

SIR APOLLO KAGGWA SCHOOLS

PRIMARY SEVEN SOCIAL STUDIES SCHEME OF WORK - 2015

| WK | PD | UNIT | TOPIC | OBJECTIVES | CONTENT | METHODS | ACTIVITES | LEARNING AIDS | REFERENCE |
|----|----|--|---------------------------------|---|---|---|---|--------------------------------|--|
| 1 | 3 | LOCATION AND PHYSICAL FEATURES OF AFRICA | LOCATION OF AFRICA. | Learners should be; -Locate Africa using longitude and latitudes. -Name the major lines of latitude and longitude. - | Position of Africa -38°N and 35°S (altitude) -17°W and 50°E longitudes. Major latitudes and longitudes -Prime meridian 0°(Greenwich) -1nternational date line (180°W) -Equator 0° -Tropic of cancer (23 ½ °N) -Tropic of Capricorn Neighbouring continents -Europe – North -Asia – N. East -S. America -N. America | -Discussi on -Discover y -Illustrati on -Inquiry | -group discussion -map reading and drawing -taking notes Inquiry | Wall map of Africa/world globe | Primary SST Atlas. Trs. guide Functional SST P.7 Sharing our world MK BK 7 SST Fountain BK 7 |
| 1 | 5 | | PHYSICAL FEATURES OF AFRICA AND | -list down the major physical regions and features of Africa. | Geographical regions and countries found | -Do | Do | Do | Do |

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| | | | THEIR FORMATION | -Describing and illustrate formation of given physical features. State problems associated with lakes and rivers. | there. (their capital cities) <u>Physical regions</u> -coastal plain -plateau -mountain ranges -rift valley <u>physical features</u> -lakes and rivers -the Great Rift valley and escarpments -mountains and hills -depressions -Coastal features i.e. coral reefs. -Lagoons, harbors -plateau - | | | | |
| 2 | 4 | | RIFT VALLEY | Learners should be able to -Identify the two branches of the Great Rift valley. -Mention the rift valley and the non rift valley lakes. -Illustrate the | <u>Rift valley</u> <u>Eastern Branch</u> Turkana, Magadi, Naivasha, Nakuru, etc <u>Western arm</u> Tanganyika, Albert, Kivu, Bunyonyi etc | -Do | Do | Do | Do |

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| | | | | <p>formation of rift valley.</p> <ul style="list-style-type: none"> -State the benefits of the rift valley. -Outline the dangers of the rift valley. | <p><u>Characteristics of Rift valley lakes Formation</u></p> <ul style="list-style-type: none"> -compression force theory -tensional force theory -faulting process -fault lines, escarpments <p><u>Economic activities</u></p> <ul style="list-style-type: none"> -tourism, farming, mining - | | | | |
| | 5 | | MOUNTAINS | <p>Learners should be able to</p> <ul style="list-style-type: none"> - Mention the types of mountains. - Describe the formation of mountains - Locate mountains on the map of Africa. - State the values of mountains - Point out the dangers of mountains. | <p><u>Types of mountains</u></p> <p><u>Block /Host</u></p> <p>Rwenzori, Usanbara</p> <p><u>Volcanic</u></p> <p>Elgon, Kenya, Mufumbiro, Kilimanjaro, Cameroon</p> <p><u>Fold</u></p> <p>Atlas, Cape ranges</p> <p>A map showing</p> | -Do | Do | Do | Do |

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| | | | | | <p>location of mountains</p> <p><u>Values of mountains</u></p> <ul style="list-style-type: none"> -Minerals/ mining -Tourism -Farming -Rain formation -Recreation <p><u>Dangers</u></p> <p>Eruptions</p> <p>Landslides</p> | | | | |
| 3 | 3 | | PLATEAUS AND DEPRESSIONS | <p>Learners should be able to;</p> <p>Draw a map showing location of these plateaus</p> <p>Describe the human activities on plateaus</p> | <p><u>Plateaus in Africa</u></p> <p>JOS</p> <p>Fouta Djallon (Guinea)</p> <p>i.e.</p> <p>A map showing location of plateaus and depressions in Africa.</p> <p><u>Depressions</u></p> <p>Qattara</p> <p>Danakili</p> <p>Bodere</p> <p><u>Human activities</u></p> <p>Farming, lumbering, mining,</p> | -Do | Do | Do | Do |

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| | | | | | tourism, settlement, fishing Depressions Tourism | | | | |
| 3 | 4 | | COASTAL FEATURES | | <u>Coastal features</u> -Lagoon lakes -Coastline -Coastal plain -Coral reefs -Harbours , bays, headlands <u>Gulfs</u> -Gulf of Eden -Gulf of Guinea -Gulf of sirte -Gulf of Gaves <u>Formation of</u> <u>Lagoon lakes and</u> <u>coral reefs</u> Values of lagoon lakes, coral reefs and coastal plains | -Do | Do | Do | Do |
| 4 | 1 | | MULTI-PURPOSE PROJECTS | Learners should be able to; -List down the major multi- purpose projects. -Locate them on the map of Africa. -State factors considered for their location. | <u>Definition</u> A multi-purpose project is a project set up on rivers to provide more than one purpose e.g. -Nalubale -Kiira -Aswan highdam -Sennar dam -Volta project | -Do | Do | Do | Do |

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| | | | | <ul style="list-style-type: none"> -Mention the benefits of multi-purpose projects. -Enumerate problems facing multi-purpose river projects. | on R. Volta -Kainji on R. Niger <u>Factors for</u> <ul style="list-style-type: none"> -narrow gorge (valley behind) -Presence of a water source. -Gentle sloping landscape -Presence of storing rocks -Presence of man power. | | | | |
| 4 | 2 | VEGETATION OF AFRICA | VEGETATION ZONES | Learners should be able to: Define vegetation Natural vegetation and plantation vegetation <ul style="list-style-type: none"> - List down vegetation zones of Africa. - Identify characteristics of each vegetation zone. - State human activities that are carried out in each vegetation zone. | <u>Vegetation</u> – refers to the plant cover of a landscape. <u>Natural vegetation</u> refers to the plant covers of a landscape that grows on its own. <u>Plantation vegetation</u> refers to all plants on landscape that are planted by man. Vegetation zones of Africa. | -Do | Do | Do | Do |

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| | | | | | <ul style="list-style-type: none"> -Equatorial rainforests -Savanna -Woodland savanna -Semi desert -Desert -Mediterranean | | | | |
| 4 | 3 | | VEGETATION ZONES | Outline factors that influence vegetation distribution | <p><u>Factors that influence vegetation distribution in Africa.</u></p> <ul style="list-style-type: none"> -Climate -Latitude -Human activities -Relief -Altitude -Nature of soils -Land drainage <p><u>Importance of vegetation to people</u></p> <ul style="list-style-type: none"> -Source of food/fruits -Raw materials for pulp and paper. -Timber -Herbal medicines -Rainfall formation -Soil conservatio | -Do | Do | Do | Do |

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| | | | | | <p>n</p> <p><u>Importance of animals</u></p> <ul style="list-style-type: none"> -Shelter, food, protection - | | | | |
| 4 | 4 | | VEGETATION ZONES | Outline the effects of vegetation use by mankind | <p><u>Effects of mankind activities on vegetation</u></p> <ul style="list-style-type: none"> - Deforestation - Swamp drainage - Bush burning - Extinction of plant species <p><u>Man's activities that destroy vegetation</u></p> <ul style="list-style-type: none"> - Industrialization - Urbanization - Farming - Establishment of infrastructure - Lumbering - Settlement - Charcoal burning - Mining - Crazing - | -Do | Do | Do | Do |
| 4 | 5 | | | Suggest ways large scale use of vegetation affects the environment | <p><u>Dangers of large scale use of vegetation on environment.</u></p> | -Do | Do | Do | Do |

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| | | | | | <u>(Destruction) of natural environment.</u> <ul style="list-style-type: none"> - Soil erosion - Change in climatic pattern - Reduction of rain - Soil exhaustion - Global warming - Mining - Grazing | | | | |
| 5 | 1 | | TOURISM IN AFRICA | Learners should be able to; <ul style="list-style-type: none"> -Define terms -Identify tourist attractions in Africa. -State factors that promote tourism in Africa. -Importance of game parks in Africa. -Identify problems faced by people who live near game parks. - | <u>Definition of terms</u> <ul style="list-style-type: none"> -Tourism -Poaching -Tourist as an industry -Tourism as an industry -Tourism as invisible trade -Game parks and game reserves -Wild life -Game parks/ reserves -Tourism attractions in African that promote tourism in Africa. | -Do | Do | Do | Do |

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| 5 | 2 | CLIMATE OF AFRICA | CLIMATIC REGIONS OF AFRICA | <p>Learners should be able to:</p> <ul style="list-style-type: none"> -<u>Define the following</u> -Weather -Climate -List down the climatic regions of Africa. -Outline characteristics of each climatic region in Africa -State the human activities in each climatic region. - | <p><u>Definitions</u></p> <p>Weather is the condition of the atmosphere of a given place at a particular time.</p> <p>Climate is the average condition of a place recorded for a long period of time.</p> <p>Climatic region of Africa.</p> <ul style="list-style-type: none"> -Equatorial climate -Tropical climate -Temperate/ high veld -Montane -Mediterranean | -Do | Do | Do | Do |
| 5 | 3 | | | <ul style="list-style-type: none"> -Outline factors affecting climate -Outline effects of man's activities on climate -State the causes and effects of global warming | <ul style="list-style-type: none"> -Hot deserts -Semi deserts -Characteristics of each climatic region -Human activities in each climatic regions -Factors affecting the climate of Africa | -Do | Do | Do | Do |

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| | | | | | <ul style="list-style-type: none"> -Effects of human activities on climate -Causes and effects of global warming -Definitions | | | | |
| | 4 | THE PEOPLE OF AFRICA | MAJOR ETHNIC GROUPS OF AFRICA | Learners should be able to; <ul style="list-style-type: none"> -Name the major ethnic groups of Africa. | <ul style="list-style-type: none"> -Major ethnic groups -Bantu -Semites – Arabs, Egyptians etc -Berbers | -Do | Do | Do | Do |
| 5 | 4 | THE PEOPLE OF AFRICA | MAJOR ETHNIC GROUPS OF AFRICA. | <ul style="list-style-type: none"> -Locate their settlements -Identify their economic activities -Outline causes of their migrations -State problems faced during tribal migrations -Mention effects of tribal migrations in Africa. | <ul style="list-style-type: none"> -Nilotics e.g. River-lake Nilotes, Highland Nilotes, Plain Nilotes -Hamites (cushites) -KhoiKhoi (Hottentos) khoisan -Sans (bushmen) -Pygmies -Europeans • Map showing ethnic settlement • Economic | - | | | |

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| | | | | | activities of each ethnic group <ul style="list-style-type: none"> • Causes of ethnic migrations • Problems faced during migrations • The great trek -Cause of the great trek. -Effects of the great trek | | | | |
| 5 | 5 | | ECONOMIC AND POLITICAL ORGANIZATION OF THE PEOPLE OF AFRICA. | Learners should be able to; <ul style="list-style-type: none"> -Identify kingdoms in Africa. -Define trans-Saharan trade -Mention people involved and terms of trade -Outline the effects of the trans-Saharan trade to the people of West Africa. | <u>Kingdoms in Africa</u> <ul style="list-style-type: none"> -West Africa -Central Africa -Southern Africa <u>Definition</u> <ul style="list-style-type: none"> -Trans Sahara trade was the ancient trade between North and West Africa across the Sahara desert. <u>People who were involved in TST</u> <ul style="list-style-type: none"> -Arabs -Berbers -Tuaregs -Flani | - | | | |

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| | | | | | -Hausa etc <u>Effects of TST</u> -West Africa was linked to N. Africa -Islam was introduced | | | | |
| 5 | 5 | | | - | -In west Africa -New items of trade were introduced. -Kings and chiefs in West Africa became powerful and rich. -Growth and expansion of West Africa -Development of towns and cities -Slave trade was introduced -Maps showing trade route. | - | | | |
| 6 | 1 | FOREIGN INFLUENCE ON THE AFRICAN COUNTRIES | GROUPS OF FOREIGNERS WHO CAME TO AFRICA | Learners should be able to; -State why Africa was referred to as a dark continent -List groups of foreigners | -Africa was referred to as a dark continent because Europeans did not have information about its | -Discussion -Map study | -group discussion -Map drawing -Taking | Maps | MK Standard SST BK 7 Functional SST Fountain Sharing our World |

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| | | | | <p>who came to Africa</p> <p>-Outline reasons for the coming of foreigners to Africa.</p> <p>-Point out the problems faced by early foreigners in Africa.</p> | <p>interior</p> <p>-Groups of foreigners who came to Africa</p> <ul style="list-style-type: none"> • Arabs • Explorers • Missionaries • Traders • Colonialists <p><u>-Reasons for the coming of foreigners</u></p> <ul style="list-style-type: none"> • To trade raw materials / market • To explore • To find land for settlement • To spread Christianity <p><u>-Problems faced by the foreigners in Africa.</u></p> <ul style="list-style-type: none"> • Tropical diseases • Hostile tribes • Dangerous wild animals • Harsh climate • Language | | notes | | <p>Teachers guide</p> <p>Comprehensive</p> |
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| | | | | | barrier <u>-Arabs</u> <ul style="list-style-type: none"> • Reasons for slave trade • Effects of slave trade • Participants and routes • End of slave trade | -Discussion -Map study | | Maps | |
| | 2 | | EXPLORERS IN AFRICA | Learners should be able to; -Name the explorers who came to Africa -Describe the journeys and contributions made by explorers. | -Europeans explorers who came to Africa -Mungo Park Landers (Richard and John), Heinrich, Barth De Brazza Dr David Livingstone, Bradon Laing -Contributions made by explorers. <ul style="list-style-type: none"> • Linked Africa to the rest of the world • Sighted and named important physical features. • Identified | -Discussion | Note taking Answering questions Drawing maps | Maps | Comprehensive SST MK standard SST BK 6 and sharing our world |

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| | | | | | suitable areas for settlement and mining. <ul style="list-style-type: none"> Helped in the abolition of slave trade. Led to colonization of Africa. -Reasons for their coming -Results / effects -Maps of Africa | | | | |
| | | | MISSIONARIES | Learners should be able to; <ul style="list-style-type: none"> -Define the term missionary -State the various missionary groups that came to Africa. -Outline reasons for their coming -Name the individual missionaries who came to Africa. -State the effects of missionary | -A missionary is some one who spreads the word of God in a foreign land. <ul style="list-style-type: none"> Church missionary society (CMS) Roman Catholic missionaries -Reasons for the come of missionaries <ul style="list-style-type: none"> To spread the gospel To fight against slave trade | -Discussion | Note taking Answering questions Drawing maps | Maps | Comprehensive SST MK standard SST BK 6 and 7 Sharing our world |

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| | | | | work in Africa. | <ul style="list-style-type: none"> • To promote their culture and language • Suppressing Islam • Promote formal education • To fight diseases -Individual missionaries <ul style="list-style-type: none"> • Dr. David Livingstone • Ludwig Krapf • Rebman, Erhardt • Rev CT Wilson • Alexandra Mackey etc -Problems/ effects of missionaries in Africa. | | | | |
| | | | TRADERS | Learners should be able to; <ul style="list-style-type: none"> -Give reasons why traders came to Africa. -Name the trading companies | <ul style="list-style-type: none"> -Reasons why traders came to Africa. -Raw materials -Market for goods. -To get areas to invest their surplus | - | | | |

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| | | | | <p>that came to Africa.</p> <p>-List down the main item of trade to and out of Africa.</p> <p>-Describe the medium of exchange.</p> | <p>capital.</p> <p>-Cheap labour</p> <p>-Trading companies</p> <ul style="list-style-type: none"> • IBEACo • GEACo • The British South African Co. • Livingstone Central Africa Trading Company • International African Association (T.A.T.) | | | | |
| | | | | - | <p>-Trade items taken out of Africa.</p> <ul style="list-style-type: none"> • Slaves, minerals • Hides • Crops e.g. coffee, oil palm • Ivory <p>-Activities of trading companies.</p> | - | | | |

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| | | | | - | <ul style="list-style-type: none"> -Trader items brought to Africa <ul style="list-style-type: none"> • Gums, glass • Swords, beads, clothes, perfumes, household items -Medium of exchange <ul style="list-style-type: none"> • Cowry shell • Barter trade -Map showing TAT | - | | | |
| | | | THE TRANS-ATLANTIC TRADE (THE TRIANGULAR TRADER) | <p>Learners should be able to:</p> <ul style="list-style-type: none"> -Describe the reason why it was named so. -List down the items of trade involved. -State what led to the development of the trans-Atlantic trade. -Explain why slave labour was needed | <ul style="list-style-type: none"> -This trade was carried out across the Atlantic Ocean (Trans Atlantic) it was called "Triangular" because the routes formed a triangular shape -Items of trade (From Africa to America and Europe) | <ul style="list-style-type: none"> -Discussion -Inquiry -Guided discovery -Map reading | Real objects of palm oil Cocoa pods Maps | -do | |

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| | | | | <p>in N. America.</p> <p>-Explain the effects of the slave trade in Africa.</p> <p>-Countries where taken</p> <p>-State reasons why it was necessary to abolish slave trade</p> <p>-Identify personalities who played the leading role in the abolitions of slave trade.</p> <p>-Mention the effects of the trans-Atlantic Trade.</p> | <ul style="list-style-type: none"> • Slaves, gold, ivory • Palm oil <p>(From America to Europe)</p> <ul style="list-style-type: none"> • Sugarcane, cotton, copper, tobacco, silver. <p>(From Europe to Africa)</p> <ul style="list-style-type: none"> • Guns, cigarettes, clothes, sugar, household items, ornaments, wines. <p>-Factors that led to the development of the triangular trade.</p> <ul style="list-style-type: none"> • Industrial development in Europe which led to the increased demand for human labour on plantations for raw materials and market for | | | | | |
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| | | | | | <p>surplus goods.</p> <p>-Reasons why slave labour was needed in America.</p> <ul style="list-style-type: none"> • Demand for labour on plantations and wines • Working in homes • Carry goods to the coast. <p><u>Effects of slave trade in Africa.</u></p> <ul style="list-style-type: none"> • Depopulation • Human suffering • And humiliation • Separation of families • Loss of labour leading to famine • Destruction of property • Hatred between chiefs and subjects. • Introduction of Islam • New items • New skills • Development of kingdoms. | | | | | |
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| | | | | | | -Discussion -Inquiry -Guided discovery -Map reading | Real objects of palm oil Cocoa pods Maps | -do | |
| | | | | - | <u>Effects of slave trade in countries</u> <u>Where slaves were taken</u> <ul style="list-style-type: none"> • Introduction of the black race • African communities were introduced. • Population increased • Cheap labour which led to development <u>Reasons why it was necessary</u> <ul style="list-style-type: none"> • To reduce human suffering • It was against Christian teaching • Industrial | - | | | |

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| | | | | | <p>revolution</p> <ul style="list-style-type: none"> • Declaratio n of independenc e of America. <p><u>Abolition of slave trade</u></p> <ul style="list-style-type: none"> • William Wilberforce • Dr. David Livingstone • Abraham Lincoln • Heinrich Bath <p><u>Effects of the triangular trade</u></p> <ul style="list-style-type: none"> • Slave trade was intensified. • Growth of coastal towns. • Making the African continent poorer • Depopulati on • Foreign goods. <p>-</p> | | | | |
| | | | COLONIALISTS IN AFRICA. | Learners should be able to: | <p><u>Terms</u></p> <p>-Colonization</p> | - | | | |

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| | | | | <ul style="list-style-type: none"> -Define the terms -State the methods employed by the Europeans to acquire territories in Africa. -Describe the methods of administration as used by the colonialists in Africa. -Outline the effects of colonial rule in Africa. | <p>process by which the African continent was taken over by Europeans</p> <ul style="list-style-type: none"> -Scramble by Europeans powers. -Colony – a territory ruled by a superior country for permanent settlement. -Protectorate: A territory ruled by a superior country for protecting its own interests with no intentions of permanent settlement. <p><u>Methods used to acquire territories in Africa.</u></p> <ul style="list-style-type: none"> -Signing treaties -Military -Trading | | | | |
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| | | | | | <p>companies</p> <ul style="list-style-type: none"> -Collaborators -Missionaries work -Scramble and petition <p><u>Reasons for scramble</u></p> <ul style="list-style-type: none"> -Fueling existing misunderstandings <p>Methods of administration</p> <ul style="list-style-type: none"> -Direct rule -Indirect rule -Assimilation <p>(Advantages and disadvantages)</p> <p>Interests of colonialists in Africa.</p> <ul style="list-style-type: none"> -Land for excess population -Market and raw materials -Prestige -Protection of missionaries -Cheap labour in Africa. -To stop slave | | | | |
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| | | | | | trade. (categories as political, religious, economic and humanitarian) <u>Effects of colonial rule in Africa.</u> -Positive -Negative - - | - | | | |
| | | | SETTLERS IN AFRICA | Learners should be able to: -Define the terms -Mention the foreigners who settled in Africa. -Outline the causes of the great trek. -State the effects of the great trek in Bantustans -Explain how Africans reacted towards apartheid. -Mention the most prominent persons who fought | <u>Terms</u> -Settlers - foreigners who came from other continents to settle in Africa. -Great trek – massive movement by the Boers and some African groups from the cape colony northward across river Vaal <u>Foreigners who settled in Africa</u> <u>causes of the great trek</u> | - | | | |

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| | | | | <p>against apartheid.</p> | <p>-Wars between the British and the Dutch and Africans.</p> <p><u>Effects of the great trek</u></p> <p>-Discovery of gold</p> <p>-Formation of new states i.e. Transvaal and Orange free state from national policies</p> <p><u>Homelands for black</u></p> <p>-Sharpville, Lebowa, Swazi, Gazankulu, Vendo, Qwaqwa, Kwazulu, Transkei, Ciskei and Kwandebele</p> <p>-Townships accommodat ed blacks working in cities e.g. Soweto.</p> | | | | | |
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| | | | | | <p><u>Conditions in Bantustans</u></p> <ul style="list-style-type: none"> -Poor housing -Poor sanitation -Insecurity -High crime rate -Poor schools and hospitals -No electricity -Over crowding -Inadequate food <p>Reactions towards apartheid</p> <ul style="list-style-type: none"> -South Africa was excluded from the common wealth and OAU. -Trade sanctions -Travel sanctions -Establishment of armed groups and political parties. -Strikes and | | | | |
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| | | | | | <p>demonstrations</p> <p>-Military support from front lines states.</p> <p><u>Personalities who led the fight against apartheid</u></p> <p>-Nelson Mandela</p> <p>-Oliver Tambo</p> <p>-Robert Sobukwe</p> <p>-Chief Albert Luthuli</p> <p>The end of apartheid.</p> | - | | | |
| | | | | - | <p><u>Definition of terms</u></p> <p>-Nationalism</p> <p>-Nationalists</p> <p>-Pan Africanism</p> | - | | | |
| | | Nationalism and the road to independence | Nationalism and pan Africanism | <p>-Learners should be able to:</p> <p>-Define the terms</p> <p>-State reasons for pan Africanism</p> <p>-List down the most prominent Pan</p> | <p>-Independence</p> <p>Reasons for pan Africanism to resist Italians from taking over Ethiopia.</p> <p>-To empower Africans economically, socially, and politically</p> | - | | | |

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| | | | | <p>Africanists</p> <ul style="list-style-type: none"> -Give reasons why Africans wanted independence -State the personalities that fought for independence | <ul style="list-style-type: none"> -To unite Africans to demand for Independence. <p>The most prominent Pan Africanists</p> <ul style="list-style-type: none"> -Nkurumah -King Hassan -Abdel Nasser -Bourguibe Mohammed etc <p>-</p> | | | | |
| | | | | <ul style="list-style-type: none"> -Describe the road to independence in some African countries -Outline problems encountered in the struggle for independence in Africa. | <p><u>Reasons why Africans wanted independence</u></p> <ul style="list-style-type: none"> -Political exploitation. -Social freedom -Influence of 2nd World War. <p><u>Personalities that fought for independence</u></p> <ul style="list-style-type: none"> -Kaunda, Nkurumah, Azikowe, Nyerere etc. -Methods employed to demand for independence | - | | | |

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| | | | | | <p>Road to impendence in some African states.</p> <ul style="list-style-type: none"> -Ghana, Nigeria, Zambia, Zimbabwe etc <p>Problems encountered in the struggle for independence</p> | | | | |
| | | | <p>1ST AND 2ND WORLD WARS</p> <p>UNO</p> | <ul style="list-style-type: none"> -Learners should be able to; -State the causes and effects of the wars. -Describe the formation and the objectives of the League of Nationals -Explain reasons for its formation -State the organs, agencies and their duties | <ul style="list-style-type: none"> -Causes of the effects of the World Wars. -Formation of the League of National (LON) -Objectives of LON -Failures of the LON -Reasons for the formation UNO -Organs and agencies. -Headquarters of these agencies | -Do | Do | Do | Do |

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| | | | | <p>and headquarters</p> <p>-Explain the reasons for its formation</p> <p>-State the organs, agencies and their duties and headquarters</p> <p>-State the success and failures of UNO.</p> | <p>-Successes and failures of UNO.</p> | | | | |
| | | | COMMON WEALTH OF NATIONS | <p>Learners should be able to:</p> <p>-Explain the meaning of common wealth</p> <p>-Give examples of common wealth countries and the things they share in common.</p> <p>-State the objectives of the common wealth.</p> <p>-</p> | <p>-What common wealth countries are;</p> <p>-Examples of common wealth countries and things they share.</p> <p>-Objectives of the common wealth.</p> <p>-Common wealth secretariat.</p> <p>-High commissioners and</p> | - | | | |

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| | | | | | ambassadors -Dominion states | | | | |
| | | | EUROPEAN UNION | Learners should be able to; -Mention the member countries -State the major objectives of the EU. -Explain how Africa relates with EU - | -Members states of EU. -Major objectives of the EU. -Ways of Africa relates with EU. | - | | | |
| | | | OAU | Learners should be able to: -Describe the formation of OAU. -State the objectives of OAU -State the founder members of OAU. -Outline the successes and failures of OAU. -Reasons why OAU changed to AU. | -Explain the process that led to formation of OAU. -Objectives of OAU (economic, political, and social) -Founder members of OAU. -Organs of OAU and their duties -Successes and failures of OAU. -Reasons why OAU | - | | | |

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| | | | | | <ul style="list-style-type: none"> changed to AU. -OAU had accomplished most of its aims. -Africa was facing new challenges. -Objectives of AU | | | | |
| | | | | <ul style="list-style-type: none"> -State the organs of AU -Outline the objectives of AU -State the challenges facing AU and possible solutions. | <ul style="list-style-type: none"> -Promoting peace -Promoting security -Promoting stability -Promoting socio-economic development -Promoting democratic governance. -Promoting human rights. -Challenges facing AU and the solutions. | - | | | |
| | | POST INDEPENDENCE AFRICA | REGIONAL CO-OPERATION | <p>Learners should be able:</p> <ul style="list-style-type: none"> -Define the terms -Outline the need for cooperation | <ul style="list-style-type: none"> -Cooperation -Regional markets -Neo colonialism -Common markets | - | | | |

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| | | | | in Africa. | -Regional cooperation -Need for cooperation in Africa. | | | | |
| | | | AFRICA'S ECONOMY | -List down regional groupings and their aims. -Identify problems facing regional cooperation | -Regional groupings, membership aims -Problems facing regional cooperation and solutions. <u>Terms</u> -Economic development -Economic activities -Economy -Economic resources and their uses <u>Land use</u> -Types of farming -Advantages and disadvantages <u>Case studies</u> -Ghana, Nigeria, | - | | | |

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| | | | | | Sudan, Libya - | | | | |
| | | AFRICA'S ECONOMY | NATURAL RESOURCES | -Define terms -Name economic resources and their resources | -South Africa, DR Congo -Horn of Africa countries -Egypt, Rwanda and Burundi -Zambia | - | | | |
| | | AFRICA'S CHALLENGES | CHALLENGES SOLUTIONS TO AFRICA'S PROBLEMS | Learners should be able to; -A numerate political, economic and social challenges of Africa. | <u>Definition of terms</u> -Challenges -Birth rates -Economic growth -Illiteracy -Infant – maternal mortality rates -Fertility rates <u>Challenges of Africa</u> -Political -Economic -Social -Solutions to challenges - - | - | | | |
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END