during the Old stone Age and let students draw them.</p>	<p>1. Written sources on the physical changes of man during the Old Stone Age.</p> <p>2. Drawings showing the physical changes of man the Old stone Age</p>	<p>Are the students able to describe the physical changes of man during the old stone age?</p>	

TOPIC	SUB TOPICS	SPECIFIC OBJECTIVES	TEACHING/ LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		3. Explain how man obtained food during the Old stone.	1. The teacher to guide the students in groups to read written sources on discusses and explains how man obtained food during the Old stone Age.	Written sources on how man obtained food during the Old Stone Age	Are the students able to explain how man obtained food during the Old Stone Age?	
			2. The teacher to guide the groups to present their answers on how man obtained food during the Old stone for further discussion and clarification.			
	c) Middle stone Age	The student should be able to:  1. Describe the types of tools used during the middle stone age and their functions.	2. 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.			8
			1. The teacher to guide the students in groups to conduct library research on and describe the types of tools used during the middle stone age and their functions.  2. 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  3. The teacher to use drawings, to guide students to draw tools used during the middle stone age	1. Written sources on the types of tools used during the Middle Stone Age.  2. Drawings of tools used during the Middle Stone Age and their uses.	Are the students able to  (i) Describe the types of tools used during the Middle stone Age?  (ii) Explain the functions of the middle stone Age tools?  (iii) Draw the tools during the middle stone age?	

TOPIC	SUB TOPIC	SPECITICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING/MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Describe the physical changes of man during the middle stone Age	<p>1. 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>2. The teacher to guide the groups to present their answers in the class on the physical changes of man during the middle stone Age for further discussion and clarification.</p> <p>3. The teacher to use draw to demonstrate the physical changes of man during the middle stone Age and guide the students draw them in the exercise books.</p>	<p>1. Written sources on the physical changes of man during the middle stone Age.</p> <p>2. Drawings on physical changes of man during the middle stone Age.</p>	<p>Are the students able to:</p> <p>(i) Describe the physical changes of man during the middle stone Age</p> <p>(ii) Draw pictures showing physical changes of man during the middle stone Age?</p>	
		3. Explain how man obtained food during the middle stone Age.	1. 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.	Written texts on how man obtained food during the middle stone Age.	Are the students able to explain how man obtained food during the middle stone Age?	



TOPIC		SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING STRATEGIES	ASSESSMENT	NUMBER OF PERIODS
			2. 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.			
		4 Explain the advantages of the invention and uses of fire.	<p>1. The teacher to guide students in groups to read written sources on discusses and explains the advantages of the invention and uses of fire.</p> <p>2. 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.</p> <p>3. 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>1. Written sources on the advantages of the invention and uses of fire.</p> <p>2. Drawings of traditional fire making equipment.</p>	<p>Are the students able to:</p> <p>(i) Explain the advantages of the invention and uses of fire?</p> <p>(ii) Explain how fire was invented?</p> <p>(iii) Draw and label fire making equipment?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIS	TEACHING/LEARING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) Late (New) stone Age	<p>The student should be able to.</p> <p>1. Describe the types of tools used during the Late Stone Age and their uses.</p>	<p>1. 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>2. The teacher to guide the students to present I 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>3. The teacher to guide students to draw tools used during the late stone Age.</p>	<p>1. Written sources on the types, description and uses of tools used during the late stone Age.</p> <p>2. Drawing s showing the tools used during the late stone Age.</p>	<p>Are the students able to:</p> <p>(i)Describe the types of tools used during the late stone Age</p> <p>(ii) Draw the tools used by man during the late stone Age</p>	4
		<p>2. Describe the physical changes of man during the Late Stone Age</p>	<p>1. 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>2. 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>1. Written sources on the physical changes of man during the late stone Age</p> <p>2. Drawings on the physical changes of man during the late stone Age.</p>	<p>Are the students able to :</p> <p>(i)Describe the physical changes of man during the late stone Age?</p> <p>(ii) Draw pictures of man's physical changes during the late Stone Age?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to use drawing to demonstrate the physical changes of man during the late stone Age and let the students draw them in their exercise books.			
		3. Appraise major changes in man's way of life during the late stone Age	<p>1. The teacher to guide the student to read written sources on and discuss the major changes in man's way of life during the late stone age and impact of each change.</p> <p>2. The teacher to guide the students in groups to discuss the changes in man's way of life and the impact of each of each change.</p> <p>3. The teacher to guide the students to present group answers in class for further discussion and clarification.</p>	Written sources on the major changes in man's way of life during the late stone Age	<p>Are the students able to:</p> <p>(I) Appraise the major changes in man's way of life during the late stone Age?</p> <p>(ii) Appraise the impact of each major change in man's way of life during the late stone Age?</p>	
	e) Iron Age	<p>The students should be able to:</p> <p>1. Explain how iron was discovered. Iron was discovered.</p>	1. The teacher to guide the students in groups to read written sources on, discuss and explain how iron was discovered.	<p>1. Written sources on the discovery of iron</p> <p>2. Sketch maps of Africa showing the location of the major iron centers</p>	<p>Are the students able to:</p> <p>(i) Explain how iron was discovered?</p> <p>(i) Locate the major iron centers on maps?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the students to present group answers on how iron was discovered for further discussion.</p> <p>3. The teacher to use sketch maps and guide the students to locate the major iron centers in Africa</p>			
		2. Appraise the advantages of using iron tools.	<p>1. The teacher to guide the students individually to conduct library research on the advantages of using iron tools.</p> <p>2. The teacher to guide the students in groups to present and discuss the individual findings on the advantages of using iron tools.</p> <p>3. The teacher to guide the groups to present in class their findings for further discussion and clarification.</p>	<p>1. Written sources on the advantages of using iron tools.</p> <p>2. Locally made and ancient iron tools.</p> <p>3. Museums.</p> <p>4. Local blacksmith's workshop.</p>	Are the students able to appraise the advantages of using iron tools?	

TOPICS	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			4. 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.			
<b>3.DEVELOPMENT OF ECONOMIC ACTIVITIES AND THEIR IMPACT</b>	a) Agriculture	The student should be able to:  1. Show the relationship between agriculture, the environment, and technological development.	1. The teacher to guide the students through questions and answers to give the correct meaning of agriculture environment, technology and development.  2. The teacher to guide the students in groups to read the written sources on and show the relationships between agriculture, environment and technological development.  3. The teacher to guide the groups to present in class their findings for further discussion and clarification.	1. Written sources on agriculture, environment and technological development nt.  2. Written sources on the relationship between agriculture the environment, and technological development.	Are the students able to:  (i) Explain the meaning of agriculture environment and technological development?  (ii) Show the relationship between agriculture, environment and technological development?	7
		2. Explain the types of agricultural practices in Africa.	1. The teacher to guide the students in groups to read written sources on and explain the types of agricultural practices in Africa.	1. Written sources on different agricultural practices in Africa.	Are the students able to:  (i) Explain the types of agriculture practices in	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the students to present in class the findings of each group for further discussion and clarification.</p> <p>3. The teacher to use sketch maps to locate agricultural practices, in different parts of Africa.</p>	2. Sketch maps of Africa showing distribution of agricultural practices.	<p>Africa?</p> <p>(II) Locate on the map of Africa the distribution of different agricultural practices?</p>	
		3. Explain how agriculture changed man's life	<p>1. The teacher to guide the students individually to conduct library research on how agriculture changed man's life.</p> <p>2. The teacher to guide the students in groups to present and discuss individual findings and write brief notes for presentation in class.</p> <p>3. The teacher to guide the groups to present their finding in class for discussion and clarification.</p> <p>4. Teacher to guide the students to watch video cassettes on different agricultural practices in Africa to consolidate their knowledge</p>	<p>1. Written sources on how agriculture changed man's life.</p> <p>2. Films and videos on various agricultural practices in Africa</p>	Are the student able to explain how agriculture changed man's life	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b) Handicrafts, industries and mining in pre-colonial Africa	The student should be able to:  1. Explain the meaning of handicrafts, industries, and mining.	Through the question and answer method the teacher to guide the student to explain the meaning of handicrafts, industries and mining.	Written sources on handicrafts, industries and mining.	Are the students able to explain the meaning of handicrafts, industries and mining in pre colonial Africa?	
		2. Differentiate the types of industries and their advantages in pre colonial Africa.	1. The teacher to guide the students individually to conduct interviews with teachers, parents or elders on types of industries in pre-colonial Africa and their advantages  2. The teacher to guide the students in groups to discuss their findings and summarize them ready for presentation in class.  3. The teacher to guide the groups to present their findings in class for discussion and clarification.  4. The teacher to use sketch maps showing the distribution of industries in pre-colonial Africa to strengthen students' knowledge.	1. Written sources on types of industries.  2. Sketch maps showing the distribution of industries in pre-colonial Africa	Are the students able to:  (i) Differentiate the types of industries.  (ii) Locate on maps of Africa the distribution of industries?	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		4.Explain the uses of different types of minerals in pre-colonial Africa	<p>1. Through questions and answers the teacher to guide the students to mention the types of minerals mined in different parts of Africa and their uses.</p> <p>2. The teacher to guide the students in groups to read written sources on the types of minerals, places where they were mined and uses.</p> <p>3. The teacher to guide groups to present their findings in class for further discussion and clarification.</p> <p>4. The teacher to use the sketch maps showing the distribution of important mining centers in Africa to consolidate student's knowledge.</p>	<p>1. Written sources on the various types of minerals mined in Africa.</p> <p>2. Sketch maps showing important mining centers in Africa</p>	<p>Are students able to:</p> <p>(I) Identify the types of minerals mined in Africa?</p> <p>(II) Explain the uses of those minerals?</p>	
	C) Trade in pre-colonial Africa	<p>The student should be able to</p> <p>1. Explain the basic of trade in pre-colonial Africa.</p>	1. The teacher to guide the students through questions and answers to explain the meaning and forms of trade.	Written sources on the basis of trade in pre-Colonial African societies.	Are the students able to explain the basis of trade in pre-colonial Africa?	5



TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. 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.</p> <p>3. The teacher to guide the groups to present their findings for discussion and clarification.</p>			
		2. Identify the types of trade, types of commodities and the societies involved.	<p>1. 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, i.e. Local and Regional trade in different parts of Africa.</p> <p>2. The teacher to guide the students to present the findings of each group for further discussion and clarification.</p> <p>3 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</p>	<p>1 Written source on types of commodities and the societies involved.</p> <p>2. Sketch maps showing different regional trade routes commodities and societies involved.</p>	<p>Are the students able to</p> <p>i. Identify types of trade?</p> <p>ii. Identify types of commodities exchanged?</p> <p>iii. Identify societies involved in trade in different parts of Africa?</p>	

TOPIC	SUB- TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF NUMBER
		3. Appraise the impact of the following types of trade  a. Local Trade	1. The teacher to guide the students to conduct library research individually on local trade.  2. The teacher to guide the students in groups to discuss and summarize individual findings from the library research.  3. The teacher to guide to presents in class their findings for further discussion and clarification.	Written sources on local trade in pre colonial Africa	Are the students able to appraise the impact of local traded in pre-colonial Africa?	
		b. Regional Trade	1. The teacher to guide the students to conduct library research individually on regional on trade.  2. The teacher to guide the students in to discuss and summarize individual findings from the library research.  3. The teacher to guide the groups to presents in class their findings for further discussion and clarification.	1. Written sources on Regional Trade in pre-colonial Africa.  2. Sketch maps showing important trade routes, commodities, exchanging and the societies involved.	Are the students able to appraise the impact of the regional trade in pre-colonial Africa?	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			4. The teacher to use sketch maps to guide the students to trace the trade routes, societies which used the m, and the commodities which were exchanged in order to consolidate the student's knowledge.			
<b>4 DEVELOPMENT OF SOCIAL AND POLITICAL SYSTEMS</b>	A .Kinships of clan organization	The student should be able to.  1. Explain the meaning of kinships or clan.	1. The teacher to guide student through the question and answer method to explain the meaning of kinship or clan?  2. 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	Written n sources on meaning of kinship or clan organization	Are the students able to explain the meaning of kinship or clan organization?	3
		2. Explain the social, political and economic, organization of kinship or clan.	1. The teacher to guide the students to read written sources in groups or conduct interviews on the organization of kinships or clan  .	1. Written sources on the organization of kinships or clan.  2. List of guiding questions  3. A wall chart showing political or organization of a clan or kinship	Are the students able to explain the political organization of kinship or clan?	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to use a wall chart showing the political structure of the kinship or clan consolidate the knowledge of the students.			
	b Age-set system	<p>The student should be able to.</p> <p>1. Explain the meaning of age-set system.</p>	<p>1. Sometime before introducing this sub-topic the teacher to assign students to read written sources on the age-set system.</p> <p>2. Using the question and answer technique the teacher to guide students to explain the meaning of age-set system.</p>	Written sources on age-set system	Are the students able to explain the meaning of the age-set system?	3
		2. Explain the social, political and economic organization of societies which practiced the age-set system.	<p>1. 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>2. The teacher to guide the students to present in class the findings of each group for further discussion.</p>	<p>1. Written sources on the organization of age-set system.</p> <p>2. Wall chart showing the political organization of the age-set system.</p> <p>3. A sketch maps on the location of the societies which practiced the age-set system.</p>	Are the students able to explain the social, political and economic organization of the age-set system	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>3. The teacher to use a sketch maps showing location of African societies which practiced age-set system in Africa to consolidate the students' knowledge.</p> <p>4. The teacher to use a chart on the structure of the age-set system to consolidate students' knowledge.</p>			
	c. Ntemiship	The student should be able to.	<p>1. Sometime before introducing this sub-topic the teacher to assign students to read written sources on ntemship organization.</p> <p>2. Using the question and answer method the teacher to guide the students to read written sources on ntemship organization.</p>	Written sources on the ntemiship	Are the students explaining the meaning of ntemiship system?	3
		2. Explain the social, political and economic organization of ntemiship.	<p>1. 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>1. Written sources on the social, political and economic organization of ntemiship.</p> <p>2. Sketch maps of Africa showing African societies which practiced ntemiship.</p>	Are the students able to explain the organization of ntemiship?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the students to present in class the findings of each group for further discussion and clarification.</p> <p>3. The teacher to use sketch maps showing African societies which practiced ntemiship in order to consolidate the students' knowledge.</p>			
	d) State Organization	<p>The student should able to.</p> <p>1.Explain the meaning of state organization</p>	<p>1. Sometime before introducing this sub-topic the teacher to assign students to read written sources on state organization.</p> <p>2. Using the question and answer method the teacher to guide students to explain the meaning of the state organization.</p>	Written sources state organization	Are the students able to explain the meaning of state organization?	5
		2. Appraise the factors which gave rise to centralized states and non centralized states.	1. The teachers to guide the students to conduct individual library research or interviews on the factors which gave rise to centralize and no centralized states.	<p>1.written materials on the factors which gave rise to centralized and non-centralized state</p> <p>2. Sketch maps showing the distribution of centralized and non-centralized.</p>	<p>Are the students able to appraise.</p> <p>i. The factors which gave rise to centralized stages?</p> <p>ii. the factors which gave rises to non-</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. 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 centralized states</p> <p>3. The teacher to guide the groups to presents in class their findings for discussion and clarification.</p> <p>4. The teacher to sketch maps showing the distribution of centralized states and the societies involved to consolidate the knowledge of students.</p>		Centralized state?	
		3. Explain the organization of centralized states.	<p>1. The teacher to invite a knowledgeable Historian to give a talk on how centralized and non centralized politically, socially and economically.</p> <p>2. After the talk the teacher to guide the students in groups to discuss the following with regards to centralized and non centralized states.</p>	<p>1. Written sources on the organization of centralized and non centralized states.</p> <p>2. Charts on the structure of centralized</p>	<p>Are the students able to explain how centralized and non centralized states were organized</p> <p>(i) Politically?</p> <p>(ii) Socially?</p> <p>(ii) Economically</p>	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>(a)how power was distributed</p> <p>(b) how production of wealth was conducted</p> <p>(c) how labor was organized</p> <p>3. The teacher to guide the students to present in class group responses for further discussion and clarifications.</p> <p>4. The teacher to use charts on the structure of centralized and non-centralized states to consolidate students' knowledge.</p>			



# **FORM TWO**

## **CLASS LEVEL COMPETENCES**

**The student.**

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

## **OBJECTIVES OF TEACHING HISTORY IN FORM TWO**

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

- 1. Understand and explain the motives the interactions among the people of Africa.**
- 2. Understand and appreciate the level 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 OBJECTVES	TEACHING/LEARING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
INTERACTIONS AMONG THE PEOPLE OF AFRICA.	a)Social and Economic Factors for Interactions	<p>The students should be able to</p> <p>1. Explain the social factors which gave rise to interactions among the people of Africa.</p>	<p>1. 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.</p> <p>2. The teacher to guide the students to presents in class the findings of each group for further discussions and clarification.</p> <p>3. The teacher to guide the students to draw map of Africa and label the routes used by the people of Africa during those interactions.</p>	<p>1. Written sources on the social factors for interactions</p> <p>2. Sketch maps on interactions among the people of Africa.</p>	<p>Are the students able to.</p> <p>(i)Explain the social factors for early interactions in Africa.</p> <p>(ii) Draw sketch maps of Africa and label the societies and routes used during those interactions?</p>	5
		<p>2. Explain the economic factors which gave rise to the interactions among the people of Africa</p>	<p>1. 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.</p> <p>2. The teacher to guide the students to present in class the group findings for further discussion and clarification.</p>	<p>1. Written sources o economic factors for interactions</p> <p>2. Sketch map of Africa showing societies involved in economic interactions</p>	<p>Are the students able to?</p> <p>(i)Explain the economic factors for the interactions among the people of Africa?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to use sketch maps to enable the students to consolidate knowledge on societies involved in the economic interactions		(ii) Draw sketch maps showing important areas with experienced frequent economic interactions and the tribes which were involved?	
		3. Explain the impact of the economic interactions	1. Using the question and answer technique the teacher to explain the impact of economic interactions in Africa.  2. The teacher summarize the points raised by the students on the board	Written texts on the impact of interactions	Are the students able to explain the impact of the economic interactions?	
	b) The coming of the Ngoni	The students should be able to.  1. Explain the causes of the Ngoni migration.	1. The teacher to guide the students in groups to read written sources on and explain the causes of Ngoni migration.  2. The teacher to guide the groups to present in class their responses for discussion and clarification	1. Written sources on the causes of Ngoni migration.  2. sketch map of Africa showing Ngoni movements north wards	Are the students able to  (i) Explain the causes of the Ngoni migration?	

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. 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.		(ii) Draw a sketch map showing the routes used by the Ngoni during their migrations?	
		2. Explain the social, political and economic effects of the Ngoni migration.	<p>1. 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.</p> <p>2. The teacher to guide students in groups to read about and explain the social, political and economic effects of the Ngoni migration</p> <p>3. The teacher to guide the groups to present in class their findings for further discussions for further discussion and clarification</p>	Written sources on the social, political and economic effects of the Ngoni migration.	<p>Are the students able to</p> <p>(i).explain the social effects of the Ngoni migration?</p> <p>(ii) Explain the political effects of the Ngoni migrations?</p> <p>(iii) Explain the economic effects of the Ngoni migrations?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
<b>2. SOCIAL ECONOMIC DEVELOPMENT AND PRODUCTION IN PRE COLONIAL AFRICA.</b>	<b>a) Social Organization and production</b>	The student should be able to explain the meaning of social organization and production	<p>1. The teacher to guide the students in groups to read written sources on social organization and production.</p> <p>2. The teacher to guide the groups to present, discuss and clarify the responses on the meaning of social organization and production.</p>	1. Written sources on the meaning of social organization and production.	Are the students able to explain the meaning of social organization and production	1
	<b>b) Types of social organizations and production communalism</b>	The students should be able to explain the meaning and origins of communalism in Africa	<p>1. Sometime before introducing this sub topic teacher to assign students to read written sources on the meaning, origins and practice of communalism in Africa</p> <p>2. Using questions and answers the teacher to guide the students to explain the meaning and origins of communalism.</p> <p>3. 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</p>	Written sources on the meaning of communalism and its characteristics.	<p>Are the students able to</p> <p>(i) Explain the meaning and origins of communalism in Africa?</p> <p>(ii) Identify the characteristics of communalism.</p>	2

TOPIC	SUB-TOPICS	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			4. The teacher to guide the students in groups to discuss summaries and present in class for discussion and clarification the characteristics of communalism.			
	.Slavery	<p>The student should be able to</p> <p>1. Explain the meaning and origins of slavery in Africa.</p>	<p>1. 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.</p> <p>2.The teacher to guide students to brainstorm the meaning and origins of slavery in Africa</p>	Written sources on the meaning and origins of slavery in Africa.	<p>Are the students able to</p> <p>(i)Explain the meaning of slavery in Africa?</p> <p>(ii) Explain the origins of slavery in Africa?</p>	4
		<p>2. Explain the features of slavery as well as the use of slaves.</p>	<p>1. The teacher to guide the students to conduct an individual library research on slavery and the uses of slaves.</p> <p>2. The teacher to guide the students in groups to discuss and summarize the findings of each student</p> <p>3. The teacher to guide the groups to present, discuss and clarify their</p>	<p>1. Written sources on the features of slavery and the uses of slaves</p> <p>2. Pictures and photographs showing how slaves were us</p>	<p>Are the students able to</p> <p>(i)Explain the features of slavery</p> <p>(ii) Explain how the slaves were used?</p>	

TOPIC	SUB-TOPICS	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			Findings in class			
	*Feudalism	<p>The student should be able to</p> <p>1.Explain the meaning and origins of feudalism in Africa</p>	<p>1. The teacher to guide students individually to read written sources on the meaning and origins of feudalism.</p> <p>2. the teacher to guide students in group to discuss their findings and prepare a summary on the meaning and factors which led to feudalism</p> <p>3. The teacher to guide the groups to present and discuss in class their responses on the meaning and origins of feudalism.</p> <p>4. The teacher to use sketch map showing societies that practiced feudalism to consolidate students' knowledge.</p>	<p>*Written sources on the meaning and origins of the feudal system</p> <p>*Sketch maps showing African societies that practiced feudalism</p>	<p>Are the students able to</p> <p>(i) Explain the meaning and origins of feudalism in Africa?</p> <p>(ii) Draw maps and locate feudal societies in Africa?</p>	
		2. Explain how production was organized under feudalism.	1. the teacher to guide the students in groups to read written sources, discuss and make notes on how production was organized under feudalism	Written sources on how production was organized under feudalism.	Are the students able to explain how production was organized under feudalism?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	LEARNING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. The teacher to guide the groups to present their findings for further discussion and clarification.			
3. AFRICAN AND THE EXTERNAL WORLD	a) Early contacts with the middle East and Far East.	3. Assess the merits and demerits of the system of power sharing under feudalism	<p>1. the teacher to guide students individually, using written sources, to find out the merits and demerits of power sharing under feudalism.</p> <p>2. The teacher to guide student in groups to present, discuss and make a summary of individual findings on the merits and demerits of power sharing under feudalism.</p> <p>3. The teacher to guide the group to present their responses in class for further discussion and clarification.</p>	Written sources on power sharing under feudalism	Are the students able to assess the merits and demerits of the system of power sharing under feudalism?	
		<p>The student should be able to</p> <p>1. Explain the social and economic motives of the contacts between Africa, the middle East</p>	<p>1. The teacher to guide student in group to read written sources, identify and discuss the motives of the contacts between Africa, the Middle East and Far East.</p> <p>2. The teacher to guide the groups to responses in class for discussion and clarification.</p>	<p>1. Written sources on contacts between Africa and the Middle and East.</p> <p>2. Wall maps of the Indian Ocean Region (showing countries surrounding the Indian Ocean</p>	Are the students able to explain the social and economic motives of contacts between Africa the middle east and far east?	6



TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		And the Far East	The teacher should use wall maps to show the regions involved in these contacts.			
		2. Identify the major commodities which were exchanged during the contacts between Africa, Middle East and Far East	<p>1. The teacher to guide students individually to read written sources on commodities which were exchanged between Africa and the middle and the far East .</p> <p>2. The teacher to guide students in groups to discuss and identify major commodities of trade which were exchanged.</p> <p>3. The teacher to guide the groups to present their findings in class for discussion and clarification</p>	<p>1. Written sources on commodities and their destinations in the Indian ocean Region</p> <p>2. Sketch maps showing sources of commodities and their destinations</p>	Are the students able to identify the major commodities which were exchanged between Africa and the middle and Far East in early trade?	
		3. Explain the social and economic effects of the	1. The teacher to guide students individually to read written sources on the social effects of	Written sources on contacts between Africa and the middle and Far East and their effects.	Are the students able to  (i) Explain the social effects	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		<p>Contacts between the people of Africa the middle and the Far East.</p>	<p>Contacts between Africa and the middle and Far East</p> <p>2.The teacher to guide students in groups to discuss and summarize the social and economic effects of the contacts on Africa</p> <p>3. The teacher to guide the groups to present in class their responses for discussion and clarification.</p>		<p>Of contacts between Africa and the Middle Far East?</p> <p>(ii) Explain the economic effects of contacts between Africa and the Middle and Far East?</p>	
	<p>b) contacts with Europe</p> <p>(i) The Portuguese</p>	<p>The students should be able to</p> <p>1.Explain the social and economic motives of the contacts between Africa and the Portuguese</p>	<p>1. The teacher to guide students individually, to read written sources and identify the social and economic motives of contacts between the Portuguese and Africa</p> <p>2. 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</p> <p>3. The teacher to guide the students to present group findings in class for discussion and clarification</p>	<p>1. Written sources on contacts between Africa and the Portuguese.</p> <p>2. Wall maps and sketch maps on Africa and Europe and the voyages of discovery</p>	<p>Are the students able to</p> <p>(i) Explain the social and economic motives of the contacts between Africa and Portuguese?</p> <p>(ii) Draw sketch maps and plot the voyages of discovery?</p>	6

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>1.The teacher to use sketch maps to guide students to</p> <p>(a) Identify the regions and countries involved.</p> <p>(b) Trace the voyages of Portuguese explorers from Europe to the Far East.</p>			
		2. Identify the commodities which were exchanged during the contacts.	<p>1. 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 as well as those imported from Portugal to Africa</p> <p>2. The teacher to guide the students in groups to discuss the individual findings and make summaries of commodities that were traded.</p> <p>3. The teacher to guide students to present and clarify in class the group responses raised</p>	Written sources on the major commodities which were exchanged during early contacts between Africa and Portugal	<p>Are the students able to</p> <p>i)Identify commodities exported from Africa to Portugal</p> <p>ii) Identify commodities exported from Portugal to Africa?</p>	
		3. Explain the social and economic impact of the	1. The teacher to guide students. Individually, to conduct library research and make	Written sources on the economic impact of contacts between the Portuguese and Africans	Are the students able to explain the social and economic	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		Portuguese to Africa.	Notes on the social and economic impact of the coming of the Portuguese to Africa.  2. The teacher to guide students in groups to present and discuss the social and economic impact of the contracts between Portuguese and Africa.		Impact of the contacts between the Portuguese and Africans	
		4.Explain the reasons for the fall of the Portuguese rule in East Africa and its impact	1. 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	1Written sources on the reasons for the fall of Portuguese rule in East Africa and its impacts.	Are the students able to  i) Explain the reasons for the fall of the Portuguese rule in East Africa?  ii) Assess the impact of the fall of Portuguese rule in East Africa?	
	(ii) Dutch settlement at the Cape.	The student should be able to  1. Explain the Dutch settlement at the cape.	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.  2. After the talk the students be allowed to ask questions on the points during the presentation	1. Relevant sketch maps of south Africa and/or Africa and Europe  2. Wall map of the world.	Are the students able to explain the motives of the Dutch settlement at the cape?	5

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>3. The teacher to use sketch maps of the world and south Africa to consolidate students knowledge arising from the presentation</p> <p>4. The teacher to guide the students individually to write a brief summary of the reasons for Dutch settlement at the Cape.</p>			
		2. Discuss the impact of Dutch settlement at the Cape.	<p>1. 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>2. the teacher to guide students in groups to discuss and summarize the individual findings on the impact of Dutch settlement at the cape and the reaction of the Africans.</p> <p>3. The teacher to guide the groups to present their</p>	<p>1. Written sources on effects Dutch settlement at the Cape</p> <p>2. Written sources on the reactions of Africans against the Dutch invasion of their land.</p>	<p>Are the students able to</p> <p>(i) Explain the effects of the Dutch settlement at the Cape?</p> <p>(ii) Explain how the Africans reacted to the Dutch invasion of their land?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			Findings in class for further discussion and clarification			
	C) Slave Trade in the Indian Ocean Sea board and Trans Atlantic Slave Trade	The student should be able to  1. Explain the reasons for the expansion of slave trade in the Indian ocean sea board from the 18 <sup>th</sup> century.	1. The teacher to guide students in groups to read written sources and find answers to the following  * Why the rulers of Oman wanted to dominate the Easter African coast from the 18 <sup>th</sup> Century  *Why sultan said of Oman moved his capital to Zanzibar in 1840.  *Why the Oman Arab rules expanded clove and coconut plantations in Zanzibar  *Why sultan said encouraged Arab settlement in Zanzibar.  2. The teacher to guide the groups to present, discuss and clarify their	1. Written sources on slave trade in East Africa central and west Africa  2. Sketch maps with routes used by slave trade in East Africa	Are these students 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	SPECIFI OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			Findings in class  3. The teacher should use sketch maps showing the routes used by slave traders in different parts of Africa in order to consolidate students' knowledge.			
		2. Explain the techniques used to get slaves.	1. The teacher to guide students in groups to read written sources, study pictures and criticize the techniques used to get slaves.  2. The teacher to guide the groups to present in class the findings for further discussion and clarification.	Different pictures and drawing showing various techniques used in getting slaves	Are the students able to explain techniques used to get slaves?	
		3. Assess the social and economic effects of slave trade on the African societies.	1. The teacher to invite a historian to give a talk on the social and economic consequences of slave trade on African societies  2. The teacher to guide students in groups to discuss the effects of	Written texts on the social economic effects of slave trade in Africa	Are the students able to  (i) Assess the social effects of slave trade on Africa?  (ii) Assess the economic effects of slave	

TOPIC	SUB-TOPIC	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>Slave trade given by the guest speaker and prepare a summary.</p> <p>3 The teacher to guide the groups to present, discuss and clarify their responses in class</p>		Trade on Africa	
		4. Assess the psychological effects of slavery on its victims	<p>1. The teacher to guide the students to read written sources on the psychological effects of slavery on Africans.</p> <p>2. The teacher to guide the students in groups to discuss individual findings and make brief notes.</p> <p>3. The teacher to guide the students to presents and discuss their findings in class on come up with brief notes on the psychological effects of slaves trade on its victims</p>	Written texts on the psychological effects of slavery on Africans.	Are the students able to assess the psychological effects of slavery on its victims?	
		5. Explain the origins and impact of the Trans – Atlantic slave Trade in Africa	<p>1. The teacher to guide students individually to read written sources in order to find answers for the following</p> <p>A) The origins of Trans Sahara Atlantic slave trade</p>	<p>1. Written sources on the origins and impact of Trans Atlantic Slave Trade on Africa</p> <p>2. Sketch maps on the Trans Atlantic Slave Trade</p>	<p>Are the students able to</p> <p>i) Explain the origins of the Trans Atlantic Slave trade?</p>	



TOPIC	SUB-TOPICS	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>b) The major commodities involved</p> <p>c) The economic effects of this trade on Africa.</p> <p>d) The social effects of this trade on Africa</p> <p>2. The teacher to use a world sketch maps showing major Trans Atlantic slave trade routes and commodities exchanged through them to cement students understanding</p> <p>3.The teacher to guide students, in groups , to presents, discuss and clarify individual findings and compile groups and responses for presentation in class</p> <p>4. The teacher to guide the groups to presents their responses in class for discussion and clarification.</p>		ii) Explain the impact of Trans Atlantic slave trade on Africa	

TOPIC	SUB-TOPICS	SPECIFICS OBJETIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
4.INDUSTIRAL CAPITALISM	a) Demands of industrial capitalism	Students should be able to  1.Explain the meaning of industrial capitalism	1. Sometime before introducing this sub-topic the teacher to assign students to read written sources on the meaning of industrial capitalism  2. The teacher to guide the students through questions and answers to explain the meaning of industrial capitalism.	Written sources on the meaning of industrial capitalism	Are the students able to explain the meaning of industrial capitalism?	4
		2. Explain the demands of industrial capitalism	1. 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.  2. The teacher to guide the groups of students to presents to present their responses in class for discussion and clarification.  3. Using written texts and maps the teacher to guide the students to identify areas where commercial agriculture	1.Written sources on the demands of industrial capitalism  2. Sketch maps showing areas where commercial agriculture was established and the types of crops grown	Are the students able to  1)Explain why Europe experienced increasing demands for markets, agricultural raw materials slaves and Ivory from Africa during the 19 <sup>th</sup> century	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			Was established and types of crops grown		ii) Draw maps and locate areas where commercial agriculture was established as well as types of crops grown?	
	b) 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>1. 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>2.The teacher to guide the students in groups to discuss their findings and write notes of each category of the agents</p>	<p>1. Literatures on the roles of the agents of industrial capitalism in Africa in 19<sup>th</sup> Century.</p> <p>2 Sketch maps showings import ants routes used by the agents of the industrial capitalism, missionary centers and the areas where European trading companies operated in Africa?</p>	Is the student able to explain the roles of the agents of industrial capitalism in preparing Africa for colonization?	4

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>3. 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>4. The teacher to guide students to draw sketch maps showing the routes used by the agents, missionary centers established and the areas where the different trading companies operated in Africa.</p>			
	c) Abolition of slave Trade	<p>The students should be able to</p> <p>1. Explain the reasons for the abolition of slave trade.</p>	<p>1. 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.</p> <p>2. The teacher to guide the students to present their responses in class for discussion and clarification.</p>	1. Written sources on the social and economic reasons for the abolition of slave trade	Are the students able to explain the reasons for the abolition of slave trade?	

TOPIC	SUB-TOIPCS	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to guide the students to conduct a debate for assessing the genuineness of the reasons given for the abolition of slave trade.			
		2 Assess the tactics used during the abolition of slave trade.	1. Using written sources the teacher to guide the student in groups to read, discuss, assess and make notes on the tactics used in the process of abolition of slave trade.  2. The teacher to guide the groups to present their responses in class for discussion and clarification.	Written sources on the tactics used in the process of abolishing slave trade	Are the students able to assess the tactics used during the abolition of slave trade?	
		3. Assess the social and economic effects of the abolition of slave trade	1. The teacher to guide the students in groups to read written sources discusses and explains the social and economic effects of abolition of slave trade.  2. The teacher to guide the students to presents groups responses in class for further discussion and clarification.	Written sources on the social and economic effects of the abolition of slave trade.	Are the students able to  1. Assess the social effects of the abolition of slave trade  2. Assess the economic effects of the abolition of slave trade?	

TOPIC	SUB-TOPICS	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	d) British occupation of south Africa via the Cape	<p>The student should be able to</p> <p>1.Explain</p> <p>The motives for the British interests at the Cape.</p>	<p>1.The teacher to guide students in groups to find out from written sources why the British were interested in the Cape of south Africa</p> <p>2. The teacher to guide the groups to present their discussion and clarification.</p>	Written texts on the British occupation of the Cape.	Are the students able to explain the motives for the British interests at the Cape?	9
		<p>2. Assess the tactics used by the British to occupy the Cape.</p>	<p>1. The teacher to guide students, individually, to find out from written sources the tactics used by the British to occupy the Cape</p> <p>2. The teacher to guide the students in groups to discuss and compile notes on the tactics used by British to occupy the Cape</p> <p>3. The teacher to guide the students to present the findings of each group in class for discussions and clarification.</p>	Literature on the tactics used to colonize the cape of south Africa in the first part of 19 <sup>th</sup> century	Are the students able to assess the tactics used by the British to occupy the Cape?	
		<p>3. Explain the reasons for the Boer Trek</p>	<p>1. 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</p>	1. Literature on the reasons for and negative effects of the Boer trek	Are the students able to explain the reasons for the Boer trek?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2.The teacher.to guide the groups to present their responses in class for discussion and clarification</p> <p>3. 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</p>	2. pictures and sketch maps on the Boer trek and the African societies involved		
		4.Assess the effects of the Boer trek	<p>1. The teacher to guide students in groups using pictures and written sources to read discuss and make brief notes on the negative effects of the Boers trek on African communities</p> <p>2. The teacher to guide the groups to present their responses in class for further discussion and clarification.</p>	<p>1. Written texts on the effects of the Boer trek</p> <p>2. Sketch maps and pictures on the Boer trek and on the African societies which encountered the Boers</p>	Are the students able to assess the effects of the Boer trek on African communities	

## **FORM THREE**

### **CLASS LEVEL COMPETENCES**

#### **The student**

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

### **OBJECTIVES OF TEACHING HISTORY IN FORM THREE**

. By the end of Form three course, the students should be able to

1. Understand and explain the processes of establishing colonial rule in Africa.
2. Understand and explain the different colonial administrative systems applied in Africa and assess their impact.
3. Understand 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/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.ESTABLISHMENT OF COLONIALISM	a) Scramble for and partition of Africa	The student should be able to  1. 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 partition of Africa.	Written sources on the scramble for and partition of Africa.	Are the students able to explain the meaning of  i)Scramble for Africa?  ii) Partition of Africa?	13
		2. Assess the causes of the scramble for Africa leading to the partition.	1. 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.  2. The teacher to guide the groups to present in class their findings for further discussion and clarification.	Written sources on the causes of scramble for and partition of Africa.	Are the students able to assess the causes of  i)The scramble for Africa?  li) The partition of Africa.	
		3. Explain why some areas in Africa experienced more intensive scramble than others	1. The teacher to guide the students in groups to conduct a library research, read written texts on and explain why some areas in Africa experienced more intensive scramble than others	1. Written sources on the scramble for and partition of Africa.  2. Maps of Africa on the various stage of the partition.	Are the students able to explain why some areas experienced more intensive scramble than others?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the groups to present in class their findings for further discussion and clarification.</p> <p>3. 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</p>			
		4. Assess the impact of the scramble for and partition of Africa.	<p>1. 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.</p> <p>2. 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</p>	Written sources on the scramble for and partition of Africa.	<p>Are the students able to assess the impact of</p> <p>i) The scramble for Africa?</p> <p>ii) The partition of Africa?</p>	

TOPIC	SUB-TOPICS	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to guide the groups to present in class group findings for further discussion and clarification			
	b) The Berlin conference (1884-85)	<p>The student should be able to</p> <p>1.Explain the events leading to the Berlin conference (1884-85)</p>	<p>1. The teacher to assign the students to conduct library research on events leading to the berlin conference</p> <p>2. Using the question and answer method the teacher to guide students to explain the events leading to the Berlin Conference.</p>	<p>1. List of questions</p> <p>2. Written sources on the Berlin Conference</p>	Are the students able to explain the events leading to the Berlin Conference?	12
		<p>2. Evaluate the resolutions of the Berlin conference.</p>	<p>1. The teacher to guide students individually to conduct library research on the resolutions of the Berlin Conference</p> <p>2. The teacher to guide students in groups to discuss individual findings and summarize main points.</p> <p>3. The teacher to guide the groups to present their findings in class for further discussion and clarification</p>	Written sources on Berlin Conference (1884/85)	Are the students able to evaluate the resolutions of the Berlin Conference?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		3. Assess the significance to Africa.	<p>1. The teacher to guide the students individually to read written sources on the significance of the Berlin Conference to Africa</p> <p>2. The teacher to guide the students to form groups, present and assess the significance of the Berlin Conference to Africa.</p> <p>3. The teacher to guide the groups to present their findings in class for further discussion and clarification.</p>	Written sources on the Berlin Conference (1884/85)	Are the students able to assess the significance of the Berlin conference to Africa?	
	c) Establishment of Colonial control/rule.	<p>The students should be able to</p> <p>1.Explain the concept of colonialism</p>	<p>1. The teacher to guide students to read written sources on the concept of colonialism.</p> <p>2. The teacher to guide students to explain the meaning of colonialism through question and answers</p>	Written sources on the concept of colonialism	Are the students able to explain the concept of colonialism	5
		2. Explain the tactics used to impose colonial control/rule in Africa.	1. 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>1. Written sources on the tactics used to impose colonialism.</p> <p>2. Sketch Map of Africa showing the possession of the various European powers which were</p>	Are the students able to explain the tactics used to impose colonial rule in Africa	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the students to present in class the findings of each group for further discussion and clarification.</p> <p>3. The teacher to use a sketch maps of Africa to guide the students to locate colonies or parts of Africa occupied by the various European powers</p>	Involved in the imposition of colonial rule in Africa		
		The student should be able to	The teacher to use the questions and answer technique to lead students to explain the meaning of African reactions	List of guiding questions	Are the students able to explain the meaning of African reactions?	
		2. Explain the various forms of African reactions	1. The teacher to guide students in groups to read written sources on and discuss the various forms of African reactions.	Written sources on the various forms of African reactions the imposition of colonial rule	Are the students able to explain the various forms of African reaction to colonial rule?	
		d) African Reactions to colonial Rule	<p>The teacher to guide students in groups to read written sources, discuss and summarize the following</p> <p>*Causes of African reactions to wards the imposition of colonial rule.</p>	Written sources on the causes of and reasons for the different African reactions	<p>Are the students able to</p> <p>i) Explain the causes of African reactions?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>*Reactions for different reactions to ward the imposition of colonial rule.</p> <p>2. The teacher to guide the groups to presents, discuss and clarify in class the responses raised.</p>		ii) Account for the different African reactions to the impositions of colonial rule?	
		4.Assess the factors which determined the nature of African reactions	<p>1. The teacher to guide the students to carry out individual library research on the factors which determined the nature of African reactions</p> <p>2. The teacher to guide the students in groups to discuss their findings and prepare a summary on the factors which determine the nature of African reactions</p> <p>3. The teacher to guide the groups to present in class their findings for discussion and clarifications</p>	Written sources on the factors which determined the nature of African reactions to the imposition of colonial rule.	Are the students able to assess the factors which determined the nature of African reactions?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		5. Evaluate the outcomes of the various forms of African reactions.	<p>1. 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>2. The teacher to guide the students to presents group findings in class for further discussion and clarification.</p>	Written sources on outcome of the various forms of Africa reactions	Are the students able to evaluate the outcomes of various forms of African reactions?	
COLONIAL ADMINISTRATIVE SYSTEMS.	a) Direct Rule, Indirect Rule, Assimilation and association.	<p>The student should be able to</p> <p>1.Explain the concepts of Direct rule, Indirect Rule Assimilation and Association</p>	<p>1. The teacher to guide the students to conduct library research individually on the meaning of the concepts of direct rule and assimilation and association.</p> <p>2. 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	<p>Are the students able to explain the concepts of</p> <p>i) Direct rule?</p> <p>ii) Indirect rule?</p> <p>iii)Assimilation</p> <p>iv) Association</p>	13

TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		Appraise the motive for the application of the various colonial administrative systems.	<p>1.The teacher to guide the students in group to read written sources, identify, discuss and appraise the motives for the application of the colonial administrative systems.</p> <p>2. The teacher to guide the groups to present their responses in class and clarification</p>	Written sources on the motive for the application of the various colonial administrative system	Are the students able to appraise the motives for the application of the various colonial administrative systems.	
		3. Analyse the similarities and differences of the colonial administrative systems	<p>1. The teacher to guide the students in groups to conduct library research on the similarities and differences of the colonial administrative system</p> <p>2. 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>	Written sources on the similarities and differences of colonial administrative system.	<p>Are the students able to analyse the</p> <p>i) Similarities of the colonial administrative systems?</p> <p>ii) Differences of the colonial administrative systems?</p>	



TOPIC	SUB-TOPIC	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		4. Evaluate the strengths, weaknesses and impact of the colonial administrative systems on Arica.	<p>1. 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.</p> <p>2. 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.</p> <p>3. The teacher to guide the groups to present in class their findings for further discussion and clarification.</p>	Written sources on the strengths and weaknesses of the colonial administrative systems and their impact.	<p>Are the students able to</p> <p>i) Evaluate the strengths and weaknesses of the different colonial administrative systems?</p> <p>ii) Evaluate the impact of the different colonial administrative systems on Africa</p>	
	b) Colonial Military and colonial Legal Institutions.	<p>The student should be able to</p> <p>1.Explain the meaning of colonial military and legal institutions</p>	Through questions and answers the teacher to guide the students to explain the meaning of colonial military and colonial legal institutions.	Guiding questions	<p>Are the students able to explain the meaning of</p> <p>i) Colonial military?</p> <p>ii) Colonial legal institutions?</p>	5

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Analyse critically the functions of each colonial military and colonial legal institution	<p>1. The teacher to guide in groups to read written sources on and analyse critically the functions of colonial military and colonial legal institutions.</p> <p>2. The teacher to guide the groups to present in class their findings on the functions of the colonial military and colonial legal institutions.</p> <p>3. The teacher to organize a study visit to nearest District. Commissioner's office for a talk on the functions of the colonial legal institutions as a way of consolidating knowledge already gained in class.</p>	Written sources on the functions of colonial military and colonial legal institutions	<p>Are the students able to analyse critically the functions of</p> <p>i) Colonial military</p> <p>ii) Colonial legal institutions?</p>	
3. COLONIAL ECONOMY	a) Establishment of colonial Economy	<p>The student should be able to</p> <p>1. Explain the meaning and objectives of colonial economy</p>	1. The teacher to guide the students to read written sources on and make a summary of the meaning and objectives of establishing colonial economy.	Written sources on the meaning and the objectives of the establishment of colonial economy	<p>Are the students able to</p> <p>i) Explain the meaning of colonial economy?</p>	7

TOPIC	SUB-TOICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. Using the question and answer techniques the teacher to guide the students to explain the meaning of colonial economy and its objectives		ii) Explain the objectives of establishing the colonial economy?	
		2. Analyse critically the tactics used to establish colonial economy	<p>1. The teacher to guide students individually to read written sources on the tactics used to establish colonial economy</p> <p>2. The teacher to guide the students to form groups, present, analyse and make a summary of individual findings on the tactics used to establish colonial economies.</p> <p>3. The teacher to guide the students to present group responses in class for further discussion and clarification.</p>	Written sources on the tactics used to establish colonial economy.	Are the students able to analyse critically the tactics used to establish the colonial economy?	
	b) Sectors of colonial Economy	<p>The student should be able to</p> <p>1. Identify the various sectors of colonial economy</p>	1. The teacher to guide the students in groups to read written sources on the various sectors of colonial economy	1. Written sources on the various sectors of colonial economy.	Are the students able to identify the various sectors of colonial economy?	13

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. 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> <li>• Financial Institutions.</li> </ul> <p>3. 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 raw materials and minerals.</p>	2. Sketch maps of different of Africa nations indicating colonial transport systems and mining areas		
		2. Explain the features of each sector of the colonial economy.	1. The teacher to guide the students to carry out independent library research on the features of each sector of the colonial economy.	Written sources on the features of each sector of the colonial economy.	Are the students able to explain the features of each sector of the colonial economy?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide students in groups to present, discuss and summarize the features of each sector of the colonial economy.</p> <p>3. 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>			
		3. Assess the impact of establishment of the various sectors of colonial economy on Africa	<p>1. The teacher to guide the students to read written sources on the impact of the establishment of various sectors of colonial economy on Africa.</p> <p>2. The teacher to guide the students to form groups, assess and make summarize on the impact of the establishment of various sectors of the colonial economy on Africa.</p> <p>3. The teacher to guide students groups to present, discuss and clarify their findings.</p>	Written sources on the impact of the establishment of the various sectors of colonial economy on Africa.	Are the students able to assess the impact of the establishment of the various sectors of colonial economy on Africa?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c) Colonial Labour	The student should be able to  1.Explain the concept of colonial labour	The teacher to guide the student s through questions and answers to explain the meaning of colonial labour	List of guiding questions on the meaning of colonial labour.	Are the students able to explain the concept of colonial labour?	
		2. Analyse the tactics used to create colonial labour	1. The teacher to guide the student in groups using written texts to read, discuss and make brief notes on the various tactics used to create colonial labour  2. The teacher to guide the students to present their responses in class for further discussion and clarification.	Written texts on the tactics used to create colonial labour.	Are the students able to analyse the tactics used to create colonial labour?	
		3. Analyse the types of colonial labour	1. The teacher to guide the students individually to do library research on the types of colonial labour  2. The teacher to guide the students to form groups, present individual findings, discuss and write notes on each type of the colonial labour.	Written texts on the types of colonial labour	Are the students able to analyse the types of colonial labour?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING.LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to guide the groups to present their findings in class for further discussion and clarification.			
		4. Assess the impact of the establishment of colonial labour to African societies.	<p>1.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>2. The teacher to guide the groups to present their responses in class for discussion and clarification.</p>	Written sources on the impact of the establishment of colonial labour on Africa societies	Are the students able to assess the impact of colonial labour on African societies?	
4. COLONIAL SOCIAL SERVICES.	a) colonial Education	<p>The student should be able to</p> <p>1. Analyse the objectives of colonial education.</p>	<p>1.The teacher to guide the students individually to read written sources on the objectives of colonial education</p> <p>2. The teacher to guide the students in groups to discuss and analyse the objectives of colonial education</p> <p>3. The teacher to guide the students to present group findings in class for further discussion, clarification.</p>	Written sources on the meaning and objectives of colonial education	Are the students able to analyse the objectives of colonial education?	12

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Analyse the features of colonial education	1.The teacher to guide the students to conduct individual library research and analyse the features of colonial education  2. The teacher to guide groups to present, discuss and clarify in class their findings and make a summary	Written sources on the features of colonial education	Are the students able to analyse the features of colonial education?	
		3. Assess the impact of colonial education on African societies.	1.The teacher to guide students in groups to read written sources on and assess the impact of colonial education on African societies  2. The teacher to guided the students to conduct a debate on the impact of colonial education on African societies	Written sources on the impact of colonial education on African societies.	Are the students able to assess the impact of colonial education on African societies?	
	b) Colonial health services		1.The teacher to guide the students in groups to read written sources on read written sources on and analyse the objectives of colonial health services  2. The teacher to guide the groups to present their responses in class for further discussion and clarification	Written sources on colonial health services	Are the students able to analyse the objectives of colonial health services?	12



TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	c)Provision of water and housing services during the colonial Era	The student should be able to  1.Explain the motive for the provision of colonial water and housing services	1. 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.  2. The teacher to guide the groups to present in class group findings for further discussion and clarification.	Written sources on the provision of colonial water and housing services.	Are the students able to explain the motives for the provision of  i) Colonial water services?  ii)colonial housing services	
		2. Analyse the distribution pattern of water and housing services.	1. The teacher to guide the students in groups to read written sources on and analyse the distribution pattern of water and housing services.  2. The teacher to guide the groups to present their findings for further discussion and clarification in class.	Written sources on the distributing patterns of water and housing services.	Are the students able to analyse the distribution pattern of colonial  I) water services?  li) Housing services?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. 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.			
		Assess the impact of the provision of colonial water and housing services on African societies.	<p>1. 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>2. The teacher to guide the groups to present their responses in class for further discussion and clarification.</p>	Written resources on the impact of the provision of colonial water and housing services on African societies.	<p>Are the students able to assess the impact of the provision of</p> <p>i) Water services on African societies?</p> <p>ii) Housing services on African societies?</p>	

## **FORM FOUR**

### **CLASS LEVEL COMPETENCES**

The student:

1. Demonstrates knowledge on the causes of the major crises in the capitalist countries and ability to assess their impact on Africa.
2. Demonstrate knowledge on the motive of the struggle for independence and ability to evaluate the strengths, weakness and contribution of the efforts made and strategies used by 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 shows ability to assess their strengths and weaknesses.
4. Demonstrate knowledge on the efforts made by African nations to promote international co-operational and interdependence and interdependence and assesses their achievements and problems.

### **OBJECTIVES OF TEACHING HISTORY IN FORM FOUR**

By the end of form four courses, 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	SPECIFICS OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
1.CRISES IN THE CAPITALIST SYSTEM	a)First World war: causes and Impact on Africa.	<p>The student should be able to:</p> <p>1. Analyse the short and long term causes of the First World War.</p>	<p>1. 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</p> <p>2. The teacher to guide the groups presents their findings in class for further discussion and clarification.</p>	Written sources on the short and long term causes of the first World War	<p>Are the students able to analyse</p> <p>i) The short term causes of the First World War?</p> <p>ii) Long term causes of the First World War?</p>	8
		<p>2. Analyse the factors that led the war to spread world wide</p>	<p>1. The teacher to guide students individually to read written sources and analyse the factors leading the war to spread world wide.</p> <p>2. The teacher to guide the students to form groups, present, analyse and summarize the factors which led the war to spread word wide.</p> <p>3. The teacher to guide the students to present and discuss group responses for clarification.</p>	Written sources on the factors which led the war to spread world wide.	<p>Are the students able to analyse the factors which lead the war to spread word wide?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
	b)The Great Depression :its causes and Impact on Africa.	3. Assess the impact of first world war on Africa	1. 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.  2. The teacher to guide the groups to present their responses in class for discussion and clarification.	Written sources on the impact of the first world war on Africa	Are the students able to assess the impact of the first world war in Africa?	
		The students should able to:  1. Explain the meaning of the great depression.	Using the questions 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	Are the students able to explain the meaning of the Great Depression?	
		2. Analyse the causes the Great depression	1. The teacher to guide students individually to read written sources, analyse and summarize the causes of the Great Depression  2. The teacher to guide students to form groups present, discuss and clarify the individual findings.  3. The teacher to guide students to present in class the group findings for discussion and clarification.	Written sources on causes of the Great Depression	Are the students able to analyse the causes of the Great Depression?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		3. Assess the impact of the Great Depression on Africa	<p>1. The teacher to guide students in groups to carry out library research, discuss and summarize the impact of the Great Depression on Africa</p> <p>2. The teacher to guide the groups to present in class, discusses, and clarifies group findings on the impact of the Great Depression on Africa.</p>	Written sources on the impact of the Great Depression on Africa.	Are the students able to assess the impact of the Great Depression on Africa?	
	c) The second world war: causes and impact on Africa.	<p>The student should be able to:</p> <p>1. Analyse the causes of the second world war.</p>	<p>1. The teacher to guide students in groups to conduct library research on the causes of the second world war and summarize them</p> <p>2. The teacher to guide students in groups to present their findings for further discussion and clarification.</p>	Written sources on the causes of the second world war.	Are the students able to analyse the causes of the second world war on Africa	10
		2. Analyse the factors that led the war to spread world wide	1. The teacher to guide students individually to read written sources and analyse the factors that lead the war to spread world wide.	Written sources on the factors which led the war to spread world wide.	Are the students able to analyse the factors, which led the war to spread world wide?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. 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			
		3. Assess the impact of the second world war on Africa.	<p>1. The teacher to guide students individually to read written sources on the impact of the second world war on Africa.</p> <p>2. The teacher to guide students to form groups, present and discuss individual findings on the impact of the second world war on Africa.</p> <p>3. The teacher to guide the groups to present in class their findings for discussion and clarification.</p>	Written sources on the impact of the second world war on Africa	Are the students able to assess the impact of the second world war on Africa?	
2.NATIONALISM AND DECOLONISATION	a)Nationalism in Africa	<p>The student should be able to</p> <p>1.Explain the concept of nationalism</p>	The teacher to guide students to brainstorm the meaning of nationalism in Africa.		Are the students able to explain the concept of nationalism	5



TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Explain the origin of nationalism in Africa.	1. The teacher to guide students in groups to read written sources, discuss and summarize the origin of nationalism in Africa  2. The teacher to guide the groups to present in class their findings for further discussion and clarification.	Written sources on the origins of nationalism in Africa.	Are the students able to explain the origins of nationalism on Africa	
		3. Explain the importance of nationalism in Africa.	1. The teacher to guide students in groups to carry out library research on the importance of nationalism in Africa.  2. The teacher to guide the students in class to present the groups findings for discussion and clarification.	Written sources on the importance of nationalism in Africa	Are the students able to explain the importance of nationalism on Africa	
	b) The rise of social and welfare Associations.	The student should be able to  1.Explain the meaning of social and welfare associations	1. The teacher to guide students to read written sources on social and welfare association.  2. Using the question and answer technique the teacher to guide the students to explain the meaning of social and welfare associations	1. written sources on social and welfare association  2. List of guiding questions on the meaning of social and welfare associations.	Are the students able to explain the meaning of welfare associations?	6

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVE	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Analyse the reason for the rise of social and welfare associations	<p>1. The teacher to guide students individually to carry out library research on the research on the reason for the rise of social and welfare associations</p> <p>2. 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.</p> <p>3. The teacher to guide the groups to present in class the findings of each group for discussion and clarification.</p>			
		3. Assess the strengths, weaknesses and contribution of social and welfare associations during the struggle for independence.	1. 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	Written sources on the strengths, weakness and contribution of social and welfare associations during the struggle for independence.	Are the students able to assess the strengths, weaknesses and contribution of social and welfare associations during the struggle for independence?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. 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 for further discussion and clarification.			
	C) The rise of protest and Religious movements	The student should be able to:  1.Explain the meaning of protest and religious movements	1. The teacher to guide students to read written sources of protest and religious movements.  2. The teacher to guide the students using questions and answers to explain the meaning of protest movements and religious movements.	List of guiding questions on the meaning of protest and religious movements.	Are the students able to explain the meaning of  i) Protest movements?  li) Religious movements?	6
		2. Analyse the causes of the rise of protest and religious movement.	1. 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.	Written sources on the causes of the rise of protest and religious movements.	Are the students able to analyse the causes of the rise of  i) Protest movements?  ii) Religious movements	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. 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>3. Using role plays the teacher to guide students to demonstrate how the attacks on African cultural beliefs and practices by European colonial officials and missionaries forced the African to establish protest and religious movements</p>			
		3. Assess the strengths, weaknesses and contribution of protest and religious movements during the struggle for independence	1. 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.	Written sources on the strengths, weaknesses and contribution of protest and religious movements during the struggle for independence.	Are the students able to assess the strengths, weakness and contribution of protest and religious movements during the struggle for independence?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p>2. The teacher to guide the groups to present, discuss and clarify their findings in class for general discussion and clarification</p> <p>3. 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>			
	d) Rise of mass nationalism and political parties in Africa.	<p>The student should be able</p> <p>1. Explain the meaning of mass nationalism.</p>	<p>1. The teacher to guide students to read written sources on mass nationalism in Africa</p> <p>2. Using the question and answer technique the teacher to guide students to explain the meaning of mass nationalism.</p>	List of guiding questions on the meaning of mass nationalism	Are the students able to explain the meaning of mass nationalism?	12
		2. Analyse the rise of mass nationalism in Africa	1. 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.	Written sources on the rise of mass nationalism and political parties in Africa	Are the students able to analyse the rise of mass nationalism in Africa?	12

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			<p><b>2. The teacher to guide the groups of students to present their responses in class for discussion and clarification.</b></p> <p><b>3. 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.</b></p>			
		3.Compare the strengths, weaknesses and contributions of political parties to wards the road to independence	<p>1.The teacher to invite a historian to give a talk on the strengths, weaknesses and contribution of political parties to wards the road to independence</p> <p>2. The teacher to guide the students in groups to discuss the strengths, weaknesses and contribution of political parties to wards the road to independence as raised by the guest speaker and prepare a seminary</p>	Written sources on the strengths, weaknesses and contribution of political parties to wards the road to independence.	Are the students able to compare the strengths, weaknesses and contribution of political parties to wards the road to independence?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			The teacher to guide the groups to present, discuss and clarify their responses in class.			
		4. Analyse the problems experience during mass nationalism	<p>1. The teacher to guide students individually to conduct library research on the problems experienced during mass nationalism.</p> <p>2. The teacher to guide the students to form groups, present discuss and summarize their findings on the problems experienced during mass nationalism.</p> <p>3. The teacher to guide the students to present group findings in class for discussion and clarifications</p>	Written sources on the problems experienced during mass nationalism,	Are the students able to analyse the problems experience during mass nationalism ?	
	e) Decolonization through constitutional means	<p>The student should be able to</p> <p>1. Explain the meaning of decolonisation through constitutional means</p>	1. The teacher to guide the students to read written sources on decolonization through constitutional means in Africa.	<p>1. Written sources on decolonization through constitutional means</p> <p>2. List of guiding questions on the decolonization through constitutional means</p>	Are the students able to explain the meaning of decolonization through constitutional means	8

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. The teacher to guide students using the question and answers technique to explain the meaning of decolonization through constitutional means.			
		3. Assess the conditional which facilitated constitutional struggle for independence	<p>1. 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</p> <p>2. The teacher to guide the students to present in class their findings for further discussion and clarification</p>	Written sources on the conditions which facilitated constitutional struggle for independence	Are the students able to assess the conditions which facilitated constitutional struggle for independence?	
		3. Analyse the problems experienced during the struggle for independence through constitutional means.	1. 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	Written sources on the problems which were experienced during the struggle for independence through constitutional means	Are the students able to analyse problems which were experienced during the struggle for independence through constitutional means?	



TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. The teacher to guide the students to present group findings in class for discussion and clarification.			
	f) Decolonization through armed struggle	The student should be able to.  1.Explain the meaning of armed struggle	1. Sometime before introducing this sub topic the teacher to assign students to read written sources on the meaning and causes of armed struggle.  2. Through question and answer technique the teacher to guide students to explain the meaning of armed struggle	Written sources on armed struggle	Are the students able to explain the meaning of armed struggle?	7
		2. Analyse the causes of armed struggle for independence	1. Using written sources the teacher to guide students to identify reasons for European officials reluctance to grant independence to the majority Africans  2. The teacher to guide students in groups, to discuss, analyse and summarize the possible causes of armed struggle for independence	Written sources on the causes of armed struggle for independence.	Are the students able to analyse the causes of armed struggle for independence?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			3. The teacher to guide the groups to present their findings in class for further discussion and clarification		Are the students able to analyse the strengths, weaknesses and contribution of armed struggle to wards the road to independence in Africa?	
		3. Analyse the strengths, weakness and contribution of armed struggle to wards the road to independence in Africa.	1. The teacher to guide the students in groups to conduct a library research on the strengths, weaknesses and contribution of armed struggle to wards the road to independence in Africa  2. The teacher to guide the groups to present their findings in class for further discussion and clarification.	Written sources on the strengths, weaknesses and contribution of armed struggle to wards the road to independence in Africa.	Are the students able to explain the meaning of revolution?	8
	g) Decolonization through Revolution	The students should be able to  1. Explain the meaning of revolution.	1. The teacher to guide students to conduct library research on decolonization through revolution in Africa  2. The teacher to guide students to brainstorm the meaning of revolution.	Written sources on decolonization through revolution.		

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Analyse the causes of decolonization through revolution	<p>1. The teacher to guide the students in groups to read written texts, discuss, analyse the summarize the causes of decolonization through revolution.</p> <p>2. The teacher to guide the groups to presents their responses in class for discussion and clarification.</p>	Written sources on the causes of decolonization through revolution	Are the students able to analyse the causes of the decolonization through revolution?	
		3. Assess the strengths, weaknesses and contribution of revolution to wards the road to independence	<p>1. The teacher to assign the students individually to do a library research on the strengths, weaknesses and contribution of revolution to words the road to independence.</p> <p>2. The teacher to guide students to form groups, present discuss and summarize the strengths, weaknesses and contributions of revolution to wards the road to independence</p> <p>3. The teacher to guide the groups to present their findings in class for discussion and clarification</p>	Written sources on the strengths, weakness and contribution of revolution to ward the achievement of independence.	Are the students able to asses the strengths, weaknesses and contribution of revolution to wards the road to independence?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		4. Analyse the problems experience during the struggle for independence through revolution.	<p>1. The teacher to guide the students in groups to read written sources and analyse the problems experienced during the struggle for independence through revolution.</p> <p>2. The teacher to guide the groups to presents in class their responses for further discussion and clarification</p>	Written sources on the problems experienced during the struggle for independence through revolution	Are the students able to analyse the problems experience during the struggle for independence through revolution	
3. CHANGES IN POLITICAL, SOCIAL AND ECONOMIC POLICIES IN AFRICA AFTER INDEPENDENCE	a) Changes in Political, Ideological and Administrative Systems	<p>The student should be able to:</p> <p>1.Explain the factors/conditions which led to changes in political, ideological and administrative systems after independence</p>	<p>1. 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.</p> <p>2. The teacher to guide the groups to present their responses in class for discussion and clarification.</p>	Written sources on the factors/conditions which led to changes in political, ideological and administrative system after independence.	<p>Are the students able to explain the factors/conditions which led to changes in</p> <p>i) Political system?</p> <p>ii) Administrative system?</p>	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Analyse critically the changes which took place after independence	<p>1. The teacher to invite a historian to give a talk on the major changes which took place after independence.</p> <p>2. The teacher to assign students to read written sources on changes which took place after independence and reasons for those changes.</p> <p>3. 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.</p>	Written sources on the changes which took place in Africa national independence	Are the students able to analyse critically the changes which took place in Africa after independence?	
		3. Assess critically the strengths, weaknesses and contribution of political, ideological and administrative changes in the newly independent African states.	1.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 changes to the newly independent African states	Written sources on the strengths, weakness and contribution of political, ideological and administrative changes in the newly independent African states.	Are the students able to assess critically the strengths, weakness and contribution of political, ideological and administrative changes in the newly independent African states?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. 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.			
	b) changes in economic Development policies and strategies.	The student should be able to:  1. Explain the factors which led to changes in economic development policies and strategies.	1. The teacher to guide the students individually to read written sources on the factors which led to changes in economic development policies and strategies.  2. The teacher to guide students in groups to discuss and make summaries of their findings  3. The teacher to guide the groups to present their findings in class for discussion and clarification.	Written sources on changes in economic developmental policies and strategies.	Are the students able to explain the factors which led to changes in economic development policies and strategies?	9

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
		2. Analyse the economic development policies and strategies adopted in Africa after independence.	<p>1. 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>2. After the talk the teacher to guide the students to ask questions on the points raised in the talk.</p> <p>3. The teacher to guide the students in groups to analyse development policies and strategies in at least three African countries.</p>	Written sources on economic developmental policies and strategies which took place in Africa after independence	Are the students able to analyse the economic development policies and strategies adopted in Africa after independence?	
		3. Assess critically the strengths, weaknesses and contributions of the economic development policies and strategies adopted in Africa after independence.	1. The teacher to guide students in groups to conduct library research on the strengths, weaknesses and contribution of economic of development policies and strategies adopted in Africa after a independence.	Written sources on the strengths, weaknesses and contribution of the economic development policies and strategies adopted in Africa after independence.	Are the students able to assess critically the strengths, weaknesses and contribution of contributions of economic development policies and strategies adopted after independence?	

TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEARNING STRATEGIES	TEACHING/LEARNING MATERIALS	ASSESSMENT	NUMBER OF PERIODS
			2. The teacher to guide the groups to conduct a debate on the strengths and weaknesses of economic development policies after independence.			
	c) Provision of Education in Africa after independence.	The student should be able to:  1. Analyse the objectives of education in Africa after independence.	1. The teacher to guide students in groups to read written sources, discuss and summarize the objectives of education in Africa after independence.  2. The teacher to guide the groups to present in class their findings for further discussion and clarification	Written resources on the objectives of education after independence in Africa.	Are the students able to analyse the objectives of education after independence in Africa?	8
		2. Appraise the features of education in Africa after independence.	1. The teacher to guide students in groups to read written sources, discuss and summarize the features of education after independence.  2. The teacher to guide the groups to present their findings in class for further discussion and clarification.	Written sources on the features of education in Africa after independence.	Are the students able to appraise the features of education in Africa after independence ?	



TOPIC	SUB-TOPICS	SPECIFIC OBJECTIVES	TEACHING/LEANING STRATEGIES	TEACHING/LEARNIN G MATERIALS	ASSESSMENT	NUMB ER OF PERIODS
		3. Assess the strengths and weaknesses of education in Africa after independence.	<p>1. The teacher to guide the students to conduct individual library research on the strengths and weakness of education after independence</p> <p>2. The teacher to guide the students to form groups, present and discuss the individual findings on the strengths and weaknesses of education after independence</p> <p>3. The teacher to guide the students to conduct a debate on the strengths and weakness of education in Africa after independence.</p>	Written sources on the strength and weakness of education in Africa after independence		
	d) Changes in the provision of Health services after independence in Africa.	<p>The students should be able to</p> <p>1. Analyse the objectives of health services after independence in</p>	1. The teacher to guide the students in groups to read written sources, discuss and summarize the objectives of health services after independence.	Written sources on the objectives of health services after independence in Africa.	Are the student sables to analyse the objectives of health services in Africa after independence?	

		Africa.				
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