

TEACHER NAME:

SCHEME OF WORK OF HISTORY FORM TWO YEAR OF 2025

Competence	Specific Objectives	Month	Week	Main Topic	Sub Topic	Periods	Teaching Activities	Learning Activities	Learning Aids	Assessment	References	Remarks
The student should have ability to: describe the interaction of people of africa in pre colonial africa	The students should be able to: a) Explain the social factors which gave rise to interactions among the people of Africa. b) Explain the economic factors which gave rise to the interactions among the people of Africa.	January	Week 3	INTERACTIONS AMONG THE PEOPLE OF AFRICA	Social and Economic Factors for Interactions	3	i) To guide the students in groups to read written sources on and explain the social factors which gave rise to interactions among the people of Africa. ii) To guide the students to present in class the findings of each group for further discussions and clarification.	i) students in groups to read written sources on and explain the social factors which gave rise to interactions among the people of Africa. ii) students to present in class the findings of each group for further discussions and clarification.	i) Written texts on the social factors for interactions. ii) Sketch maps showing interactions among the people of Africa. iii) Tactile maps for visual impaired students i) Written texts on economic factors for interactions. ii) Sketch map of Africa showing societies involved in economic interactions. iii) Written sources in Braille	Is the student able to explain the social factors for early interactions among the people of Africa?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: describe the interaction of people of africa in pre colonial africa	b) Explain the economic factors which gave rise to the interactions among the people of Africa.	January	Week 4	INTERACTIONS AMONG THE PEOPLE OF AFRICA	Social and Economic Factors for Interactions	3	iii) To guide the students to draw a map of Africa and label the routes used by the people of Africa iv) 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.	iii) students to draw a map of Africa and label the routes used by the people of Africa iv) students in groups to read written sources on and explain the economic factors which gave rise to the interactions among the people of Africa.	i) Written texts on the social factors for interactions. ii) Sketch maps showing interactions among the people of Africa. iii) Tactile maps for visual impaired students i) Written texts on economic factors for interactions. ii) Sketch map of Africa showing societies involved in economic interactions. iii) Written sources in Braille	Is the student able to explain the economic factors for the interactions among the people of Africa?	History For Secondary Schools, Students Book Form Two. By T.I.E	.

The student should have ability to: describe the interaction of people of africa	b) Explain the economic factors which gave rise to the interactions among the people of Africa.	February	Week 1	INTERACTIONS AMONG THE PEOPLE OF AFRICA	Social and Economic Factors for Interactions	3	vi) To guide the students to present in class the group findings for further discussion and clarification. vii) To use sketch maps to enable the students	v) students to present in class the group findings for further discussion and clarification.	i) Written texts on the social factors for interactions. ii) Sketch maps showing interactions among the people of Africa. iii) Tactile maps	Is the student able to explain the economic factors for the interactions among the people of Africa?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
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in pre colonial africa									for visual impaired students i) Written texts on economic factors for interactions. ii) Sketch map of Africa showing societies involved in economic interactions. iii) Written sources in Braille			
The student should have ability to: sketch migration of ngoni migration	The student should be able to: a) Explain the causes of the Ngoni migration. b) Explain the social, political and economic effects of the Ngoni migration.	February	Week 2	INTERACTIONS AMONG THE PEOPLE OF AFRICA	The coming of the Ngoni	3	i) To guide the students in groups to read written sources on and explain the causes of the Ngoni migration. ii) To guide the groups to present in class their responses for discussion and clarification.	i) students in groups to read written sources on and explain the causes of the Ngoni migration. ii) groups to present in class their responses for discussion and clarification.	i) Written texts on the causes of the Ngoni migration. ii) Sketch map of Africa showing Ngoni movements northwards. iii) Tactile maps for visual impaired students Written texts on the social, political and economic effects of the Ngoni migration.	Is the student able to explain the causes of the Ngoni migration?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: sketch migration of ngoni migration	The student should be able to: b) Explain the social, political and economic effects of the Ngoni migration.	February	Week 3	INTERACTIONS AMONG THE PEOPLE OF AFRICA	The coming of the Ngoni	3	iii) Using a sketch map the teacher to guide the students to discuss and draw a sketch map showing the routes used by the Ngoni during their movements~ iv) Using the question and answer technique 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. vi) To guide students in groups to read about and explain the social, political and economic effects of the Ngoni migration.	iii) students to discuss and draw a sketch map showing the routes used by the Ngoni during their movements~ iv) students to discuss and draw a sketch map showing the routes used by the Ngoni during their movements~ v) 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	i) Written texts on the causes of the Ngoni migration. ii) Sketch map of Africa showing Ngoni movements northwards. iii) Tactile maps for visual impaired students Written texts on the social, political and economic effects of the Ngoni migration.	Is the student able to explain the social, political and economic effects of the Ngoni migration?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: analyse the impact of social organization in society	The student should be able to explain the meaning of social organization and production	February	Week 4	SOCIAL ECONOMIC DEVELOPMENT AND PRODUCTION IN PRE COLONIAL AFRICA	Social Organization and Production	3	i) To guide the students in groups to read written sources on social organization and production. ii) To guide the groups to present, discuss and clarify the responses on the meaning of social organization and production.	students in groups to read written sources on social organization and production.	Written texts on the meaning of social organization and production.	Is the student able to explain the meaning of social organization and production	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student	The student should be able to	March	Week 1	SOCIAL ECONOMIC	Types of social	3	i) assign students to read written sources on the meaning, origins and practice of	students to explain the meaning and origins of	Written texts on the meaning of	Is the student able to explain the	History For Secondary	.

should have ability to: elaborate how communalism operates.	explain the meaning and origins of communalism in Africa.			C DEVELOPMENT AND PRODUCTION IN PRE COLONIAL AFRICA	organizations and production. Communalism		communalism in Africa. ii) Using questions and answers the teacher to guide the students to explain the meaning and origins of communalism. iii) The teacher to use role plays to show how land was controlled, how labour and wealth were distributed and how production was conducted under communalism.	communalism.	communalism and its characteristics.	meaning and origins of communalism in Africa	Schools, Students Form Book Two. By T.I.E	
The student should have ability to: trace the origin of slavery	The student should be able to: a) explain the meaning and origins of slavery in Africa b) explain the features of the slavery as well as the use of slaves	March	Week 2	SOCIAL ECONOMIC DEVELOPMENT AND PRODUCTION IN PRE COLONIAL AFRICA	slavery	3	i) assign students with written notes on origin of slavery. ii) guide students conduct library research on slavery and uses of slaves iii) group students to discuss and present their finding	i) brainstorm on origin of slavery ii). perform library search for information about slavery	written texts from the library pictures and photographs showing how slaves were obtained	can the student explain the meaning and origin of slavery in Africa.	History For Secondary Schools, Students Form Book Two. By T.I.E	.
The student should have ability to: analyse contribution of feudalism in development of agriculture	the student should be able to: a) explain the meaning and origin of feudalism b) explain how production was organized under feudalism	March	Week 3-4	SOCIAL ECONOMIC DEVELOPMENT AND PRODUCTION IN PRE COLONIAL AFRICA	Feudalism	6	i) guide the students to individually read texts on meaning and origin of feudalism in africa ii) guide students when discussing in groups iii) use sketch maps to show the societies that practiced feudalism in africa	i) reading of literature sources on feudalism ii) participate in group discussion about feudalism iii) present their findings in plenary session.	written texts on meaning and origins of feudalism -sketch maps showing african societies that practiced feudalism	is the student able to explain meaning and origin of feudalism in africa? can the student explain how production was organized under feudalism?	History For Secondary Schools, Students Form Book Two. By T.I.E	.
The student should have ability to: Give the contributions of portuguese to the growth of urban coastal towns.	The student should be able to: I.Explain the social and economic motives of the contacts between Africa, the Middle East and the Far East.	April	Week 1	AFRICA AND EXTERNAL WORLD	a) Early Contacts with the Middle East and Far East.	3	. To guide students to read written sources identify and discuss the motives of the contacts between Africa, the Middle East and Far East .	1.students to read written sources identify and discuss the motives of the contacts between Africa, the Middle East and Far East . 2.students in groups to discuss and identify major commodities of trade which were exchanged.	. Written sources on contacts between Africa and the Middle East and Far East. 2. Wall maps of the Indian Ocean Region (showing countries surrounding the Indian Ocean. 1. Written sources on commodities and their destinations in the Indian Ocean Region. 2. Sketch maps showing sources of commodities and their destinations. Written sources on contacts between Africa and the Middle East and Far East and their effects . .	Are the students able to explain the social and economic motives of contacts between Africa the - Middle East and Far East?	History For Secondary Schools, Students Form Book Two. By T.I.E	.
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							MID TERM EXAMINATIONS AND SHORT BREAK					
The student should have ability to: Give the contributions of portuguese to the growth of urban coastal towns.	The student should be able to: 2. Identify the major commodities which were exchanged during the contacts between Africa, Middle East and Far East.	April	Week 4	AFRICA AND EXTERNAL WORLD	a) Early Contacts with the Middle East and Far East.	3	2. To guide the groups to present their responses in class for discussion and clarification. 3. To use wall maps to show the regions involved in these I. The teacher to guide students individually to read written sources on commodities which were exchanged between Africa and the Middle and the Far East. 2. To guide students in groups to discuss and identify major commodities of trade which were exchanged. 3. To guide the groups to present their findings in class for discussion and clarification.	3. students individually to read written sources on the social effects of - contacts between Africa and the Middle and Far East.	Written sources on contacts between contacts. Africa and the Middle and Far East. 2. Wall maps of the Indian Ocean Region (showing countries surrounding the Indian Ocean. I. Written sources on commodities and their destinations in the Indian Ocean Region. 2. Sketch maps showing sources of commodities and their destinations. Written sources on contacts between Africa and the Middle and Far East and their effects . .	Are the students able to - identify the major commodities which were exchanged between Africa and the Middle and Far East in early trade? Are the students able to: (i) Explain the social effects of contacts between Africa and the Middle and Far East?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: Give the contributions of portuguese to the growth of urban coastal towns.	3. Explain the social and economic effects of the contacts between the people of Africa the Middle and the Far East.	May	Week 1	AFRICA AND EXTERNAL WORLD	a) Early Contacts with the Middle East and Far East.-	3	1. To guide students individually to read written sources on the social effects of - contacts between Africa and the Middle and Far East. 2. To guide students in groups to discuss, and summarize the social and economic effects of the contacts on Africa. 3. To guide the groups to present in class their responses for discussion and clarification	4. students in groups to discuss, and summarize the social and economic effects of the contacts on Africa.	Written sources on contacts between contacts. Africa and the Middle and Far East. 2. Wall maps of the Indian Ocean Region (showing countries surrounding the Indian Ocean. I. Written sources on commodities and their destinations in the Indian Ocean Region. 2. Sketch maps showing sources of commodities and their destinations. 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 of contacts between Africa and the Middle and Far East? (ii) Explain the economic effects of contacts between Africa and the Middle and Far East?.	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should	The student should be able to: 1. Explain the	May	Week 2	AFRICA AND EXTERNAL WORLD	Contacts with Europe.	3	1. To guide students individually, to read written sources and identify the social and economic motives of contacts between	1. students individually, to read written sources and identify the social and	Written sources on contacts between Africa	Are the students able to: . (i) Explain the social	History For Secondary Schools,	.

have ability to: analyse the impact of the fall of the rule of portuguese	social and economic motives of, the contacts between Africa and the Portuguese. 2. Identify the commodities which were exchanged during the contacts 3. Explain the social and economic impact of the Portuguese to Africa. 4. Explain the - reasons for the fall of the Portuguese rule in East Africa and its impact.			L WORLD			the Portuguese and Africa. 2. 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. 3. To guide the students to present group findings in class for discussion and clarification. 4. To use students to: (a) Identify the regions and countries involved. {b} Trace the voyages of Portuguese explorers from Europe to the Far East.	economic motives of contacts between the Portuguese and Africa. 2.students in groups to - discuss and prepare brief notes on the social and economic motives of the contacts between the Portuguese and African societies. 3.students to present group findings in class for discussion and clarification.	and the Portuguese.	and economic motives of the contacts between Africa and the Portuguese? Are the students able to: i) Identify commodities exported from Africa to Portugal. ii) Identify commodities Portugal to Africa? Are the students able to explain the social and economic impact of the contacts between the Portugues and Africans. Are the students able to:	Students Book Form Two. By T.I.E	
The student should have ability to: analyse the impact of the fall of the rule of portuguese	1. Explain the social and economic motives of, the contacts between Africa and the Portuguese. 2. Identify the commodities which were exchanged during the contacts 3. Explain the social and economic impact of the Portuguese to Africa. 4. Explain the - reasons for the fall of the Portuguese rule in East Africa and its impact.	May	Week 3	AFRICA AND EXTERNA L WORLD	Contacts with Europe.	3	1. To guide .students individually, to conduct library research and make a summary on the commodities exported from Africa to Portugal as well as those imported from Portugal to Africa. 2. To guide the students in groups to discuss the individual findings and make summaries of commodities that were traded, 3. To guide students to present and clarify in class the group responses raised. 1. To guide students, individually, to conduct library research and make notes on the social and economic impact of the coming of the Portuguese to Africa. 2. The teacher to guide students in groups to present and discuss the social and economic impact of the contacts between Portuguese and Africa. 1.To guide the students to conduct a Library research and make a summary on the reasons for	4.students to: (a) Identify the regions and countries involved. {b} Trace the voyages of Portuguese explorers from Europe to the Far East. 5.students individually, to conduct library research and make a summary on the commodities exported from Africa to Portugal as well as those imported from Portugal to Africa.	7. Wall maps and sketch maps on Africa'and Europe and the voyages of discovery. (ii) Draw sketchmaps and plot the voyages of Discovery. Written sources on the major commodities which were exchanged during eary contacts between Africa and Portugal. exported from Written sources on the economic impact of contacts between the Portugues and Africans.	(i)Explain the reasons for the fall of the Portuguese rule in East Africa.	History For Secondary Schools, Students Book Form Two. By T.I.E	
The student should have ability to: analyse the impact of the fall of the rule of portuguese	1. Explain the social and economic motives of, the contacts between Africa and the Portuguese. 2. Identify the commodities which were exchanged during the contacts 3. Explain the	May	Week 4	AFRICA AND EXTERNA L WORLD	Contacts with Europe.	3	1. To guide .students individually, to conduct library research and make a summary on the commodities exported from Africa to Portugal as well as those imported from Portugal to Africa. 2. To guide the students in groups to discuss the individual findings and make summaries of commodities that were traded, 3. To guide students to present and clarify in class the group responses raised. 1. To guide students, individually, to conduct library research and make notes on the social and economic impact of the	6.students in groups to discuss the individual findings and make summaries of commodities that were traded,	Written Sources on the reasons for the fall of Portuguese rule in East Africa	(ii) Assess the impact of the portuguese	History For Secondary Schools, Students Book Form Two. By T.I.E	

	social and economic impact of the Portuguese to Africa. 4. Explain the - reasons for the fall of the Portuguese rule in East Africa and its impact.						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 contacts between Portuguese and Africa. 1.To guide the students to conduct a Library research and make a summary on the reasons for					
The student should have ability to: Analyse the effects of dutch settlement at the cape.	The student should be able to: 1. Explain the motives of the Dutch settlement at the Cape. 2. Discuss the impact Of Dutch settlement at the Cape.	June	Week 1	AFRICA AND EXTERNAL WORLD	Settlement at the Cape.	3	1. 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 to ask questions on the points raised during the presentation. 3. To use sketchmaps of the world and South Africa to consolidate 4. To guide the students, individually to write a brief summary-of the reasons for Dutch settlement at the Cape.	1.students, individually to write a brief summary-of the reasons for Dutch settlement at the Cape. 2.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 reacting. 3.students in groups to discuss and summarise the individual findings on the impact of Dutch settlement at the Cape and the reaction of the Africans.	students' knowledge arising from the presentation. 1. Relevant sketchmaps of South Africa and/or Africa and Europe. 2. Wall-map of the world. 3.Written sources on effects- Dutch settlement at the Cape. " "	Are the students able to explain the motives of the Dutch settlement at the Cape? Are the students able to:- (i) Explain the effects of the Dutch settlement at the Cape? (n) Explain 1-ww the Africans reacted to the Dutch invasion of their land?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
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The student should have ability to: Analyse the effects of dutch settlement at the cape.	The student should be able to: 1. Explain the motives of the Dutch settlement at the Cape. 2. Discuss the impact Of Dutch settlement at the Cape.	July	Week 2 & 3	AFRICA AND EXTERNAL WORLD	Settlement at the Cape.	3	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 reacting. 2.To guide students in groups to discuss and summarise the individual findings on the impact of Dutch settlement at the Cape and the reaction of the Africans. 3.To guide their findings in class for further discussion and clarification .	2.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 reacting. 3.students in groups to discuss and summarise the individual findings on the impact of Dutch settlement at the Cape and the reaction of the Africans.	students' knowledge arising from the presentation. 1. Relevant sketchmaps of South Africa and/or Africa and Europe. 2. Wall-map of the world. 3.Written sources on effects- Dutch settlement at the Cape. " "	Are the students able to explain the motives of the Dutch settlement at the Cape? Are the students able to:- (i) Explain the effects of the Dutch settlement at the Cape? (n) Explain 1-ww the Africans reacted to the Dutch invasion of their land?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: Identify the visible effects of trans-saharan trade in africa.	The student should be able to: 1.Explain the reasons for the expansion of slave trade in the Indian Ocean sea board and Traits- Atlantic Slave Trade. 2. Explain the techniques used to get slaves. 3. Assess the social and economic effects of slave trade on the African	July	Week 4	AFRICA AND EXTERNAL WORLD	) Slave Trade in the Indian Ocean Sea-board and Traits- Atlantic Slave Trade.	3	. To guide students in groups to read written sources and find answers to the following: . Why the rulers of Oman wanted to dominate the Eastern African coast from the 18th Century.	1.students in groups to read written sources and find answers to the following: . Why the rulers of Oman wanted to dominate the Eastern African coast from the 18th Century. Why Sultan Said of Oman moved his capital to Zanzibar in 184Q. Why the Oman Arab rulers expanded clove and coconut plantations in Zanzibar. Why Sultan Said encouraged Arab settlement in Zanzibar. 2.students in groups to read	Written sources on slave trade in East African Central and West Africa. 2. Sketchmaps with routes used by slave trade in East Africa. Different pictures and drawings of showing various techniques used in getting slaves, Written texts on	Are the students able to explain the reasons for the expansion of slave trade in the Indian Ocean seaboard from the 18th Century? Are the students able to explain the techniques used to get slaves? Are the students able to: (i) Asses the social effects of slave trade on Africa?.	History For Secondary Schools, Students Book Form Two. By T.I.E	.

	societies. 4. Assess the psychological effects of slavery on its victims. 5. Explain the origins and impact of the Trans-Atlantic Slave Trade in Africa.							written sources, study pictures and drawings discuss and criticize the techniques used to get slaves. 3. students in groups to discuss the effects of slave trade given by the guest speaker and prepare a summary. 4. the students to read written sources on the psychological effects of slavery on Africans. 5. students in groups to discuss individual findings and make brief notes. 6. students individually to read written sources in order to find for the answers following: a) The origins of Trans-Atlantic slave trade. -	the social and economic effects of slave trade in Africa. Written, texts on the psychological effects of slavery on Africans, and discuss their 1. Written sources on the origins and impact of Trans Atlantic Slave Trade on Africa.	(ii) Assess the economic effects of slave Africa? Are the students able to assess the psychological effects of slavery on its victims? Are the students able to: (1) Explain the origins of the Trans-Atlantic slave trade?		
The student should have ability to: Identify the visible effects of trans-saharan trade in Africa.	2. Explain the techniques used to get slaves. 5. Assess the social and economic effects of slave trade on the African societies. 4. Assess the psychological effects of slavery on its victims. 5. Explain the origins and impact of the Trans-Atlantic Slave Trade in Africa.	August	Week 1	AFRICA AND EXTERNAL WORLD	) Slave Trade in the Indian Ocean Sea-board and Trans-Atlantic Slave Trade.	3	Why Sultan Said of Oman moved his capital to Zanzibar in 1840. Why the Oman Arab rulers expanded clove and coconut plantations in Zanzibar. Why Sultan Said encouraged Arab settlement in Zanzibar. 2. To guide the groups to present, discuss, and clarify their findings in class. 3. To should use sketch maps showing the routes used by different parts of Africa in order to consolidate students' knowledge. 1. To guide students in groups to read written sources, study pictures and drawings discuss and criticize the techniques used to get slaves. 2. To guide the groups to present in class their findings for further discussion and clarification. 1. The teacher to invite a historian to give a talk on the social and economic consequences of slave trade on African societies. 2. To guide students in groups to discuss the effects of slave trade given by the guest speaker and prepare a summary. 3. To guide the groups to present, discuss and clarify their responses in class. 1. The teacher to guide the students to read written sources on the psychological effects of slavery on Africans. 2. To guide the students in groups to discuss individual findings	b) The major commodities involved. c) The economic effects of this trade on Africa. d) The social effects of this trade on Africa.	Written sources on slave trade in East African Central and West Africa. 2. Sketchmaps with routes used by slave trade in East Africa. Different pictures and drawings of showing various techniques used in getting slaves. Written texts on the social and economic effects of slave trade in Africa. Written, texts on the psychological effects of slavery on Africans, and discuss their 1. Written sources on the origins and impact of Trans Atlantic Slave Trade on Africa.	(ii) Explain the impact of Trans-Atlantic slave trade on Africa?	History For Secondary Schools, Students Book Form Two. By T.I.E	
The student should have ability to: Explain the contributions of	'Student should be able to: 1. Explain the meaning of industrial capitalism.	August	Week 2 & 3	INDUSTRIAL CAPITALISM	Demands of Industrial Capitalism	3	sometime before introducing this topic the teacher to assign students to read and written sources on the meaning of industrial capitalism. 2. To guide the students in questions and meaning of industrial capitalism 1. To guide the students in- groups using written sources to read, discuss and make	1. students to read and written sources on the meaning of industrial capitalism. 2. students in groups using written sources to read, discuss and make 1 brief notes on why Europe experienced increasing demands for	Written sources on the meaning of industrial capitalism 1. spoken sources on the demands of industrial capitalism	Are the students able to explain the meaning of industrial capitalism? Are the students able to: i) Explain why Europe	History For Secondary Schools, Students Book Form Two. By T.I.E	

africans to industrial revolution s.							1 brief notes on why Europe experienced increasing demands for agricultural raw materials, markets, slaves and ivory from Africa in the 19th century.	agricultural raw materials, markets, slaves and ivory from Africa in the 19th century.		experienced increasing demands for markets, agricultural raw materials, slaves and ivory from Africa during the 19 Century?.		
The student should have ability to: Explain the contributions of africans to industrial revolution s.	2. Explain the demands of Industrial Capitalism.	August	Week 4	INDUSTRIAL CAPITALISM	Demands of Industrial Capitalism	3	2. To guide the groups of students to present their responses in class for discussion and	2. students in groups using written sources to read, discuss and make 1 brief notes on why Europe experienced increasing demands for agricultural raw materials, markets, slaves and ivory from Africa in the 19th century.	2. Sketch maps showing areas where commercial agriculture was established and the types of crops grown. -	(ii) Draw maps and locate areas where commercial agriculture was established as well as types of crops grown?	History For Secondary Schools, Students Book Form Two. By T.I.E	
The student should have ability to: Give an account of the role of explorers and missionaries.	The student should be able to explain the roles of the agents of industrial capitalism in preparing Africa for colonization.	September	Week 1	INDUSTRIAL CAPITALISM	b) Agents of industrial capitalism:	3	<p>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> <p>Explorers Missionaries Traders Associations Companies</p> <p>2. To guide the students in groups. to discuss their findings and write notes of each category of the agents.</p> <p>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. 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>	<p>1. 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> <p>Explorers Missionaries Traders Associations Companies</p> <p>2. students in groups. to discuss their findings and write notes of each category of the agents.</p> <p>3. 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>	<p>1. Literature on the roles of the agents of industrial capitalism in Africa in the 19th century.</p> <p>2. Sketch maps showing important routes used by the agents of industrial capitalism, missionary centers and the areas where European trading</p>	<p>Are the students able to explain the roles of the following in preparing Africa for colonization:</p> <p>(i) Explorers? (ii) Missionaries? (iii) Traders? (iv) Associations? (N) Companies</p>	History For Secondary Schools, Students Book Form Two. By T.I.E	
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The student should have ability to: Evaluate the factors that led to the abolition of slave trade.	The student should be able to: I. Explain the reasons for the abolition of slave trade	September	Week 3 & 4	INDUSTRIAL CAPITALISM	Abolition of Slave trade.	3	<p>1. Using written sources to guide students in groups to read discuss and summarize the social and economic reasons for the abolition of slave trade.</p> <p>2. To guide the students to present their responses in class for discussion and clarification.</p> <p>3. To guide the students to conduct a debate for assessing the genuineness of the reasons given for the abolition of slave trade. I. Using written sources to guide the students in groups to read, discuss, assess and make notes on the tactics used in the process of abolition of slave trade.</p>	<p>1. students in groups to read discuss and summarize the social and economic reasons for the abolition of slave trade.</p> <p>2. students to present their responses in class for discussion and clarification.</p> <p>3. students to conduct a debate for assessing the genuineness of the reasons given for the abolition of slave trade.</p> <p>4. students in groups to read, discuss, assess and make</p>	Written sources on the social and economic reasons for the abolition of slave trade. Written sources on the tactics used in the process of abolishing slave trade.	<p>Are the students able to explain the reasons for the abolition of slave trade?</p> <p>Are the students able to assess the tactics used during the abolition of slave trade?</p> <p>Are the students able to:</p>	History For Secondary Schools, Students Book Form Two. By T.I.E	

							2. To guide the groups to present their responses: in class for discussion and clarification.	notes on the tactics used in the process of abolition of slave trade.				
The student should have ability to: Evaluate the factors that led to the abolition of slave trade.	2. Assess the tactics used during the abolition of slave trade. 1. Assess the social and economic effects of the abolition of slave trade.	October	Week 1	INDUSTRIAL CAPITALISM	Abolition of Slave trade	3	1. To guide the students in groups to read written sources, discuss and explain the social and economic effects of the abolition of slave trade. 2. To guide the students to present group responses in class for further discussion and clarification.	5. students in groups to read written sources, discuss and explain the social and economic effects of the abolition of slave trade.	Written sources on the social and economic effects of the abolition of slave trade.	1. Assess the social effects of the abolition of slave trade? (ii) Assess the economic effects of the abolition of slave trade.	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: Analyse the techniques used by the British to occupy the Cape.	The student should be able to: 1. Explain the motives for the British interests at the Cape. 2. Assess the tactics used by the British to occupy the Cape.	October	Week 2	INDUSTRIAL CAPITALISM	British Occupation of South Africa via the Cape.	3	To guide students in groups, to find out from written sources why the British were interested in the Cape of South Africa. 2. To guide the groups to present their findings in class for discussion and clarification. 1. To guide students, individually, to find out from written sources the tactics used by the British to occupy the Cape. 2. To guide the Students in groups to discuss and compile notes on the tactics used by British to occupy the Cape. the students to present the findings of each group in class for discussion and clarification. 1. To guide students in groups, to conduct library research and find out the reasons why the Boers moved northwards after the British occupation of the Cape. 2. To guide the groups to present their responses in class for discussion and clarification. 3. Using sketch maps and pictures to guide the students to trace the routes followed by the Boers and locate the African societies which encountered the Trek Boers. involved.	1. students in groups, to find out from written sources why the British were interested in the Cape of South Africa. 2. students, individually, to find out from written sources the tactics used by the British to occupy the Cape. 3. Students in groups to discuss and compile notes on the tactics used by British to occupy the Cape. the students to present the findings of each group in class for discussion and clarification.	Written texts on the British occupation of the Cape. Literature on the reasons for and negative effects of the Boer trek. 2. Pictures and sketch maps on the Boer trek and the African societies I. Written texts on the effects of the Boer trek. 2. Sketch maps and pictures on the Boer trek and on the African societies which encountered the Boers.	Are the students, able to explain, the motives for the British interests at the Cape? Are the students able to assess the tactics used by the British to occupy the Cape? Are the students able to explain the reasons for the Boer Trek? Are the students able to assess the effects of the Boer trek on African communities?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
The student should have ability to: Analyse the techniques used by the British to occupy the Cape.	3. Explain the reasons for the Boer Trek.	October	Week 3	INDUSTRIAL CAPITALISM	British Occupation of South Africa via the Cape.	3	1. The teacher to guide the students, in groups, using pictures and written sources, to read, discuss and make brief notes on the negative effects of the Boer trek on African communities, the groups to present their responses in class for further discussion and clarification.	4. students in groups, to conduct library research and find out the reasons why the Boers moved northwards after the British occupation of the Cape.	Written texts on the British occupation of the Cape. Literature on the reasons for and negative effects of the Boer trek. 2. Pictures and sketch maps on the Boer trek and the African societies I. Written texts on the effects of the Boer trek. 2. Sketch maps and	Are the students, able to explain, the motives for the British interests at the Cape? Are the students able to assess the tactics used by the British to occupy the Cape? Are the students able to explain the reasons for the Boer Trek? Are the students able to assess the effects of the Boer trek on African	History For Secondary Schools, Students Book Form Two. By T.I.E	.

									pictures on the Boer trek and on the African societies which encountered the Boers.	communities'?			
The student should have ability to: Analyse the techniques used by the british to occupy the cape .	4. Assess the effects of the Boer-Trek.	the	October	Week 4	INDUSTRIAL CAPITALISM	British Occupation of South Africa via the Cape.	3	1. The teacher to guide the students, in groups, using pictures and written sources, to read, discuss and make brief notes on the negative effects of the Boer trek on African communities, the groups to present their responses in class for further discussion and clarification.	5.students to trace the routes followed by the Boers and locate the African societies which encountered the Trek Boers. involved.	'Written texts on the British occupation of the Cape. . Literature on the reasons for and negative effects of the Boer trek. 2. Pictures and sketch maps ' on the Boer trek and the African societies 1. Written texts on the effects of the Boer trek. 2. Sketch maps and pictures on the Boer trek and on the African societies which encountered the Boers.	Are the students, able to explain, the motives for the British interests at the Cape? Are the students able to assess the tactics used by the British to occupy the Cape? Are the students . able to explain the reasons for the Boer Trek? Are the students able to assess the effects of the Boer trek on African communities'?	History For Secondary Schools, Students Book Form Two. By T.I.E	.
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