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| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrate knowledge of the concept of History and appreciates the importance of source of History. | Explain the concept and the importance of and source of History. | **J**  **AN**  **U**  **A**  **R**  **Y** | 2  3  4 | SOURCES AND IMPORTANCE OF HISTORY | -Mining History  -Importance of History  -Sources of History  -Advantages and limitations of sources of History.  -Functions of various sources of History | 14 2 | i)  To guide the students in groups to read the text and discuss the importance of History.  ii)  To guide the students to present the points raised by the groups and write the roles.  -do-  -do- | i)  The students will conduct the groups discussing and present their findings classwise.  ii)  The students will write the notes and answering the questions.  iii)  The students will be given the task drawing the maps related to the topic. | i)  Guiding questions  ii)  Written sources  iii)  Sketch and wall map showing Historical sites. | 1. The development of Africa societies up to the 19th C by TAIE 2. History of Sec schools book one (T.A.I.E) |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrate ability to examine the theories of the original evolution of man and draw conclusion. | To explain the theories of the origin and evolution of man. | **F**  **E**  **B**  **R**  **U**  **A**  **R**  **Y** | 4 | EVOLUTION OF MAN TECHNOLOGY AND ENVIRONMENT. | i)  Evolution of man  ii)  Early or old stone age (Paledithic) | 3 | i) Using the question and answer technique to guide the students to explain the meaning of various sub topics.  ii)To guide the students in groups to conduct a library research on the theories of evolution of man and creation.  iii)To guide students in groups for discussion. | -do-  -do-  -do- | i)  Written sources  ii)  Drawing of tools used.  iii)  Written texts. | -do- |  |  |
| -do- | -do- | **MARCH** | 3 | -do- | iii)  Middle stone age (Mesolithic)  (a) Types of tools used | 8 | (iv)  To guide the students in groups to draw and name the various tools used in each age.  (v)  To guide the students and explain how man obtained food. | (i)  The students will conduct the group discussion and present their findings classwise.  (ii)  The students will write the notes and questions which will be provided topic wise. |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| -do- | -do- |  |  |  | (b)Physical changes  (c) How man obtained food  (d) Inventor of five at advantages  (iv)Late or new stone age (Neolithic)  (a)Types of tools used  (b)Physical changes  (c)How iron was discovered |  | (i)To guide the students in groups to conduct library research and describe the tools used.  (ii)To guide the student to draw tools used during the Mesolithic age.  (iii) To guide students to present their findings regarding the physical changes of man during this age.  (iv)To guide the students to present the advantages and invention and uses of fire. | (iii)The students will draw the various tools use during various age’s.  -do- | -do-  -do- | 1. The development of African History Society up to the 19th C by T.I.E 2. History of African up to the 19th C by T.I.E |  |  |
| **MIDTERM TEST AND BREAK.** | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| Demonstrate ability to relate man’s development to the environment and technology. | To relate man’s development to the environment and technology. | **A**  **P**  **R**  **I**  **L** | 2 | DEVELOPMENT OF ECONOMIC ACTIVITIES AND THEIR IMPACT | a)Agriculture  -Types of agriculture  -How it changed the life of man.  -Handcraft Industries and mining in Pre-colonial Africa. | 4 | (i)Teachers will guide the students to answer various questions.  (ii)To guide the students in groups to read written sources and show the relationship of Environment and agriculture.  (iii)To guide the groups to present in the class their findings for further discussions. | (i)To guide the students theory questions and answers  -do-  (ii)To guide the students in groups to read written sources and short the relationship of environment and agriculture.  -do- | -do- | (i) The development of African by T.I.E  (ii) History of African book One – Oxford. |  |  |
| **M**  **A**  **Y** | 4 | -do- | Meaning of handcraft industries  -Types of industries and their advantaged | 7 | -do- | -do- | -do- |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | J  UN  E | 1 | -Types of minerals in Pre-Colonial.  -Trade in Pre-colonial  -Local trade  -Regional trade |  |  | -do- | -do- | -do- |  |  |  |
| **10th  TERMINAL EXAM FOR O’LEVEL UP TO 17TH OF MAY.**  **18TH JUNE LONG VACATION FOR 5 WEEKS.** | | | | | | | | | | | | |
| To demonstrate ability to related peoples economic activities to the development of their social and political organization. | To explain how peoples economic activities influenced the development of their social and political organization in Pre-Colonial Africa. | **J**  **U**  **L**  **Y** | 1 | Development of social and political systems. | (a)  Kinship  -Meaning  -Social and political organization | 3 | (i) To guide the students to answer the written and oral questions.  (ii)To guide the students in groups to present their class findings. | (i)Students will ask the questions.  (ii) Students a groups will read the written sources. | -do- | (i) Development of African societies by TIAE  (II) The History of East Africa up to 19th C |  |  |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **A**  **U**  **G**  **U**  **S**  **T** | 4 |  | (b)  Age-Set  Meaning  -Social and political organization | 6 | (iii) To guide the students to read the written sources. | (iii)Students will present in their class their finding for further discussion. | -do- | -do- |  |  |
| S  E  P  T  EM  B  E  R | 2 |  | (c) Ntemiship  -Meaning  -Social and political system. | 6 |  |  | -do- | -do- |  |
| **ONE WEEK MID – TERM BREAK** | | | | | | | | | | | | |
| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
|  |  | **OC**  **TOB**  **E**  **R** | 4 |  | (a)State organization  -Meaning  Factors for centralized states at Non centralised states. |  |  |  | -do- | -do- |  |  |
| NOV | 4 | **REVISION & ANNUAL EXAMS** | | | | | | | | |
| **DE**  **C** |  | **LONG – VACATION** | | | | | | | | |