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| **COMPETENCE** | **GENERAL OBJECTIVES** | **MONTH** | **WEEK** | **MAIN TOPIC** | **SUB-TOPIC** | **PERIODS** | **TEACHING ACTIVITIES** | **LEARNING ACTIVITIES** | **T/L MATERIAS** | **REFERENCES** | **ASSESSMENT** | **REMARKS** |
| To  demonstrate knowledge on the motive for interaction among the people of Africa. | Understand  and explain the  Motives for the interaction among the people of Africa. | **JANUARY** | 2 | 1.  INTERACTION AMONG THE PEOPLE OF AFRICA | (a) Social and Economic factors for interaction  (b) The coming of Ngoni | 4 | Guide the students on the factors that contributed to the interaction among the people of Africa.  To lead discussion on the impact of interaction to the people of Africa. | To engage students in discussion on the factors for interaction.  To read written source of interaction and engage in lesson effectively. | Sketching map of the interaction among the people of Africa. | Mastering to African History for Secondary school. | (a)Draw a map of Africa and label the sources and routes used during those interactions. |  |
| 3 | 4 | Guide the students meaning and causes of Ngoni migration.  Guide the students on the effects of Ngoni Migration in East & Central Africa.  Guide the students in groups to read about & explain the Ngoni Migration. | Drawing map showing routes of Ngoni migration to Central & East Africa.  To lead discussion in questions and answer technique to guide students to discuss the social & political effects of Ngoni Migration. | Written sources on the social, political and economic effects of Ngoni Migration.  Sketching map of showing the Ngoni Migration. | -//- | (a)  Explain the social effects of Ngoni Migration.  (b)  Explain the political effects of Ngoni Migration. |  |
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| Demonstrate knowledge and show appreciation Social & Economic development in Pre-colonial Africa. | Understanding and appreciate the level of Social & Economic development in Pre-Colonial Africa. |  | 4 | 2.  SOCIAL – ECONOMIC DEVELOPMENT & PRODUCTION IN PRE-COLONIAL AFRICA. | (a)Social Organization & Production.  (b) Types of Social Organization. | 4 | To guide the groups to present, discuss & clarify the response on the meaning of social organization & production.  Guide the students in the groups to read written source on social organization and production. | Providing the meaning of Social organization. | Written sources on the meaning of social organization & production. | Mastering African History. | Explain the meaning of social organization. |  |
|  | 4 | Assign students to read written sources on the meaning, origin and practice of Communalism.  Use role play to show how land was controlled.  Brainstorm the students on the meaning of feudalism & communalism. | Engaging the students full on the discussion on African feudalism.  Brainstorm students on the meaning of Slavery. | Written sources on the meaning of Communalism and its characteristic. | -//- | Explain the origin of Slavery in Africa.  Explain the main factors at Slavery in Africa. |  |
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| Shows the abilities to examine and explain the motives for the coming at Foreigners to Africa. | Explain the motives for the coming of Foreigners to Africa from earliest times up to 1850s. | **FEBRUARY** | 1  2  3 | AFRICA AND THE EXTERNAL WORLD | (a)  Early contract with the middle East & Far East. | 2  2 | Guide students in groups to read written sources to identify & discuss the motives of the contacts between middle East and Far East.  Guide the groups to present their responses in class for discussion and clarification.  Leading the discussion on the different types of commodities involved. | Providing the students with the walls maps to show the regions involved in these contracts. | Written sources on the contacts between African and Middle East.  Walls of maps of Indian Ocean region showing countries surrounding the Indian ocean. | Mastering to African History. | Explain the social & economic motives of contracts between African & Middle East. |  |
|  | (b)  Contact with Europe  (i)  The Portuguese |  | Explain the social and economic motives of the contact between African and Portuguese.  To identify the commodities this involved doing contacts.  Sketch map to guide the students to identify the regions & countries involved. | Guide students discussion on the failure of Portuguese.  Guiding the students on the influence & impact of Portuguese in Africa.  To describe them. | Wall map and sketch maps on African an Europe and voyage of discovery.  Written sources on the contacts between African & Portuguese. | -//- | Explain the effects of doing fall of Portuguese in East Africa. |  |
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|  |  | **MARCH** | 3 |  | (ii)  Dutch settlement at Cape. |  | Leading students on the influence of Dutch at the Cape & their impact. | To describe the activities of Dutch at the Cape of South Africa. | Relevant sketch maps of South Africa and Europe. | -//- | Explain the Boer trek in South Africa. |  |
| 1 |  | (iii)  Slave Trade in the Indian Ocean &Trans-Atlantic slave trade. | 2 | Leading the students on the influence of Sultan of Zanzibar in the Indian Ocean. | Listen attentively and engaging fully in discussion reacting to the lesson. |  | History for Secondary Schools. | Explain the factors for rise of Trans-Atlantic slave trade. |  |
| 2  3 | **MID – TERM TEST & SHORT VACATION** | | | | | | | | |
| 4 |  |  | 2 | Guiding the students on origin and affects of Atlantic Slave trade. | Explain the origin and effects of Atlantic slave in Africa. |  | -//- | Explain the social economic effects of Atlantic Slave trade. |  |
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| Demonstrates knowledge on the development of capitalist and analyses how and why it in Florence social & economic changes in Africa. | Understand and explain & why the development of Capitalism influenced social and economic charges in Africa. | **APRIL** | 2  3 | INDUSTRIAL CAPITALISM | (a)  Demand of Industrial Capitalism | 4 | Guide students through question & answers to explain the running of industrial Capitalist.  Lead students in groups using written sources to read, discuss and make brief notes on why Europe experienced the demand for raw materials, markets etc. | Assist the students in groups to present their responses in class for discussion and clarification. | Written sources on the demands of raw materials, markets etc. | -//- | Explain why Europe experienced demand for agriculture product. |  |
| 4 |  | (b)  Agents of Industrial Capitalism. | 4 | To guide students, individually to research on the names, sponsors and the roles, of the   * Explore * Trader * Missionaries * Companies * Association | Students to draw sketch maps showing the routes used by the agents of Capitalism.  Students in groups read, discuss and summarize the impact of agents. | Literature on the roles of agents of industrial Capitalism.  Sketch map showing the important routes used by agents of Capitalism. | History for Secondary School Book Two.  -//- |
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|  |  | **MAY** | 1  2  3 |  | (c)  Abolition of Slave trade | 4 | Guide the students on the running and origin of abolition of slave trade.  Lead the students in presenting their responses in class for discussion and clarification.  Guide the students to conduct a date base for assessing the geniuses of the reasons given for the abolition of slave trade. | Students to read the written sources, discuss and explain the social and economic effects of abolition of slave trade.  Students in group make notes on the treaties used in the process of abolition of slave trade. | Written sources on the tactics used in the process of abolition of slave trade.  Written sources on social and economic effects of abolition of slave trade. | History for Secondary School Book Two.  -//- | Assess the social effects of abolition of slave trade. |  |
| 4 |  | (d)  British occupation of South Africa via the cape. | 4 | To lead the students in groups to find out from written sources why British were interested in the Capes of South Africa. | Student in group to present their findings especially in the remaining attached in capitalism. | Literature on the facture used to colonise the Cape of South. | History of Southern Africa. | Explain the main motives for British occupation in South Africa. |  |
| **JUNE** | 1-4 | **TERMINAL EXAM & LONG VACATION** | | | | | | | | |
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|  |  | **JULY** | 3  4 |  |  | 4  4 | Guide the students individually, to find out from written sources on the factors used by the British to occupy the Cape.  Guide the students in groups to discuss and compile routes on the factors used by the British to occupy cape. | Students to engage on the discussion on the causes of bore teak in South Africa.  Sketching map on those areas occupied by the Boers in South Africa. | Literature on the reason and effects of Boer trek in South Africa. | -//- | Be able to explain the reason for the Boer trek in South Africa. |  |
|  |  | **AUGUST** | 1 | **END OF SYLABUS / REVISION** | | | | | | | | |