NCDC

NATIONAL CURRICULUM DEVELOPMENT CENTRE

Uganda Advanced Certificate of Education

TEACHING SYLLABI FOR

Economics
Geography
History

VOLUME 4
2013

THE REPUBLIC OF UGANDA

Ministry of Education and Sports

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CONTENTS

Acknowledgement ii
Foreword iii
General Introduction v
Economics 1
Geography 101
History 323

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NCDC takes full responsibility for any errors and omissions in the documents and welcomes suggestions to address them.

FOREWORD

For a long time teachers have been using Uganda National Examinations Board (UNEB) syllabi to plan their teaching schemes. This approach has rendered the curriculum to be largely driven by examination.

Working with relevant subject panels, NCDC has produced the Teaching Syllabi for all the Advanced Level subjects. The subject content in the syllabi has been clarified using appropriate specific objectives. It should be noted that the content in the syllabi has remained largely the same except in a few subjects where it has been updated by removing obsolete and/ or irrelevant material. Suitable teaching / learning strategies have been suggested to the teacher and other users.

Teachers will find the syllabi useful in planning the teaching / learning processes. The content therein will go a long way in enhancing the learners' educational experiences and guide the teachers towards successful delivery of meaningful learning experiences.

The teaching / learning strategies suggested in the Syllabi are just a guide to the teacher but are not meant to substitute the rich professional approaches that the teacher may opt to use to deliver knowledge, and to develop understandings, skills, values and attitudes.

Connie Kateeba

DIRECTOR

National Curriculum Development Centre

General Introduction

Volume 4 of the Advanced Level syllabi contains three subjects: **Geography, Economics** and **History**. There are other volumes containing other Advanced Level subjects. The purpose of this merger is twofold. First, NCDC considered the content relatedness of the subjects and second, the need to avoid extremely voluminous books.

These syllabi have been written in accordance with the National Objectives on Secondary Education. The syllabi content continues from that of the Ordinary Level curriculum. The syllabi have suggested a teaching order, teaching/learning strategies, and assessment strategies.

The **Geography** syllabus is intended to promote uniformity of content coverage for Geography throughout all the Advanced Level secondary schools in the country. The content to be covered for each class in all the three major areas, that is, World Problems and Development; Physical Geography; and Uganda and Fieldwork, has been mapped out per term to enable effective acquisition of knowledge, the development of concepts, skills, values and attitudes.

Geography has a total of 52 topics, with 16 topics under Physical Geography; 15 topics under World Problems and Development and 21 topics going for Uganda and Fieldwork

The **Economics** syllabus is, among others, aimed at standardising the teaching of the subject at Advanced Level and producing potential managers. The methodology provided is designed to emphasise the teaching approaches to be used for each sub-topic from the general approaches to achieve the specific objectives. The suggested teaching/learning strategies should be based on the: content to be covered; number of learners in class; general objectives and assessment standards to be addressed; level of learners in class; individual needs of the learners and the time available.

Economics has 16 topics namely: Introduction to Economics; Price Theory; Production Theory and Market Structures; National Income; The Structure of Uganda's Economy; Economic Growth and Development; Development Process and Choice of a Development Strategy; Development of Agriculture and Industry; Population and Labour; Employment and Unemployment; Money and Banking; Inflation; Public Finance and Fiscal Policy; International Trade; Economic Development Planning and Public and Private Enterprises.

The Advanced Level **History** syllabus is divided into six units namely:

Unit 1: National Movements and the New States in Africa

Unit 2: Social and Economic History of East Africa since 1800

Unit 3: European History, 1789 – 1970

Unit 4: World Affairs since 1939

Unit 5: The Theory of Government and Constitutional Development and Practice in East Africa

Unit 6: History of Africa, 1855-1914

As this is a value and knowledge extension subject, the teacher should ensure that value appreciation is stressed during the teaching/ learning process. Teaching and learning strategies have been suggested as indicated. However, the teacher should use creativity and employ any other strategy that can enrich the teaching and learning process.

Uganda Advanced Certificate of Education

Economics

TEACHING SYLLABUS

Contents

SECTION I 7

Introduction 7

SECTION II 14

Topic 1: Introduction to Economics 14

Sub-Topic: Introduction to Economics 14

Topic 2: Price Theory 21

Sub-Topic 1: Introduction to Price Analysis 21

Sub-Topic 2: The Theory of Demand 22

Sub-Topic 3: The Theory of Supply 24

Sub-Topic 4: Market Equilibrium 26

Sub-Topic 5: The Concept of Elasticity of Demand 27

Sub- Topic 6: Elasticity of Supply 28

Sub-Topic 7: Price Mechanism and Price Control 29

Sub-Topic 8: Price Fluctuations 31

Topic 3: Production Theory and Market Structures 33

Sub-Topic 1: Production Theory 33

Sub-Topic 2: The Theory of a Firm 35

Sub-Topic 3: The Theory of Costs 36

Sub-Topic 4: The Theory of Revenue 37

Sub-Topic 5: The Concept of Market Structures 38

Sub-Topic 6: Perfect Competition 39

Sub-Topic 7: Monopoly 40

Sub-Topic 8: Monopolistic Competition 41

Sub-Topic 9: Oligopoly 42

Topic 4: National Income 45
Sub-Topic 1: Definition of Basic Terms..... 45

Sub-Topic 2: Measuring National Income..... 46

Sub-Topic 3: National Income Determination 47

Sub-Topic 4: Per Capita Income and Welfare 48

Topic 5: The Structure of Uganda's Economy..... 51
Sub-Topic 1: Uganda's Economy..... 51

Topic 6: Economic Growth and Economic Development..... 53
Sub-Topic 1: Economic Growth 53

Sub-Topic 2: Economic Development 54

Sub-Topic 3: Theories of Economic Growth and Development
..... 54

Sub-Topic 4: Poverty and Underdevelopment 57

Topic 7: Development Process and Choice of a Development Strategy 59
Sub-Topic1: Agriculture versus Industrial Development Strategies 59

Sub-Topic 2: Labour Intensive versus Capital Intensive Strategies 60

Sub-Topic 3: Intermediate versus Appropriate Technology... 61

Sub-Topic 4: Small Scale versus Large Scale Industries 62

Sub-Topic 5: The Role of Foreign Aid in the Economic Development of a Country 63

Sub-Topic 6: Role of Infrastructure in the Development Process
..... 64

Sub-Topic 7: The Role of Education in the Economic Development Process 64

Sub-Topic 8: Resource Endowment and Economic Development 65

Topic 8: Development of Agriculture and Industry 67
Sub-Topic 1: Development of Agriculture 67

Sub-Topic 2: Industrial Development 69

Topic 9: Population and Labour 71
Sub-Topic 1: Population 71

Sub-Topic 2: Labour 73

Topic 10: Employment and Unemployment 75
Sub-Topic 1: Employment 75

Sub-Topic 2: Unemployment 75

Topic 11: Money and Banking 78
Sub-Topic 1: Barter Trade 78

Sub-Topic 2: Money 79

Sub-Topic 2: Banking 80

Sub-Topic 3: Non- Banking Financial Intermediaries 83

Topic 12: Inflation 85
Sub-Topic 1: Concept of Inflation 85

Topic 13: Public Finance and Fiscal Policy 87
Sub-Topic 1: Public Finance 87

Sub-Topic 2: Fiscal Policy 88

Sub-Topic 3: Public Debt and Budget 89

Topic 14: International Trade 91
Sub-Topic 1: International Trade 91

Sub-Topic 2: Foreign Exchange Rate and Devaluation 92

Sub-Topic 3: Economic Co-operation /Integration..... 93

Topic 15: Economic Development Planning..... 95
Sub-Topic 1: Economic Development Planning 95

Topic 16: Public and Private Sector 97
Sub- Topic 1: Public Sector..... 97

Sub-Topic 2: The Private Sector 98

References 99

SECTION I

Introduction

The Ugandan education system was inherited from the colonial government and so was Economics as a subject. Economics as one of the subjects in Ugandan Education had its origin in Guild and City, went to Cambridge Education, then to the East African Examination Council and finally to Uganda National Examinations Board in 1980.

Although Economics has been taught as a subject for a long time, there was no official syllabus to it. The National Curriculum Development Centre (NCDC) has now come up with this syllabus to match the current changes in market dynamics and methods of delivery.

Economics is a subject taught in all schools at the Advanced Level. It is a subject that empowers learners with knowledge and skills for managing scarce resources. The teacher should note the following features:

General Objective

This is a statement of the expected result of a learner at the end of the topic.

Specific Objectives

These clarify the content and scope. The teacher should use the objectives to plan the teaching/learning strategies suitable for the lesson. Specific objectives also guide in evaluation at the end of the learning process.

Content

Items in the content column are simply listed but should be handled together with the specific objectives and the notes on the topic. These clarify the scope and depth.

Teaching/Learning Strategies

These provide the teacher with guidance on suitable methodology, activities and strategies which may be employed in the teaching/learning process.

Time Frame

This gives the number of hours/periods suggested for each topic. These are only to be used as a guide to enable the teacher cover the work in the allotted time.

Purpose of the Teaching Syllabus

This Economics syllabus is meant to guide teachers handling the subject at A Level. It is designed to achieve the aims of teaching Economics, standardise the teaching of the subject, and guide the teachers. It is also meant to produce potential managers and for further training.

This syllabus will help teachers to adequately cover the content at this level of study. It is designed to emphasise the teaching approaches to be used for each sub-topic from the general approaches to achieve the specific objectives. The time frame allocated should also guide teachers to make effective lesson plans so that they can complete the syllabus within the recommended period. The suggested teaching and learning strategies should be based on the:

i) content to be covered.
ii) number of learners in class.
iii) learning outcomes and assessment standards to be addressed.
iv) level of learners in class.
v) individual needs of the learners.
vi) time available.

Aims of Teaching Economics

Economics equips learners with knowledge, skills, values and attitudes that will enable them to participate in, contribute to, adapt to and survive in a complex economic society. It will enable them to demonstrate a critical awareness of the benefits of responsible and effective resource utilisation.

Learners will be able to:

- acquire Economics vocabulary that will allow them to debate and communicate the essentials of this subject.
- apply, in a responsible and accountable manner, the principles that underlie basic economic processes and practices.
- explore a variety of methods and strategies to analyse and explain the dynamics of markets.
- collect, analyse and interpret data on production, consumption and exchange, as well as other information in order to solve problems and make informed decisions.
- understand human rights concerns, reflect on the wealth creation process and engage in poverty alleviation.
- analyse and assess the impact of local and global institutions on the country's economy.
- further their studies in Economics, in Education, Development Studies, Business Finance and Accounting, Mass Communication, Tourism, Business Administration, Agriculture Economics, Statistics, among others.

Target

This syllabus is aimed at enriching the teaching/learning strategies that teachers of Economics use for effective delivery of the subject in secondary schools.

Scope and Depth

The subject of Economics studies the activities of production, consumption and exchange viewed from the micro-economic and macro-economic perspectives. These activities are formed by individual and societal preferences, in a historical context. They focus successively on the primary, secondary and tertiary sectors. Priorities include the significant contemporary economic issues of poverty, redistribution of income and wealth, growth and development, globalisation, and respect for the environment.

This scope embraces the following features:

- principles, processes and practices of the economy.
- dynamics of the markets.
- economic pursuit.
- significant contemporary issues.

The syllabus is divided into sixteen broad topics with the depth indicated in the sub-topics and the content to achieve the features above.

Teaching Sequence

SENIOR FIVE

1. Introduction to Economics
2. Price Theory
3. Production Theory and Market Structures
4. National Income
5. The Structure of Uganda's Economy

SENIOR SIX

6. Economic Growth and Development
7. Development Process and Choice of a Development Strategy
8. Development of Agriculture and Industry
9. Population and Labour
10. Employment and Unemployment
11. Money and Banking
12. Inflation
13. Public Finance and Fiscal Policy
14. International Trade
15. Economic Development Planning
16. Public and Private Enterprises

Time Allocation

The allocation of time (in periods) caters for nine periods a week of 40 minutes each) for each term. It is assumed that there will be ten (10) weeks of effective teaching available per term for two years except for 1st term of Senior Five and 3rd term of Senior Six.

The allocation of time for Economics is as follows:

Class	Term	Period	Lessons / Week	Weeks/Term
Senior Five	One	40 Minutes	9	8
Senior Five	Two	40 Minutes	9	10
Senior Five	Three	40 Minutes	9	10
Senior Six	One	40 Minutes	9	10
Senior Six	Two	40 Minutes	9	10
Senior Six	Three	40 Minutes	9	8
TOTALS	**6 Terms**			**56 Weeks**

How to Use the Syllabus

The syllabus is aimed at providing the teacher with guidance required to teach Economics at the Advanced Level of secondary school. It is not meant to substitute the creativity of the classroom teacher. The Economics teacher should follow the guidelines below:

1. The sequencing of the topics as used in the syllabus. It is important to note that students need to know and understand certain Economics concepts before they are introduced to other concepts. For example, topics like Introduction to Economics, Price Theory, Production and National Income should be taught in that order before any other topic is introduced.
2. While teaching theoretical concepts, the teacher should use practical examples from Uganda to enable the students' understanding and also take students on field trips.

3. The teacher is strongly advised to supplement the textbooks of Economics with the background to the budget, quarterly reports of Bank of Uganda, abstracts of population and statistics, annual reports from ministries, periodicals published by the World Bank, International Monetary Fund (IMF) and United Nations Development Programme (UNDP), to get current information related to the topic/sub-topic being taught. Students can be asked to read such articles even before the topic/sub-topic is introduced so that they can follow what is being taught.

4. National Income should be taught with supplementary materials like the budget speech and budget report, preferably of the previous financial year. Copies of these can be obtained from the Ministry of Finance, resource centres like Uganda Bureau of Statistics (UBOS), National Chamber of Commerce, National Planning Authority (NPA) and bookstores.

5. The Economics teacher should regularly find out the current statistics from the National Bureau of Statistics.

6. At all times, the teacher should arrange to have experts in the different areas of interest to talk to the students. For example, Uganda Revenue Authority (URA) for taxation; Capital Markets Authority (CMA) for Uganda Capital Markets; Uganda Investment Authority (UIA) for Industrialisation; Ministry of Labour for Employment and Unemployment; Private Sector

Foundation for Private Sector; Ministry of Agriculture for Agriculture; Bank of Uganda for Banking, and so on.

7. The teacher should give continuous assessment tasks to learners within and at the end of every topic, to gauge the learner's level of understanding and achievement.
8. When dealing with statistical concepts, the teacher should be creative and elaborate, and generate hypothetical data.

Assessment

Assessment is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long program of assessment. The informal daily assessment should be used to monitor learner progress through the school year.

Continuous Assessment

Continuous assessment through informal daily assessment and the formal program of assessment should be used to:

- evaluate the learner's knowledge, skills and values.
- evaluate the learner's strengths and weaknesses.
- provide additional support to the learner.
- revisit or revise certain sections of the curriculum.
- motivate and encourage the learner.

Summative Assessment

The external examinations are set, marked and moderated by the Uganda National Examinations Board (UNEB). It administers Economics examination as a principle subject at the end of the second year of study (Senior Six).

Examination Format

There are two papers each with a duration of three hours.

P220/1 Paper One

This tests a candidate's understanding of basic economic theories. There are **two** sections, A and B. Section A contains **one** compulsory question requiring precise and concise answers. In section B, **six** questions are set. A candidate is required to attempt **four** questions

only. Section A carries **20 marks** and B **carries 80** marks totalling to **100 marks**.

P220/2 Paper Two

This paper tests a candidate's understanding of the application of economic principles. There are **two** sections, A and B. Section A contains **one** compulsory question requiring precise and concise answers. In section B, **six** questions are set. A candidate is required to attempt **four** questions. Section A carries **20 marks**, and section B **carries 80 marks**, totalling to **100 marks**.

NB. Paper 1 and 2 do not cover specific topics. All the topics in Economics are covered in paper 1 and 2. P220/2 tests the candidate's understanding and application of theories and concepts in Uganda.

SECTION II

SENIOR FIVE TERM ONE

Topic 1: Introduction to Economics

Duration: 9 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge and understanding of the key concepts and terms in Economics regarding the use and allocation of available resources.

Sub-Topic: Introduction to Economics

Specific Objectives	Content
The learner should be able to: • explain the concept of Economics. • identify the branches of Economics. • distinguish between a want and a need. • list the characteristics of human wants. • identify the fundamental economic problems of scarcity, choice and opportunity cost. • relate the fundamental economic problems of scarcity, choice and opportunity cost. • Construct the Production Possibility Frontier and explain it's uses. • explain the relevance of the Production Possibility Frontier. • distinguish the types of goods.	• The concept of Economics • Branches or divisions of Economics, that is, Micro Economics and Macro Economics • Human wants and needs • Characteristics of human wants • The three fundamental economic problems: scarcity, choice and opportunity cost; meaning of scarcity and the inevitability of choices at all levels (individual, firms, governments) • Relationship between scarcity, choice and opportunity cost • The Production Possibility

Specific Objectives	Content
• explain economic systems. • describe the characteristics of an economic system. • state the advantages and disadvantages of each economic system. • explain a subsistence economy. • identify the characteristics of a subsistence economy. • assess the implications of subsistence production on the economy.	Frontier (PPF) and its uses • Relevance of the Production Possibility Frontier • The types of goods: - Economic vs Free - Normal vs Inferior - Giffen vs Necessity - Merit vs Demerit - Private vs Public - Complimentary vs Substitute - Capital vs Consumer - Tangible vs Intangible - Durable vs Perishable - Intermediate vs final - Goods of ostentation • Economic systems (capitalist, planned, mixed) • Characteristics of each economic system • Advantages and disadvantages of each economic system • The subsistence economy • Characteristics of a subsistence economy • Implications of subsistence production on the economy

Teaching/ Learning Strategies

- Orients learners into the new subject of Economics by making them aware of the importance of the subject namely to:
  - acquire economics vocabulary that will allow them to debate and communicate the essentials of this subject.
  - apply, in a responsible and accountable manner, principles that underlie basic economic processes and practices.

- explore a variety of methods and strategies to analyse and explain the dynamics of markets.
- collect, analyse and interpret data on production, consumption and exchange, as well as other information in order to solve problems and make informed decisions.
- understand human rights' concerns, reflect on the wealth creation process, and engage in poverty alleviation.
- analyse and assess the impact of local and global institutions on the country's economy.
- enable learners to further their studies in courses like Economics, Education, Development Studies, Business Finance and Accounting, Mass Communication, Tourism, Business Administration, Agriculture Economics, and Statistics, among others.

- Define Economics according to the different schools of thought, for instance, the classical economists (Adam Smith and J.S. Mill) define Economics as the science of wealth. The Neo-classical economist, Robins, defines Economics as "a science which studies human behaviour as a relationship between ends and scarce means which have alternative uses."

- Guide the class into forming manageable groups to which similar guiding questions are allocated on the fundamental economic problems of scarcity, choice and opportunity cost.

- Ask the learners to list the personal requirements for school while arranging to report for Senior Five. From the list, select those that are most pressing, those that were not provided and give reasons why they were not provided. From the answers given, relate the concepts of choice, opportunity cost and scarcity.

- Assign a group task on the concept of the Production Possibility Frontier in relation to its rotation in favour of one good or its shift inwards or outwards and the causes of the shift or rotation.

- Involve learners in a game of 'Monopoly' to better explain capitalism.

How Monopoly Game is Played

by Demian Katz

Monopoly is the real-estate trading game that, for many people, is the definitive board game.

How it Works

Summarising *Monopoly* is a nearly pointless exercise, since the game is so familiar, but pay attention anyway; you might be surprised. The basic details are obvious: players roll dice and move around a board showing various real estate properties. If you land on an unclaimed property, you can purchase it. If you land on an area that has already been purchased, you owe its owner rent money. Rent rates can be increased by investing in houses and hotels and by collecting matched sets of properties. Special spaces on the board that penalise players or have them draw random event cards add extra variety. Play continues until all but one player has gone bankrupt.

The interesting thing about *Monopoly* is that, while everybody knows the essence of the rules, few people play by all the details. For example, it is very common for all taxes and penalties to be played to the middle of the board and won by landing on the Free Parking space, but this is not in the rules at all - the Free Parking space has no special purpose in the game, and playing this variant just makes an already long game even longer. Many people are unaware that if a player lands on an empty property and chooses not to buy it, it immediately gets auctioned to the highest bidder by the banker. The rules and regulations of player interaction (an important part of the game) are also frequently ignored, sometimes leading to an exceedingly boring or chaotic experience.

Of course, it is not just players who bend the rules. In recognition of the fact that the game tends to take hours to complete, newer editions have included optional variant rules to speed things up, either by pre-designating a stop time, or by having players start the game already owning random portfolios of real estate.

Why you should know this Game

Monopoly is important mainly because it is everywhere. Variations and overcharge exist for nearly every theme and department stores and supermarkets of all sorts. Anybody can recognise it, and for many people, it is the first thing that comes to mind when the phrase "board game" is mentioned. Understanding *Monopoly* is part of the key to understanding why people are attracted to (or repelled from) the gaming hobby.

Monopoly certainly has some things going for it. It probably deserves some credit for the heavy emphasis on theme in American game design, since there is no mistaking what the game is about. The play money and property deeds give a satisfying physical reality to what the game is simulating. This, combined with the random suspense of the Chance and Community Chest cards, accounts for a lot of the appeal of the game to younger players. For adults, the need for negotiation and plotting to actually reach the endgame is the main reason to play.

At its core, the game feels broken. Once all the properties are sold, the excitement of movement turns into the fear of constant punishment. Although the winner is often effectively determined early on by lucky property purchasing, it takes hours of senseless back-and-forth to actually reach this foregone conclusion. As players go bankrupt and get knocked out of the game, they are

forced to watch passively as everyone else continues, sometimes for hours longer.

Teaching/Learning Aids

- Chart showing differences between Micro and Macro Economics.

Assessment Strategy

- In an exercise, let learners identify economies that better suit capitalism, socialism or a mixed economy.
- Ask learners to identify statements that match normative and positive economics.
- Ask the learners to identify economic statements or topics that match Macro and Micro Economics.

Exercise 1: Classify the following as statements of normative or positive Economics by ticking where appropriate.

S/N	Statement	Normative	Positive
1	All entrepreneurs make profit.		
2	People will always buy goods of the same quality from the cheapest market.		
3	All highly priced goods are of good quality.		
4	A businessman always aims to make the maximum amount of profits.		
5	Every firm that makes losses exits the market.		
6	When a choice has to be made, an individual will always select that commodity which yields the greatest amount of satisfaction.		
7	When I finish university education, I will get a good job.		
8	When the price of a good is high, demand will always be low.		
9	Highly advertised goods attract high demand.		
10	All poor people are lazy.		

Exercise 2: Classify the following as topics of micro or macro Economics by ticking where appropriate

S/N	Statement	Micro	Macro
1	A firm's decision about how much income to save		
2	Impact of higher national savings on economic growth		
3	Firm's policy of hiring and firing workers		
4	Globalisation for raising economic growth rate		
5	Government constructing boreholes in a district		
6	Effect of government regulation on industrial emissions		
7	Government constructing a power dam to increase electricity supply in the country		
8	Controlling outbreak of diseases in a slum.		
9	Increasing production of goods for export		
10	Effects of landslides in Bududa		

Topic 2: Price Theory

Time: 63 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge and understanding of the appropriate skills in analysing the dynamics of prices in price theory.

Sub-Topic 1: Introduction to Price Analysis

Specific Objectives	Content
The learner should be able to:	
• explain price and market.	• The meaning of market and price
• describe the methods of price determination in the market.	• Price determination
• identify the types of prices in the market.	• Types of prices
• illustrate price determination and functions of price in the market.	• Functions of price in the market
• identify the types of markets, and the characteristics each.	• Types and characteristics of a market

Teaching /Learning Strategies

- Guide a brainstorming session on the definition of market and price.
- Guide learners to identify the different characteristics of a market.
- Guide a brainstorming session on the determination of prices in an economy and record the learners' responses on the chalkboard.
- Guide a discussion on how prices are determined in the economy.
- Let students conduct a role play on price determination, for instance, haggling between a buyer and seller.
- Demonstrate resale price maintenance where the seller displays items like airtime cards and newspapers with price labels.
- Facilitate a guided discovery on the functions of price in the economy.

Teaching/Learning Aids

- Commodities with price labels such as newspapers and air time cards
- Commodities with price tags i.e. Supermarket products

Assessment

Written exercise on the following:

1. Define the terms price and market.
2. Examine the methods of price determination in your country.
3. Explain the functions of price in the market.

Sub-Topic 2: The Theory of Demand

Specific Objectives	Content
The learner should be able to: • explain the meaning of demand and effective demand. • identify the types of demand. • describe the demand function. • derive the demand curve from the demand schedule. • use demand function to explain demand curve i.e. determinants of quantity demanded. • distinguish between change in demand and change in quantity demanded. • understand that there exists exceptional demand curves. • construct market demand and identify its determinants. • explain the indifference curve approach to consumer equilibrium. • derive the equilibrium of a consumer using the indifference curve approach. • explain the utility theory.	• Meaning of demand and effective demand • Types of demand • Demand function • The slope of demand curve and law of demand • Determinants of quantity demanded • Change in quantity demanded and change in demand • Exceptional demand curves • Market demand/aggregate demand and its determinants • The indifference curve approach and consumer's

Specific Objectives	Content
• illustrate the income effect, substitution effect and total price effect.	equilibrium • Deriving the equilibrium of a consumer using the indifference curve approach • The utility theory • Income effect, substitution effect and total price effect of a price change

Teaching/ Learning Strategies

- Explain the meaning of demand and effective demand while giving relevant examples.
- Ask learners to use demand schedules to graphically illustrate the demand curves.
- Illustrate the difference between normal and abnormal demand curves.
- Guide a discussion on consumer's equilibrium, income, substitution and total price effects.
- Illustrate the relationship between income and demand.

Teaching/Learning Aids

- Chart showing demand schedule and demand curve

Assessment Strategies

Give group and individual exercises on the theory of demand such as the one below.

1. Define the term demand.
2. Describe the demand function.
3. Draw and explain the demand curve and state the law of demand.
4. Illustrate the relationship between income and demand.
5. Examine the determinants of quantity demanded in your country.
6. Using the indifference curve approach, explain consumer equilibrium.
7. Distinguish between a change in demand and a change in quantity demanded.
8. Explain the factors that lead to a change in demand in an economy.

9. Explain the factors that lead to an increase in demand for a commodity at a constant price.
10. Explain the factors that lead to a decrease in demand for a commodity at a constant price.

Sub-Topic 3: The Theory of Supply

Specific Objectives	Content
The learner should be able to:	
• define supply.	• Meaning of supply
• derive a normal supply curve and state the law of supply.	• Deriving the normal supply curve and the Law of supply.
• explain the supply schedule.	• The supply schedule
• describe the slope of the supply curve.	• The slope of the supply curve
• discuss the factors that affect supply.	• Factors affecting supply
• distinguish between market supply and aggregate supply.	• The market supply/aggregate supply curve and determinants of market supply/ aggregate supply
• account for existence of exceptional supply curves.	• Exceptional supply curves
• illustrate the backward bending supply curve of labour.	• The backward bending supply curve of labour
• explain inter-related supply.	• Inter-related supply
• distinguish between change in quantity supplied and change in supply.	• Change in quantity supplied and change in supply

Teaching/Learning Strategies

- Review the previous knowledge on demand and relate it to the present sub-topic.
- Let the learners brainstorm on the meaning of supply and the law of supply.
- Facilitate a guided discovery on derivation of supply curve.
- Demonstrate the concept of change in supply and change in quantity supplied using a chart.

- Ask learners to identify factors influencing supply and record the responses on the chalkboard.

Teaching/Learning Aids

- Charts and real objects

Assessment Strategies

Give individual assignment on the following:
1. Stating the law of supply.
2. Explaining the factors influencing supply in the country.
3. Accounting for the backward bending supply curve

Sub-Topic 4: Market Equilibrium

Specific Objectives	Content
The learner should be able to: • define equilibrium price and quantity. • derive the equilibrium price and quantity. • distinguish between consumer's surplus and producer's surplus. • relate consumer's surplus to utility and price.	• Meaning of equilibrium price and quantity • Deriving the Market Equilibrium - Using the graph - Using the demand and supply functions • Consumer's surplus and producer's surplus • Relationship between consumer's surplus, utility and price

Suggested Teaching/ Learning Strategies

- Introduce the sub-topic of market equilibrium using a weighing scale or a see-saw to show balance. In addition, guide learners on the definition of equilibrium.
- Guide a discussion on the equilibrium price and equilibrium quantity.
- Demonstrate on equilibrium price and quantity using a graph and simple calculations.

Teaching/Learning Aids

- Charts and real objects

Assessment Strategies

- Give an exercise on equilibrium price and quantity, for example,

Given that: i) Qs = -12+12p Qd = 36-4p
ii) Qd = 24-4p Qs = -8+8p
iii) Qd = 24-2p Qs = -12+4p

Calculate: i) Equilibrium price
ii) Equilibrium quantity

Sub-Topic 5: The Concept of Elasticity of Demand

Specific Objectives	Content
The learner should be able to:	
• explain the concept of elasticity.	• Meaning of the concept of elasticity
• identify the different types of elasticity of demand.	• Types of elasticity of demand - price elasticity of demand - income elasticity of demand - cross elasticity of demand - point elasticity of demand - arc elasticity of demand
• distinguish between elastic demand, inelastic demand, unitary elastic demand, perfectly elastic demand and perfectly inelastic demand.	• Types of price elasticity of demand - elastic demand - inelastic demand - unitary elastic demand - perfectly elastic demand and - perfectly inelastic demand
• identify the determinants of price elasticity of demand.	• Determinants of price elasticity of demand
• apply price elasticity of demand on: - government - incidence of a tax - subsidy - taxation - producer - price discrimination	• Uses of price elasticity of demand on: - government - incidence of a tax - subsidy - taxation - producer - price discrimination
• calculate income elasticity of demand and interpret results.	• Income elasticity of demand.
• identify factors affecting income elasticity of demand.	• Factors affecting income elasticity of demand
• explain the uses of income elasticity of demand.	• Uses of income elasticity of demand

Specific Objectives	Content
• calculate Cross elasticity of demand and interpret results. • identify the factors determining cross elasticity of demand. • explain the uses of cross elasticity of demand.	• Cross elasticity of demand • Factors determining cross elasticity of demand • Uses of cross elasticity of demand

Teaching/ Learning Strategies

- Introduce the sub-topic using some materials like rubber bands, threads or ropes to show their elasticity.
- Guide a discussion on point elasticity, arc elasticity and price elasticity of demand and the factors influencing elasticity of demand.
- Ask questions on factors influencing elasticity of demand.
- Guide learners to discover applicability of elasticity of demand in decision-making.

Teaching/Learning Aids

- Charts
- Rubber bands
- Ropes
- Threads

Assessment Strategies

- Written tasks on elasticity of demand
- Calculations
- Practical applications (relevance) of elasticity of demand

Sub- Topic 6: Elasticity of Supply

Specific Objectives	Content
The learner should be able to: • define the term elasticity of supply. • distinguish the types of elasticity of supply.	• Meaning of elasticity of supply • Types of elasticity of supply - elastic supply - inelastic supply - unitary elastic supply - perfectly elastic supply

Specific Objectives	Content
	- perfectly inelastic supply
• identify the determinants of elasticity of supply.	• Determinants of elasticity of supply
• apply the concept of price elasticity of supply on incidence of a Tax and subsidy.	• Elasticity and incidence of a Tax and a subsidy
• assess the importance of elasticity of supply.	• Importance of elasticity of supply

Suggested Teaching/Learning Strategies

- Review the previous work on elasticity of demand and relate it to elasticity of supply.
- Define the concept of elasticity of supply.
- Guide a discussion on the types of elasticity.
- Lead a problem-solving activity through calculations of elasticity of supply.
- Demonstrate and interpret the concept of elasticity of supply.
- Guide a discovery on determinants of elasticity of supply.
- Demonstrate and interpret the concept of elasticity on incidence of tax and subsidy.

Teaching/Learning Aids

- Chart showing types of different elasticities of supply.

Assessment Strategies

- Take home tasks for learners to calculate elasticity and interpret the results.
- Mark the assignment and make corrections

Sub-Topic 7: Price Mechanism and Price Control

Specific Objectives	Content
The learner should be able to:	
• define the concept of price mechanism.	• Meaning of price mechanism
• describe the role of price mechanism in an economy.	• Operation of price mechanism

Specific Objectives	Content
• assess the advantages and defects of the price mechanism.	• Advantages and disadvantages of price mechanism
• identify the limitations of price mechanism	• Limitations of price mechanism
• give reasons for government intervention in the operation of the price mechanism.	• Reasons for government intervention in the operation of price mechanism
• distinguish the types of price control.	• Types of price control: - minimum price legislation - maximum price legislation - price support
• identify the implications of each type of price control.	• Implications of price legislation using: - minimum price - maximum price

Teaching/ Learning Strategies

- Review the previous knowledge on Economic systems by asking questions.
- Guide the learners to demonstrate and interpret the operation and limitations of the price mechanism.
- Guide the learners to demonstrate interventions in the price mechanism by demonstrating the minimum and maximum prices.

Teaching/Learning Aids

A chart showing minimum and maximum prices

Assessment Strategies

- Give individual exercises on price mechanism and price controls based on the following:
  1. Assessing the role of price mechanism in an economy.
  2. The ways in which the government can interfere with price mechanism.
  3. The reasons why the government should interfere with the price mechanism operations.

Sub-Topic 8: Price Fluctuations

Specific Objectives	Content
The learner should be able to:	
• define price fluctuations.	• Meaning of price fluctuations
• identify the causes and effects of price fluctuations.	• Causes and effects of price fluctuations
• describe agricultural price fluctuations	• Price fluctuations of agricultural products viz a vis prices of manufactured products
• explain the cobweb theory and its assumptions.	• The cobweb theorem; assumptions and types of cobwebs
• propose and explain the stabilisation measures.	• Price stabilisation measures - buffer stock - stabilisation fund - price support - price legislation - rent control - quota system - commodity agreements - resale price maintenance - administration - agricultural diversification - infrastructural development - rural development programmes
• distinguish the international commodity agreements.	• International commodity agreements with special reference to objectives, roles and problems: - International Coffee Agreement - International Tea Agreement - Organisation of Petroleum Exporting Countries

Teaching/ Learning Strategies

- Tell a story related to the knowledge of price mechanism and price control.
- Use expository method on the fluctuation of prices of agricultural products, the Cobweb theory and government scheme to stabilise prices.
- Guide a group discussion on international commodity agreements and price legislation.
- Ask questions as learners provide answers on the causes and effects of price fluctuations.
- Demonstrate the Cobweb theory and government schemes to stabilise prices.

Teaching/Learning Aids

- A chart displaying the different cobwebs

Assessment Strategies

1. Give a task on international commodity agreement, cobweb and price stabilisation.
2. Give an exercise on the extent to which prices fluctuate and ask learners to explain primary producers' low incomes.

SENIOR FIVE TERM TWO

Topic 3: Production Theory and Market Structures

Duration: 90 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and appropriate skills in analysing production, firms' operations and the dynamics of markets.

Sub-Topic 1: Production Theory

Specific Objectives	Content
The learner should be able to:	
• define production and its purpose.	• Meaning and purpose of production as a way of creating wealth
• list the characteristics of wealth.	• Characteristics of wealth
• identify the types, forms and levels of production.	• Types, forms and levels of production: - direct and indirect production - subsistence production versus market production
• explain the factors of production and their rewards.	• Factors of production and their rewards: - land - labour - capital and - entrepreneurship (The relative importance of each in the process of production)
• define mobility of factors of production.	• The mobility of factors of production: - occupational, and

Specific Objectives	Content
	- geographical, and the necessity for their mobility and barriers to each type of mobility
• distinguish between division of labour and specialisation in production.	• Division of labour vs specialisation
• assess the advantages and disadvantages of division of labour and specialisation.	• Advantages and disadvantages of division of labour and specialisation
• explain the development of specialisation and exchange as a result of division of labour.	• Development of specialisation and exchange as a result of division of labour
• distinguish between specific and non-specific factors of production.	• Specificity of a factor of production

Teaching/Learning Strategies

- Review previous knowledge on production.
- Guide learners on the meaning of production.
- Guide a discussion on the purpose, process and factors of production.
- Organise a debate on subsistence production versus production for the market.
- Organise learners in groups to investigate the mobility of labour and assess the importance of labour as a factor of production.
- Organise a group discussion on the causes of geographical mobility of labour.
- Lead a brainstorming session on the development of specialisation and exchange as a result of division of labour.

Teaching/Learning Aids

- Money
- Any machine used in a production process

Assessment Strategies

- Give individual tasks on how subsistence production can be improved.

- Task groups to present their findings on causes of geographical mobility of labour

Sub-Topic 2: The Theory of a Firm

Specific Objectives	Content
The learner should be able to:	
• explain the theory and objectives of a firm.	• Meaning of a firm
• distinguish between the traditional objectives of a firm.	• Traditional objectives of a firm: profit maximisation; normal and abnormal profit. An awareness of other objectives
• discuss factors influencing the long term decisions of the firm.	• Factors influencing the long term decisions of the firm
• explain the input-output relationship of the firm as a production unit (Total product, marginal product, average product).	• Input-output relationship of the firm - the simple production function: - total product - marginal product - average product
• illustrate and interpret by use of graphs the law of diminishing returns/ law of returns to scale.	• The law of diminishing returns and the law of returns to scale
• identify factors leading to location and localisation of firms.	• Factors leading to location and localisation of firms
• assess the merits and demerits of localisation of firms.	• Merits and demerits of localisation of firms
• explain the various forms of growth of firms.	• Survival of firms/growth of firms, concepts of firm and industry (including mergers)
• state the reasons for co-existence of small scale and large scale firms.	• The co-existence of small scale and large scale firms

Teaching/Learning Strategies

- Guide a brainstorming session on the concept of a firm.

- Guide a discussion on firm's objectives and decisions.
- Guide a discussion on the survival of a firm and its performance.
- Demonstrate and illustrate the law of diminishing returns.
- Ask questions on the factors that influence the growth of a firm.

Teaching/Learning Aids

- Charts illustrating the law of diminishing returns

Assessment Strategies

- Give an exercise on the objectives of a firm and why the profit maximisation objective is usually emphasised in economic theories.
- Give group tasks on factors that influence the firm's growth.

Sub-Topic 3: The Theory of Costs

Specific Objectives	Content
The learner should be able to: • explain the concept of costs as used in Economics. • illustrate the relationship between total costs, total variable costs and total fixed costs. • explain the long run average costs. • distinguish between economies of scale and diseconomies of scale. • apply cost analysis to production and pricing of factors of production.	• Types of costs in the short run • Relationship between total cost, total variable cost and total fixed cost and marginal cost • Long run average cost curve • Economies of scale and diseconomies of scale • Performance of firms in terms of output, profits and efficiency

Teaching/ Learning Strategies

- Introduce the concept of costs of a firm relating them to the school experience.
- Organise learners in a brainstorming session on the concept of costs as used in Economics.
- Illustrate marginal cost and average cost, fixed costs versus variable costs and long run average cost curve.

Teaching/Learning Aids

- Charts illustrating the relationship between marginal cost and average cost.

Assessment Strategies

- Give tasks on the relationship between marginal cost and average cost.
- Work on calculations on different forms of costs.

Sub-Topic 4: The Theory of Revenue

Specific Objectives	Content
The learner should be able to:	
• explain the concept of revenue as used in Economics.	• Meaning and types of revenue
• illustrate the relationship between total revenue, average revenue and marginal revenue.	• Relationship between total revenue, average revenue and marginal revenue
• Understand that price level affects the revenue.	• Price level and revenue
• calculate the types of revenue, changes in revenue, profits and losses.	• Calculation of different types of revenue, profit and losses
• apply revenue analysis to production and pricing of factors of production.	• Applying revenue analysis to production and pricing of factors of production
• Relate average revenue, marginal revenue and demand.	• Relationship between average revenue, marginal revenue and demand

Teaching/ Learning Strategies

- Introduce the concept of revenue of a firm and relate this to the school experience.
- Guide a brainstorming session on the concept of revenue as used in Economics.
- Guide learners to illustrate the relationship between marginal revenue, average revenue and total revenue.
- Guide a discussion on marginal revenue, average revenue and total revenue.

Teaching/Learning Aids

- Charts illustrating different forms of revenue
- Textbook illustrations

Assessment Strategies

- Give a task on the relationship between total revenue, average revenue and marginal revenue.
- Give exercises involving calculations on the different forms of revenue.

Sub-Topic 5: The Concept of Market Structures

Specific Objectives	Content
The learner should be able to:	
• explain the term market and market structure.	• Meaning of a market and market structure
• classify different market structures.	• Classification of different market structures: - monopoly - monopolistic competition - perfect competition - oligopoly
• explain the market as a phenomenon and its features.	• The dynamics of markets and price (for example oligopolistic firms can merge to form a monopoly)
• illustrate the relationship between average revenue, marginal revenue and demand.	• Relationship between average revenue, marginal revenue and demand

Teaching/ Learning Strategies

- Guide a brainstorming session on the concept of market and market structures.
- Guide a discussion on the dynamics of markets.
- Give a group task on the relationship between different markets.
- Ask questions on the classification of market structures.

Teaching/Learning Aids

- A chart showing the different market structures

Assessment Strategies

- Give individual assignments on classification of market structures.

Sub-Topic 6: Perfect Competition

Specific Objectives	Content
The learner should be able to:	
• describe the underlying characteristics of perfectly competitive firms.	• Assumptions/characteristics of perfectly competitive firms
• explain the relationship between revenue and cost in perfectly competitive firms.	• The relationship between average revenue, marginal revenue, price and demand
• use graphs to illustrate the short-run and long-run equilibrium of a firm under perfect competition.	• Short-run and long-run equilibrium of a firm under perfect competition
• explain the necessary and sufficient conditions under perfect competition.	• Necessary and sufficient conditions under perfect competition
• illustrate the break-even and shut-down points of a firm.	• Break -even and shut -down points of a firm.
• derive the supply curve of a firm.	• Deriving the supply curve of a firm
• assess the advantages and disadvantages of perfect competition.	• Advantages and disadvantages of a firm under perfect competition

Teaching/ Learning Strategies

- Expose the learners to the characteristics/assumptions of perfect competition.
- Guide the learners to discover revenue, price and demand.
- Guide a brainstorming session on the assumptions, relationship between revenues, price, cost and demand.
- Organise small group tasks on the short-run and long-run equilibrium of a profit maximising firm.

- Ask questions on the advantages and disadvantages of perfect competition.

Teaching/Learning Aids

- A chart showing the equilibrium position of a perfectly competitive firm

Assessment Strategies

- Give exercises and assignments on:
  1. Graphical illustrations on the equilibrium.
  2. The advantages and disadvantages of a firm under perfect competition.
  3. Identifying firms that work in a perfect competition market.

Sub-Topic 7: Monopoly

Specific Objectives	Content
The learner should be able to:	
• identify the characteristics of monopoly.	• Characteristics of a monopoly firm
• identify the sources of monopoly power.	• Sources of monopoly power
• describe the demand, revenue and cost curves of a monopolistic firm.	• Price and output determination under monopoly
• illustrate the equilibrium position of a monopoly firm.	• Equilibrium, output, and profit maximisation of a monopoly firm
• assess the advantages and disadvantages of a monopoly firm.	• Advantages and disadvantages of monopoly
• Describe price discrimination.	• Price discrimination forms: - conditions necessary for price discrimination to succeed - advantages and disadvantages of price discrimination
• identify and explain the control measures of monopoly power.	• Control of monopoly power

Teaching /Learning Strategies

- Employ guided discovery to guide the learners to identify the meaning and features of monopoly.
- You can also use role play where you act as the seller and the students act as the buyers of specific commodities.
- Tell a story of a case study of monopoly using the former Uganda Posts and Telecommunication Corporation, UMEME, UNEB, NCDC, among others.
- Tell a story on price discrimination.
- Guide discovery on characteristics of monopoly.
- Guide a brainstorming session on sources of monopoly power.
- Guide a discovery on advantages and disadvantages of monopoly.
- Guide a discussion on control of monopoly and price discrimination.

Teaching/Learning Aids

- A chart illustrating profit maximisation under monopoly.

Assessment Strategies

- Give group and individual exercises on:
  1. Identifying and explaining the sources of monopoly power.
  2. Price and output determination in the short-run and long-run.

Sub-Topic 8: Monopolistic Competition

Specific Objectives	Content
The learner should be able to: • explain the characteristics of monopolistically competitive firms. • use graphs to illustrate the short -run and long- run equilibrium of a firm under monopolistic competition. • examine the advantages and disadvantages of monopolistically, competitive firms.	• The characteristics of monopolistic competition • Short- run and long-run equilibrium of a firm under monopolistic competition • Advantages and disadvantages of monopolistic competition

Teaching/ Learning Strategies

- Review the previous topics on perfect competition and monopoly, and relate them to monopolistic competition.
- Demonstrate the characteristics of monopolistic competition using an example of a boys' school and a girls' school.
- Guide learners in forming manageable groups to discuss the characteristics of monopolistic competition.
- Guide learners into a debate on the advantages and disadvantages of monopolistic competition by forming two groups, one supporting advantages and the other disadvantages. Here, you become the judge and two students write the points of each side.
- Organise team teaching by involving fellow teachers when they have prepared issues they are going to present together.
- Organise buzz method on characteristics of monopolistic competition.
- Demonstrate on equilibrium and pricing under monopolistic competition.

Teaching/Learning Aids

- Charts illustrating short-run and long-run equilibrium of monopolistic competition
- Different commodities which are close substitutes

Assessment

- Give an individual assignment on determining equilibrium, output, price and profit under monopolistic competition.

Sub-Topic 9: Oligopoly

Specific Objectives	Content
The learner should be able to: • identify features of an oligopoly firm. • distinguish the different forms of oligopoly. • explain price determination under oligopoly.	• Features of oligopoly market structure • Different forms of oligopoly • Price determination under oligopoly: - price leadership - cartel pricing - price rigidity

Specific Objectives	Content
	- price war
• describe the kinked demand curve under oligopoly.	• The concept of the kinked demand curve under oligopoly
• illustrate the demand, revenue and cost curves of oligopoly market structure.	• Demand, revenue and cost curves of oligopoly market structure
• identify and explain the forms of non-price competition under oligopoly.	• Forms of non-price competition under oligopoly
• describe the short-run and long-run position of firms under oligopoly.	• Equilibrium of oligopoly firms in short- and long- run
• assess the advantages and disadvantages of oligopoly firm.	• Advantages and disadvantages of oligopoly market structure

Teaching/ Learning Strategies

- Review the previous topics namely monopoly and monopolistic competition and relate them to oligopoly.
- Emphasise the uniqueness of the kinked demand curve and non-price competition to capture the market.
- Expose the learners to discover the features or characteristics of oligopoly to explain or account for the shape of the kinked demand curve.
- Use expository methods like chalk and talk to explain the concepts of equilibrium output, price and profit in the short-run and long-run.
- Guide the learners into forming manageable groups to discuss advantages and disadvantages of oligopoly firms.

Teaching/Learning Aids

- A chart displaying equilibrium, output, and price and profit determination under oligopoly market

Assessment Strategies

- Give group tasks on characteristics and types of oligopoly; short-run and long-run equilibrium positions of an oligopoly firm; pricing methods and non-price competition. Assign each group a different task.
- Do formative evaluation by giving a test on the two topics.

SENIOR FIVE TERM THREE

Topic 4: National Income

Duration: 69 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and skills and appropriately use National Income analysis in daily life.

Sub-Topic 1: Definition of Basic Terms

Specific Objectives	Content
The learner should be able to: • distinguish between micro and macro economics. • explain the various concepts of national income. • explain the concept of circular flow of income. • discuss the uses of national income statistics. • illustrate the equilibrium position of national income.	• A brief introduction to macro economics and a comparison with micro economics • Meaning of key concepts: - Gross domestic product - Gross national product - Net national product - Net domestic product - Per capita income - Disposable income - Discretionary income - Real income - Nominal income - Net income - Social income - Transfer payments - Net income from abroad • The circular flow of income: - injections - withdrawals in open and closed economies • Uses of national income statistics • Equilibrium position of national income in closed and open economies

Teaching/ Learning Strategies

- Link knowledge from the previous sub-topics like micro and macro-economics it to national income.
- Link the expository method to explain the national income-related concepts or key concepts.
- Carry out a demonstration on the circular flow of income.
- Use question and answer to determine the importance of national income.

Teaching/Learning Aids

- A chart showing the circular flow of income

Assessment Strategies

- Give individual assignments on the importance of measuring national income.
- Give an assignment on national income concepts.
- Give group assignments on the circular flow of income.

Sub-Topic 2: Measuring National Income

Specific Objectives	Content
The learner should be able to: • present the methods of measuring national income in an economy.	• Methods/approaches of measuring national income: - expenditure - income - output approaches
• discuss the problems of measuring national income - statistical and conceptual problems. • calculate the adjustments of national income.	• Problems of measuring national income: - statistical and - conceptual problems - adjustments of national income - gross domestic product - gross national product - net national product and - net domestic product at factor cost and market price
• explain how national income is measured over time and between	• Measuring national income: - over time - between countries

Specific Objectives	Content
countries. • explain the concepts of aggregate demand and aggregate supply. • explain the concepts of the multiplier and the accelerator principle. • explain the factors that influence the investment multiplier. • relate national income and the standard of living.	• Inflationary and deflationary gaps • Concepts of the multiplier and the accelerator principle • Factors that influence the investment multiplier • Relationship between national income and the standard of living

Teaching/ Learning Strategies

- Guide the discussion on the approaches of measuring national income.
- Guide a discussion on approaches of measuring national income.
- Guide a discussion on problems of measuring national income.
- Guide a discussion on the problems of comparing national income between countries and over time.
- Use expository method on inflationary and deflationary gap, multiplier and accelerator principles.

Teaching/Learning Aids

- Textbooks

Assessment Strategies

- Individual assignments on the problems of comparing national income between countries and over time.
- Classroom work on the calculation of the multiplier concept.

Sub-Topic 3: National Income Determination

Specific Objectives	Content
The learner should be able to: • explain consumption, saving and investment. • explain the factors	• Saving, consumption and investment • Factors determining:

Specific Objectives	Content
determining investment, saving and consumption. • discuss the factors limiting investment, saving and consumption.	- saving - consumption - investment • Factors limiting: - saving - consumption - investment

Teaching/ Learning Strategies

- Guide the learners on the meaning of consumption, savings and investments.
- Guide the learners to discuss the consumption function and illustrations.
- Guide the learners to discuss the savings and investments.

Teaching/Learning Aids

- Textbooks
- Charts illustrating consumption, savings and investment functions

Assessment Strategies

- Guide a group discussion on the determinants of consumption, saving and investment.
- Give an assignment on the factors limiting investments in the country.

Sub-Topic 4: Per Capita Income and Welfare

Specific Objectives	Content
The learner should be able to: • define per capita income. • calculate national income figures and use them for comparing the performance of economies. • explain the concept of income inequality. • identify the types of income inequality. • explain the causes and	• Meaning of per capita income • The distribution of income and wealth in East African countries using per capita income as a measure of welfare • Meaning of income inequality • Types of income inequality

Specific Objectives	Content
possible solutions to income inequalities.	• Causes of income inequality and possible remedies.
• explain the Lorenz curve and Gini coefficient.	• Lorenz curve and Gini coefficient
• discuss the arguments for and against uneven distribution of income and wealth.	• Arguments for and against uneven distribution of income and wealth
• give reasons for low per capita incomes in developing countries.	• Causes of low per capita incomes in developing countries
• distinguish standard of living from cost of living.	• Concepts of standard of living and cost of living
• define price indices.	• Price indices and their uses
• identify the types of price indices.	• Computing consumer price indices
• calculate and interpret consumer price index.	• Uses of consumer price indices
• explain the uses of consumer price indices.	• Challenges/limitations of computing consumer price indices
• identify and explain the challenges of computing consumer price indices.	

Teaching/ Learning Strategies

- Use analogy of mangoes or oranges, etc divided and given equally to learners.
- Divide the class into manageable groups and gives them a task on calculation of the computation of national income per capita.
- Guide the learners to discuss the distribution of income and wealth.
- Guide the learners to discuss the causes of income inequality.
- Use guided discovery on the concept of standard of living.
- Give tasks on calculating price indices.
- Invite a resource person to talk about national income statistics.

Teaching/Learning Aids

- Resource person

Assessment Strategies

- Give individual assignments on the causes of income inequality.
- Give a test on price indices.

Topic 5: The Structure of Uganda's Economy

Duration: 21 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, critical understanding and application of principles, processes and practices of the economy.

Sub-Topic 1: Uganda's Economy

Specific Objectives	Content
The learner should be able to:	
• explain the structure of Uganda's economy and its implications.	• The structure of Uganda's economy and its implications
• describe the structure of agriculture and its implications.	• The structure of agriculture and its implications
• describe the structure of industry and its effects on the economy.	• The structure of industry and its effects on the economy
• explain the concept of dualism and the informal sector.	• The concept of dualism and the informal sector
• describe the structure of subsistence and monetary sectors and the need to reduce the subsistence sector.	• Structure of subsistence and monetary sectors and the need to reduce the subsistence sector
• identify the implications of a large subsistence sector to the economy.	• The economic consequences of the informal sector and its implications
• explain economic dependence of countries.	• Forms of economic dependence
• explain economic dependence and its implications to the country.	• Economic dependence and its implications to the country
• describe the present structure of imports and exports.	• The present structure of imports and exports

Specific Objectives	Content
• explain the economic implications of the import and export sectors.	• The economic implications of exports and imports
• explain the role of the government in the development of an economy.	• The role of the government in the development of an economy

Teaching/Learning Strategies

- Relate different structures such as a school to the structure of Uganda's economy by beginning with the sectors the learners know most.
- Guide a discussion on the structure of Uganda's economy and its consequences.
- Form small groups and give different tasks to each group on the characteristics of agriculture, industry and their consequences.
- Help in the formation of manageable groups to discuss the implications of subsistence and monetary sectors, and the need to reduce the subsistence sector.
- Assign small group tasks on dualism and the informal sector, and their implications on the economy.
- Facilitate the formation of manageable groups to discuss economic dependence and its implications on the country.
- Guide the discovery of the implications of export and import sectors.
- Guide discussion on the role of government in the development of an economy.

Assessment Strategies

- Give individual assignments on the informal sector, dualism, economic dependence and the trade sector.

SENIOR SIX TERM ONE

Topic 6: Economic Growth and Economic Development

Duration: 33 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and critical awareness of the theories, principles and policies underlying economic growth and development.

Sub-Topic 1: Economic Growth

Specific Objectives	Content
The learner should be able to:	
• define economic growth.	• Meaning of economic growth
• explain the factors determining economic growth.	• Factors determining economic growth
• assess the costs and benefits of economic growth.	• Costs and benefits of economic growth
• compute economic growth of a country	• Measure of economic growth - gross domestic product - gross national product - income per capita
• explain the main characteristics of developing countries.	• The main characteristics of developing countries

Teaching/Learning Strategies

- Narrate a story about growth.
- Guide a discussion on economic growth.
- Guide a discussion on the factors determining economic growth.
- Use expository methods on the costs and benefits of economic growth.
- Use expository methods on theories of economic growth.
- Guide learners on brainstorming the application and limitations of economic growth.

- Guide learners through a discussion on advantages and disadvantages of each growth theory.

Assessment Strategies

- Give group assignments on measurement and theories of economic growth.
- Give exercises on costs and benefits of economic growth.

Sub-Topic 2: Economic Development

Specific Objectives	Content
The learner should be able to: • distinguish economic growth from economic development. • explain the development objectives. • identify the factors for economic development.	• Distinction between economic growth and economic development • Objectives of economic development • Factors for economic development

Teaching/Learning Strategies

- Introduce the sub-topic by narrating an experience on economic development.
- Guide a discussion on economic development.
- Spearhead a brainstorming session on the objectives of development.
- Guide a discussion on the characteristics of developing countries.
- Guide a discussion on the theories of economic development.
- Give questions to the learners to distinguish between economic growth and economic development.

Assessment Strategies

- Give group assignments on economic development.

Sub-Topic 3: Theories of Economic Growth and Development

Specific Objectives	**Content**
The learner should be able to: • describe the stages of Walt	• Walt Whitman Rostow's

Specific Objectives	Content
Whitman Rostow's (W.W Rostow's) stages of economic development.	(W.W Rostow's) stages of economic development: - the traditional society - pre condition for takeoff - the take off - the drive to maturity - the age of high mass consumption
• apply Rostow's growth stages to his/her country.	• Application of Rostow's stages to Uganda
• explain the limitations of Rostow's growth stages to Uganda.	• Limitations of Rostow's growth stages to Uganda
• assess the advantages and disadvantages of Rostow's growth theory.	• Advantages and disadvantages of Rostow's growth theory
• describe the balanced growth theory.	• Balanced growth theory
• assess the limitations of balanced growth theory.	• Limitations of balanced growth theory
• assess the advantages and disadvantages of balanced growth.	• Advantages and disadvantages of growth theory
• apply balanced growth theory to Uganda.	• Applying balanced growth to Uganda
• describe the unbalanced growth theory.	• Unbalanced growth theory
• assess the limitations of unbalanced growth theory.	• Limitations of unbalanced growth theory
• assess the advantages and disadvantages of un balanced growth theory	• Advantages and disadvantages of unbalanced growth theory
• apply unbalanced growth theory to Uganda.	• Applying unbalanced growth to Uganda
• describe the Big-push growth theory.	• The Big-push growth theory
• assess the limitations of Big-push growth theory.	• Limitations of the Big-push growth theory
• assess the advantages and disadvantages of the Big-push	• Advantages and disadvantages of the Big-

Specific Objectives	Content
growth theory. • apply the Big-push growth theory to Uganda.	push growth theory • Applying the Big-push growth to Uganda

Teaching/ Learning Strategies

- Introduce the concept of theories of development
- Guide a brainstorming session on the characteristics of developing countries. Summarise by categorising these characteristics into the five growth stages of Rostow's theory.
- Use expository method to explain the application of Rostow's growth stages to Uganda.
- Divide the class into manageable groups and guide a discussion on the limitations of Rostow's growth stages to Uganda and the advantages and disadvantages of the theory.
- Use expository method to explain the balanced growth theory.
- Divide the class into manageable groups and guide a discussion on the limitations of the balanced growth theory and the advantages and disadvantages of the theory.
- Use expository method to explain the unbalanced growth theory.
- Divide the class into manageable groups and guide a discussion on the limitations of the unbalanced growth theory and the advantages and disadvantages of the theory.
- Use expository method to explain the Big-push growth theory.
- Divide the class into manageable groups and guide a discussion on the limitations of the Big-push growth theory and the advantages and disadvantages of the theory.

Teaching/Learning Aids

- A chart showing Rostow's five growth stages
- A chart showing the main features of the balanced growth theory.
- A chart showing the main features of the un-balanced growth theory.
- A chart showing the main features of the Big-push growth theory.

Assessment Strategies

- Give learners an assignment on:
  1. the applicability of Rostow's growth stages to Uganda

2. the applicability of the balanced growth theory to Uganda
3. the applicability of the un-balanced growth theory to Uganda
4. applicability of the Big- push growth theory to Uganda

Sub-Topic 4: Poverty and Underdevelopment

Specific Objectives	Content
The learner should be able to:	
• explain the meaning of poverty.	• Meaning of poverty
• explain the characteristics of the poor.	• Characteristics of the poor
• identify the types of poverty.	• Types of poverty - absolute poverty - relative poverty
• explain the causes of poverty.	• Causes of poverty
• discuss the effects of poverty to an economy.	• Effects of poverty to an economy
• assess the government programmes to fight poverty.	• The government of Uganda's programmes to overcome poverty
• describe the viscous cycle of poverty.	• The viscous cycle of poverty
• explain the concept of underdevelopment.	• The concept of underdevelopment
• identify the indicators of underdevelopment.	• Indicators of underdevelopment
• identify the causes of underdevelopment.	• Causes of underdevelopment
• explain the policy measures to overcome underdevelopment.	• Policy measures to overcome underdevelopment

Teaching/Learning Strategies

- Narrate an experience on poverty and underdevelopment.
- Guide a brainstorming session on the definition of poverty.
- Guide a discussion on the categories of the poor.
- Demonstrate the vicious cycle of poverty.
- Tell a story on underdevelopment.

- Form manageable groups and assign a task on the characteristics of the poor.
- Ask questions as learners give responses on measures to overcome poverty in their country.

Teaching/Learning Aids

- A chart illustrating the vicious cycle of poverty
- Newspaper articles on poverty-related issues
- Photographs showing people affected by poverty
- Extracts on poverty from journals

Assessment Strategies

- Test on characteristics of poverty and underdevelopment.

Topic 7: Development Process and Choice of a Development Strategy

Time: 30 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and awareness of the principles and the policies underlying the development process and choice of a development strategy.

Sub-Topic1: Agriculture versus Industrial Development Strategies

Specific Objectives	Content
The learner should be able to:	
• distinguish between a development process and development strategy.	• Difference between a development process and a development strategy
• distinguish between agriculture and industry development strategies.	• Agricultural and industrial development strategies
• assess the advantages and disadvantages of each strategy.	• Advantages and disadvantages of: - agricultural modernisation - agricultural mechanisation
• indicate the interdependence between agriculture and industry.	• The interdependence between agriculture and industry
• suggest the most appropriate agricultural development strategy for Uganda.	• The most appropriate agricultural development strategy for Uganda

Teaching/Learning Strategies

- Introduce the topic by bringing out the difference between a development process and a development strategy.
- Use expository methods to explain the agricultural and industrial development strategies.

- Guide group discussion on the advantages and disadvantages of agricultural modernisation and agricultural mechanisation.
- Guide a debate on the interdependence of agriculture and industry. Making one side to propose that it is agriculture that depends on industry and another side to oppose that it is industry that depends on agriculture. After the debate, summarise by saying that agriculture and industry are interdependent and give reasons.
- Use expository methods to explain the most appropriate agricultural development strategy for Uganda.

Teaching/Learning Aids

- Resource person to discuss agriculture and industrial development strategy

Assessment

- Give an assignment on the interdependence of agriculture and industry and the best approach to develop agriculture.

Sub-Topic 2: Labour Intensive versus Capital Intensive Strategies

Specific Objectives	Content
The learner should be able to: • distinguish between labour intensive and capital intensive techniques of production. • discuss the advantages and disadvantages of each technique of production. • account for the predominance of capital intensive technique of production in Uganda. • suggest the most appropriate technique of production for Uganda.	• Meaning of: - labour intensive technique of production - capital intensive technique of production • Advantages and disadvantages of - labour intensive technique of production - capital intensive technique of production • Why capital intensive technique of production is predominant in Uganda • The most appropriate technique of production for Uganda

Teaching/Learning Strategies

- Introduce the topic by bringing out the difference between a labour intensive technique of production and capital intensive technique of production.
- Guide a group discussion on the advantages and disadvantages of labour intensive and capital intensive techniques of production.
- Guide a brainstorming session on why capital intensive technique of production is predominant in Uganda.
- Use expository methods to explain the most appropriate technique of production for Uganda.

Teaching/Learning Aids

- Chart illustrating labour intensive technique of production and capital intensive technique of production

Assessment Strategies

- Give an assignment on the most appropriate technique of production for Uganda

Sub-Topic 3: Intermediate versus Appropriate Technology

Specific Objectives	Content
The learner should be able to: • distinguish between intermediate technology and appropriate technology. • identify the features of each production technique. • identify the advantages and disadvantages of each type of technology.	• Meaning of: - intermediate technology - appropriate technology • Features of: - intermediate technology - appropriate technology • Advantages and disadvantages of: - intermediate technology - appropriate technology

Teaching/Learning Strategies

- Introduce the topic by making the difference between intermediate technology and appropriate technology.

- Use expository methods to explain the features of intermediate technology and appropriate technology.
- Guide a group discussion on the advantages and disadvantages of intermediate technology and appropriate technology.

Teaching/Learning Aids

- A chart showing features of intermediate technology and appropriate technology

Assessment Strategies

- Give an assignment on the advantages and disadvantages of intermediate technology and appropriate technology.

Sub-Topic 4: Small Scale versus Large Scale Industries

Specific Objectives	Content
The learner should be able to: • distinguish between small scale and large scale industries. • explain the features of small scale and large scale industries. • assess the advantages and disadvantages of small and large scale industries.	• Meaning of: - small scale industries - large scale industries • Features of: - small scale industries - large scale industries • Advantages and disadvantages of: - small scale industries - large scale industries

Teaching/Learning Strategies

- Introduce the topic by bringing out the difference between small scale industries large scale industries.
- Use expository methods to explain the features of small scale industries and large scale industries.
- Guide a group discussion on the advantages and disadvantages of small scale industries and large scale industries.

Teaching/Learning Aids

- A chart showing features of small scale industries and large scale industries.

Assessment Strategies

- Give an assignment on the advantages and disadvantages of small scale industries and large scale industries.

Sub-Topic 5: The Role of Foreign Aid in the Economic Development of a Country

Specific Objectives	Content
The learner should be able to:	
• explain foreign aid as a source of development finance.	• Meaning of foreign aid
• identify the types of foreign aid.	• Types of foreign aid
• explain the role of foreign aid in the development process.	• The role of foreign aid in the development process
• assess the advantages and disadvantages of foreign aid to developing countries.	• Advantages and disadvantages of foreign aid to developing countries
• suggest alternative sources of funds for development.	• Alternative sources of funds for development.

Teaching/Learning Strategies

- Introduce the topic by giving the meaning and types of foreign aid.
- Guide a group discussion on the role of foreign aid in the development process.
- Guide a debate on the advantages and disadvantages of foreign aid to developing countries. One side acting as proposers and the other side as opposers. Summarise the debate by highlighting some of the student's contributions and those not mentioned in the debate..
- Guide a brainstorming session on the alternative sources of funds for development.

Teaching/Learning Aids

- A chart showing types of foreign aid

Assessment Strategies

Give an assignment on the advantages and disadvantages of foreign aid to developing countries.

Sub-Topic 6: Role of Infrastructure in the Development Process

Specific Objectives	Content
The learner should be able to: • identify the types of infrastructure. • discuss the role of infrastructure in the development process.	• Types of infrastructure • Role of infrastructure in the development process

Teaching/Learning Strategies

- Introduce the topic by briefly reminding students the previous sub-topics.
- Guide group discussions on the types of infrastructure.
- Guide group discussions on the role of infrastructure in the development process.

Teaching/Learning Aids

- A chart showing types of infrastructure

Assessment Strategies

- Give an assignment on the role of infrastructure in the development process.

Sub-Topic 7: The Role of Education in the Economic Development Process

Specific Objectives	Content
The learner should be able to: • explain the meaning of education. • discuss the role of education in the economic development process of a country. • identify the challenges of	• Meaning of education • The role of education in the economic development process of Uganda. • Challenges of education in the

Specific Objectives	Content
education in the economic development process of Uganda. • suggest solutions to the challenges of education in the economic development process of Uganda.	economic development process of Uganda • Solutions to the challenges of education in the economic development process of Uganda

Teaching/Learning Strategies

- Introduce the topic by explaining the meaning of education.
- Guide learners to brainstorm the role of education in the economic development of Uganda linking the brainstorming to the products of education. Explain that without education, such products would not be necessary and the nation would lose the job opportunities they provide.
- Form manageable groups to discuss the challenges of education in the economic development of Uganda.
- Guide a group discussion on the solutions to the challenges of education in the economic development process of Uganda

Teaching/Learning Aids

- Products of education like textbooks, newspapers, stationery, etc

Assessment Strategies

- Give an assignment on the role of education in the economic development of Uganda.

Sub-Topic 8: Resource Endowment and Economic Development

Specific Objectives	Content
The learner should be able to: • identify the resources which help a country to develop. • explain the relationship between development strategy, goals and	• Resources for development • The relationship between development strategy, goals of development and resource

Specific Objectives	Content
resource endowment.	endowment (with use of case studies both local and foreign)

Teaching/Learning Strategies

- Introduce the sub-topic by reviewing what was studied in the previous lesson.
- Guide a brainstorming session on the resources that facilitate a country's economic development.
- Use expository methods to explain the relationship between development strategy, goals of development and resource endowment (with use of case studies both local and foreign)

Teaching/Learning Aids

- A chart showing Uganda's resource endowment

Assessment Strategies

- Give an assignment on how Uganda should utilise her resource endowment to achieve economic development.

Topic 8: Development of Agriculture and Industry

Time: 27 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and application of agriculture and industry in the development process.

Sub-Topic 1: Development of Agriculture

Specific Objectives	Content
The learner should be able to:	
• explain the role of agriculture in development.	• Role of agriculture in the development of an economy
• identify the bottlenecks of agricultural development.	• Bottlenecks in agricultural development: - lending policy of banks - export - import enclave versus hinterland - labour force - education policies
• explain the role of cooperatives in the development of agriculture.	• Cooperatives: their policies, roles, challenges and solutions
• distinguish between small-scale production and large-scale production.	• Small-scale versus large-scale agricultural production
• identify the type of technology to be used in the modernisation of agriculture.	• Type of technology to be used in the modernisation of agriculture (approaches to agricultural modernisation)
• distinguish between intensive and extensive production, diversification and specialisation.	• Intensive versus extensive agricultural production diversification versus specialisation of agriculture
• explain the role of research and agricultural institutions in the development of agriculture.	• The role of research and agricultural institutions in the development of agriculture

Specific Objectives	Content
• explain the objectives, achievements and limitations of Plan for the Modernisation of Agriculture in Uganda.	• The Plan for the Modernisation of Agriculture in Uganda, objectives, achievements and limitations

Teaching/Learning Strategies

- Introduce the topic by narrating an experience related to agricultural development.
- Guide a brainstorming session on agriculture and its roles in development.
- Guide a discussion on bottlenecks in the development of agriculture.
- Facilitate learners to role play the problems encountered in agricultural development.
- Guide a discussion on the strategy of agricultural modernisation and the kind of technology to be used.
- Invite a resource person to discuss the role of research in agricultural development.
- Guide the formation of groups to discuss objectives, achievements and limitations of Plan for Modernisation of Agriculture.
- Organise study tours to agricultural farms in the nearby locations/areas.

Teaching/Learning Aids

- Resource person from an agricultural institution
- Guidelines for resource persons
- Journals from NARO, NAADS, DFI'S
- Specimen of agricultural products

Assessment Strategies

- Give group assignments on the bottlenecks of agriculture in development.
- Give a group assignment on the roles, challenges and solutions of cooperatives.
- Give individual assignment on the role of agriculture in the development of Uganda.

Sub-Topic 2: Industrial Development

Specific Objectives	Content
The learner should be able to: • define industrial development. • explain the factors leading to the growth of industries. • discuss the role of industries in the development of Uganda. • explain industrial development strategies such as local resource based, export promotion versus import substitution. • identify the challenges facing the industrial sector in Uganda. • suggest solutions to the challenges facing the industrial sector in Uganda. • explain the role of institutions in the promotion of industrial development.	• Meaning of industrial development and industrialisation • Factors leading to the growth of industries • The role of industry in economic development of Uganda • Industrial development strategies: - local resource based - export promotion - import substitution • Problems facing industrial sector in Uganda • Solutions to the challenges facing the industrial sector in Uganda • Role of institutions in the promotion of industrial development: - Uganda Manufacturers Association, - Uganda Investment Authority

Teaching/ Learning Strategies

- Introduce the topic by referring to the structure of industry in Uganda's economy and evaluating the need to develop the sector to better levels.
- Guide a group discussion on the meaning of industrial development.
- Guide a group discussion on the industrial development strategies.
- Guide a group discussion on the role and problems of industry in Uganda's economic development.

- Give a group task to assess the role of Uganda Investment Authority and the Uganda Manufacturers' Association in the promotion of industrialisation in Uganda.
- Ask questions about the problems facing the industrial sector in Uganda.
- Invite a resource person from Uganda Investment Authority and Uganda Manufacturers' Association to explain the role of these two institutions in industrial development.
- Organise a field study tour to some of the industries in Uganda.

Teaching/Learning Aids

- Resource persons

Assessment Strategies

- Give individual assignments on the:
  1. Role of industries in the development of Uganda.
  2. Problems faced by the industrial sector in Uganda.
  3. Choice of industrial strategy to recommend for Uganda and the reasons for that choice.

SENIOR SIX TERM TWO

Topic 9: Population and Labour

Duration: 30 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, critical understanding and application of the principles and practices of population and labour in the economy.

Sub-Topic 1: Population

Specific Objectives	Content
The learner should be able to:	
• define population and its related concepts.	• Meaning of population and related concepts
• describe the composition of Uganda's population, that is, size, structure, trend and distribution.	• Population of Uganda: size, structure, trend and distribution
• assess the implications of Uganda's population structure.	• Implications of Uganda's population structure
• explain the factors that impact on population (such as HIV/AIDS).	• Factors that impact on population: HIV/AIDS
• assess the consequences of over-population and under population.	• Meaning and consequences of over-population and under population • The concept of optimum population
• discuss the economic consequences of an increasing, a declining, and an ageing population.	• The economic consequences (implications) of: - an increasing population - a declining population - an ageing population
• discuss the consequences of rapid population growth to an economy.	• Rapid population growth rate and its consequences to an economy

Specific Objectives	Content
• explain the theories of population such as Malthusian theory and demographic transitional theory.	• Theories of population growth: - Malthusian population trap - demographic transitional theory • Population growth (forms and determinants)

Teaching/Learning Strategies

- Narrates a story on how population has been changing over the years in a given country.
- Guide a brainstorming session on the meaning of population and related concepts.
- Guide a brainstorming session on the size, structure, trend and distribution of population in developing countries.
- Guide a discussion on the consequences of increasing, declining and ageing population.
- Guide a discussion on the effects of rapid population growth.
- Give group tasks on problems associated with population changes.

Teaching/Learning Aids

- Charts showing population pyramids, demographic transitional theory, optimum population, under population and overpopulation
- Newspaper articles on population.

Assessment Strategies

- Give an individual assignment on the population structure of Uganda and its implications.
- Give a group assignment on the meaning and consequences of overpopulation and under-population.
- Give a group task on theories of population.

Sub-Topic 2: Labour

Specific Objectives	Content
The learner should be able to:	
• define labour force.	• Meaning of labour force (including ILO definition)
• describe the structure of the labour force and the factors that impact on labour force.	• Structure of the labour force and the factors that impact on the labour force
• describe the supply of and demand for labour and their determinants.	• Supply of labour and the factors determining it: - demand for labour and factors determining it
• explain the different forms of wage determination. • explain the theories of wage determination.	• Theories of wage determination - marginal productivity theory of wages - subsistence wage theory (Iron law of wages) - wage fund theory
• account for wage differentials.	• Wage differentials
• define trade unions.	• Meaning of trade unions
• identify the types of trade unions.	• Types of trade unions
• explain the objectives of trade unions.	• Objectives of trade unions
• identify the features of trade unions in Uganda.	• Features of trade unions in Uganda
• explain the tools used by trade unions to negotiate for wages.	• Tools used by trade unions to negotiate for wages
• assess the achievements and failures of trade unions in Uganda.	• Achievements and failures of trade unions in Uganda
• identify the challenges facing trade unions in Uganda.	• Challenges of trade unions in Uganda
• explain labour relations and dispute resolution mechanisms, including labour rights and conventions, within the context of Uganda's labour market for example child labour.	• ILO conventions in relation to child labour

Specific Objectives	Content
• differentiate the methods of wage payment (piece and time rate methods). • discuss the merits and demerits of each method of wage payment.	• Methods of wage payment: - piece rate - time rate • Merits and demerits of: - piece rate - time rate

Teaching/Learning Strategies

- Introduce the topic by making a reference to the previous lessons on production and population.
- Guide a discussion on the size and composition of a labour force.
- Guide a group discussion on labour relations.
- Invite a resource person to discuss with learners the role and operation of trade unions in Uganda.
- Assign a group task on wage determination, collective bargaining, objectives, achievements and failures of trade unions in Uganda.
- Give individual assignments on merits and demerits of each method of wage payment.

Teaching/Learning Aids

- Resource persons
- Newspaper articles on population

Assessment Strategies

- Give individual assignments on determinants of labour force, supply of labour and demand for labour.
- Give a group assignment on methods of wage payment with special reference to minimum wage legislation and the marginal productivity theory of wages.

Topic 10: Employment and Unemployment

Duration: 12 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, critical understanding and application of the principles and policies to solve the unemployment problems in the country.

Sub-Topic 1: Employment

Specific Objectives	Content
The learner should be able to: • differentiate between employment and full employment. • describe the composition of a country's labour force.	• Meaning of: - employment - full employment • Composition of a country's labour force

Teaching/Learning Strategies

- Introduce the topic by narrating a story on the current state of unemployment in Uganda.
- Guide a discussion on the terms: employment and full employment

Teaching/Learning Aids

- A chart illustrating the country's labour force

Assessment Strategies

- Give a research assignment on what constitutes a country's labour force.

Sub-Topic 2: Unemployment

Specific Objectives	Content
The learner should be able to: • distinguish unemployment from underemployment. • describe the nature of unemployment. • identify the types of	• Meaning of: - unemployment - underemployment • Nature of unemployment - voluntary - involuntary • Types of unemployment:

Specific Objectives	Content
unemployment.	- cyclical (Keynesian) - structural - seasonal, frictional - casual - disguised - open-urban unemployment - residual unemployment
• explain the term natural rate of unemployment and identify the causes and solutions to the unemployment problem in developing countries.	• Natural rate of unemployment, causes of unemployment and solutions to the unemployment problem in developing countries
• describe the Keynesian theory of unemployment and its applicability to developing countries.	• The Keynesian theory of unemployment and its applicability to developing economies
• identify the causes of unemployment in Uganda and policy measures the government is taking to reduce it.	• Unemployment in Uganda, causes and policy measures to reduce the problem

Teaching/Learning Strategies

- Introduce the topic by reviewing the previous lesson.
- Use expository methods to explain the meaning of unemployment and underemployment.
- Use expository methods to explain the meaning of voluntary and involuntary unemployment.
- Use expository methods to explain the meaning of the types of unemployment including; cyclical, structural, seasonal, frictional, casual, disguised, open-urban, and residual and natural rate of unemployment
- guides a brainstorming session on the causes of unemployment and the solutions to the unemployment problem.
- Use expository methods to explain the Keynesian theory of unemployment, causes and applicability to developing countries

Teaching/Learning Aids

- A chart showing types of unemployment
- Chart showing the graph for Keynesian unemployment

Assessment Strategies

- Give an assignment on causes of unemployment in Uganda and the possible remedies to the unemployment problem.

Topic 11: Money and Banking

Time: 36 Periods

General Objective

The learner should be able to demonstrate knowledge, understanding and critical awareness of the role of money and policies of banking.

Sub-Topic 1: Barter Trade

Specific Objectives	Content
The learner should be able to: • define the term barter trade. • explain the conditions necessary for barter trade to take place. • asses the advantages and disadvantages of barter trade.	• Meaning of barter trade • Conditions necessary for barter trade to take place • Advantages and disadvantages of barter trade

Teaching/Learning Strategies

- Organise a role play on barter trade and narrate a story on evolution of money.
- Demonstrate the meaning of barter trade using a role play.
- Ask students to display paper money and coins.
- Guide a brainstorming session on the meaning, types and functions of money in an economy.
- Give an assignment on the qualities of good money.
- Guide a discussion on the supply and demand for money.
- Give a group task on value of money and its determinants.

Teaching/Learning Aids

- Commodities (salt, cowry shells)
- Paper money, coins and cheque leaves/books

Assessment Strategies

- Give individual assignments on the definition and difficulties of barter trade.

- Give group assignment on the applicability of the quantity theory of money.

Sub-Topic 2: Money

Specific Objectives	Content
The learner should be able to:	
• define money.	• Meaning of money
• identify the functions of money.	• Functions of money
• explain the characteristics of money.	• Characteristics of money
• describe the evolution of money.	• Evolution of money
• differentiate the types of money.	• Types of money
• describe the composition of money supply (M1 and M2).	• Money supply (M1 and M2)
• justify the demand for money.	• Demand for money: - transaction motive - precautionary motive - speculative motive
• explain the supply of money and its determinants.	• Supply of money: - broad money - narrow money
• identify the determinants of money supply in an open economy.	• Determinants of money supply in an open economy
• explain the quantity theory of money (applications and shortcomings).	• Quantity theory of money (its applicability and shortcomings)
• relate money supply, price level and output in the quantity theory of money.	• Relationship between money supply, price level and output as explained by the quantity theory of money
• explain the relationship between internal and external value of money and its determinants.	• The value of money and its determinants

Teaching/Learning Strategies

- Review previous sub-topic of barter trade and relate it to money.
- Guide a brainstorming session on the meaning of money.
- Guide learners in groups to discuss the functions of money.
- Guide learners in groups to discuss the characteristics of money.
- Use expository methods to explain the types of money, evolution of money, demand for money and supply of money.
- Use expository methods to explain the determinants of money supply in an open economy.
- Use expository methods to explain the quantity theory of money (its applicability and shortcomings).
- Use expository methods to explain the relationship between money supply, price level and output as explained by the quantity theory of money.
- Use expository methods to explain the value of money and its determinants.

Teaching/Learning Aids

- Resource persons
- Money and coins

Assessment Strategies

- Give a group task on the characteristics of good money.

Sub-Topic 2: Banking

Specific Objectives	Content
The learner should be able to: • distinguish between Central bank and Commercial bank • explain the functions of a Central bank.	• Meaning of: - Central bank - Commercial bank • Functions of a Central bank - issuer of a country's currency - banker to government - banker to international agencies - banker to foreign

Specific Objectives	Content
	governments - controller of commercial banks - regulator of the economy - controller of non-bank financial intermediaries - lender of the last resort, etc
• justify the role of the Central bank in the economy.	• Role of the Central Bank in an economy
• define monetary policy.	• Meaning of monetary policy
• identify the objectives of monetary policy.	• Objectives of monetary policy
• explain the tools of monetary policy.	• Tools of monetary policy: - bank rate - minimum legal reserve requirement - special deposit - selective credit control - open market operation - moral suasion - margin requirement - direct control
• assess the effectiveness of monetary policy in Uganda.	• Effectiveness of monetary policy in Uganda
• evaluate the performance of the monetary sector in Uganda.	• Performance of the monetary sector in Uganda
• identify the functions of commercial banks in a country.	• Functions of commercial banks
• explain the role of commercial banks in economic development.	• The role played by the commercial banks in economic development of a country
• identify the role played by foreign commercial banks in economic development of a country.	• Role of foreign commercial banks in economic development
• describe how commercial banks reconcile profitability, liquidity and security.	• How banks reconcile profitability, liquidity and security
• discuss the challenges faced	• Challenges faced by

Specific Objectives	Content
by commercial banks in Uganda. • explain the process of credit creation.	commercial banks in Uganda • Process of credit creation: - meaning of credit creation - assumptions of credit creation - factors influencing credit creation - limitations faced by commercial banks in creating credit in Uganda

Teaching/Learning Strategies

- Review previous sub-topic of money and relates it to banking the
- Guide a discussion on the role of banks in economic development
- Tell a story about the problems of commercial banks in Uganda.
- Use expository methods to explain credit creation
- Guide group discussions on the role of foreign commercial banks in economic development.
- Assign a group task on the role of the central bank and its operations.
- Invite a resource person to discuss the commercial banking practices.
- Assign a group task on the tools of monetary policy.
- Guide a group discussion on the operation of the tools of monetary policy.

Teaching/Learning Aids

- Resource persons
- Guidelines for the resource person

Assessment Strategies

- Give group tasks on the effectiveness of monetary policy in Uganda

Sub-Topic 3: Non- Banking Financial Intermediaries

Specific Objectives	Content
The learner should be able to: • define non-banking financial intermediaries. • discuss the role of specialised financial institutions in the economic development of a country.	• Meaning of non- banking financial intermediaries • Specialised financial institutions: - development banks - insurance companies - cooperative banks - hire purchase firms - building societies - credit associations - Savings and Credit Cooperative Societies (SACCOS) - microfinance institutions - social security institutions
• identify the challenges faced by specialised financial institutions in Uganda.	• Challenges faced by specialised financial institutions in Uganda

Teaching/Learning Strategies

- Relate the previous sub-topic to non-banking financial intermediaries and narrate a story about them.
- Guide a small group discussion on the formation, operation and the role of non-banking financial intermediaries.
- Pose questions on micro-finance operations.
- Invite a resource person on micro-finance institution.
- Guide a discussion on the operations of Savings and Credit Cooperative Societies (SACCOS).

Teaching/Learning Aids

- Resource persons
- Guideline for the resource person

Assessment Strategies

- Give a topical test on all elements in money and banking.

- Give group assignments on the challenges of specialised financial institutions.

Topic 12: Inflation

Duration: 12 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and critical awareness, and apply a range of skills in dealing with problems of inflation.

Sub-Topic 1: Concept of Inflation

Specific Objectives	Content
The learner should be able to:	
• define the term inflation and other related concepts.	• Meaning of: - inflation - deflation - reflation
• distinguish types of inflation according to degree of change in prices.	• Degrees of inflation: - creeping inflation - walking inflation - running inflation - galloping - hyper inflation
• differentiate types of inflation according to cause.	• Types of inflation according to cause: - demand-pull inflation - cost-push inflation - monetary inflation - sectoral inflation - imported inflation - pricing power inflation - profit-push inflation - wage-push inflation - structural inflation
• discuss the causes of inflation.	• Causes of inflation
• identify the effects of inflation in an economy.	• Effects of inflation in an economy
• formulate policies to control inflation in an economy.	• Policy measures to control inflation
• relate unemployment and inflation (stagflation).	• Relationship between inflation and unemployment (Stagflation)

Specific Objectives	Content
• establish the trend of inflation in Uganda.	• Trend of inflation in Uganda

Teaching/Learning Strategies

- Relate inflation to money and narrate a story about a country prone to inflation. For instance, you may quote the German situation after the great economic depression.
- Guide a brainstorming session on the concept of inflation.
- Guide a discussion on the types and causes of inflation.
- Organise a debate on the effects of inflation.
- Assign a group task on the policy measures to control inflation with special reference to Uganda.
- Narrate a story about the trend of inflation in Uganda.

Teaching/Learning Aids

- A chart displaying a Phillips curve

Assessment Strategies

- Give group tasks on causes and effects of inflation in Uganda.
- Give exercises on the concepts related to inflation.

SENIOR SIX TERM THREE

Topic 13: Public Finance and Fiscal Policy

Duration: 27 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and critical awareness, and apply a range of skills in the management of public finance, fiscal policy and public debt.

Sub-Topic 1: Public Finance

Specific Objectives	Content
The learner should be able to:	
• distinguish public finance from private finance.	• Meaning of: - public finance - private finance
• explain the principles and methods of public finance.	• Public expenditure: principles and effects
• identify and explain the sources of public finance.	• Sources of public finance: - tax revenue sources - non- tax revenue sources like market dues (advantages and disadvantages of each)
• explain the methods of expanding the sources of government revenue.	• Methods of expanding the sources of government revenue

Teaching/Learning Strategies

- Guide a brainstorming session on the meaning of public and private finance.
- Guide a discussion on the meaning of public and private finance.
- Guide a discussion on public revenue and expenditure.
- Assign a group task on the principles of public finance.
- Use questions and answers to bring out the advantages and disadvantages of market dues.

Assessment Strategies

- Give an exercise on the principles and effects of public expenditure.
- Give individual assignments on the advantages and disadvantage of non-tax revenue sources.

Sub-Topic 2: Fiscal Policy

Specific Objectives	Content
The learner should be able to:	
• define fiscal policy and taxation.	• Meaning of fiscal policy, and taxation
• distinguish the common terminologies used in taxation.	• Common terminologies used in taxation
• identify and explain the objectives of fiscal policy.	• Objectives and tools of fiscal policy
• explain the principles, characteristics and classification of taxes.	• Principles and characteristics of taxes
• discuss the role of taxation in raising public revenue in an economy.	• Role of taxation in raising public revenue in an economy
• distinguish the types of taxes and assess the advantages and disadvantages of each.	• Types of taxes, advantages and disadvantages of each
• classify taxes according to value of commodity, proportion of income and incidence of tax	• Classification of taxes according to value of a commodity, proportion of income and incidence of tax
• identify the tax reforms in Uganda since 1991.	• Tax reforms since 1991
• explain tax base and how to expand it.	• Tax base and ways of expanding it
• evaluate the effectiveness of fiscal policy.	• Effectiveness of fiscal policy

Teaching/Learning Strategies

- Use expository methods to define fiscal policy and taxation as a tool of fiscal policy.
- Guide a discussion on objectives and tools of fiscal policy.
- Use expository methods to explain the common tax terminologies like taxable capacity, tax evasion, tax avoidance and characteristics of a good tax system.
- Organise a debate on advantages and disadvantages of each type of tax.
- Guide a brainstorming session on the classification of taxes according to value of a commodity, proportion of income and incidence of tax.
- Invite the resource person to explain taxation.
- Organise field study to markets to assess non-tax sources of revenue.

Assessment Strategies

- Give an exercise explaining the terminologies used in taxation.
- Give a group task on evaluation of the effectiveness of fiscal policy tools in developing countries.
- Give individual tasks on the advantages and disadvantages of direct tax and indirect tax.

Sub-Topic 3: Public Debt and Budget

Specific Objectives	Content
The learner should be able to:	
• define public debt and budget.	• Meaning of public debt and budget
• explain the causes, methods, principles and management of public debt.	• Causes, methods and principles of public borrowing: - public debt management
• distinguish debt financing from taxation financing.	• Debt financing versus taxation financing
• describe taxation expenditure and borrowing as instruments of fiscal policy.	• Taxation expenditure and borrowing as instruments of fiscal policy
• discuss the budget as an instrument of social and	• Meaning of budgeting: - the budget as an

economic policy.	instrument of social and economic policy

Teaching/Learning Strategies

- Narrate an experience on public debt.
- Guide a brainstorming session on the meaning of public debt.
- Guide group discussions on the causes, methods of public borrowing and debt management.
- Organise a debate on debt financing versus taxation financing.
- Spearhead a brainstorming session on the role of public finance and debt management in the country's development.
- Provide a radio/TV for the learners to listen to the budget speech of that year.
- Provide textbooks to the learners to cater for the background of the budget.

Teaching/Learning Aids

- Resource person
- Text books
- News papers
- TV/Radio

Assessment Strategies

- Give end of topic test.
- Give individual assignments on debt financing against taxation financing.

Topic 14: International Trade

Duration: 27 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and application of the concept of International trade in the development of an economy.

Sub-Topic 1: International Trade

Specific Objectives	Content
The learner should be able to:	
• define international trade and its forms.	• Meaning and forms of international trade (bilateral and multilateral trade)
• explain the basis of international trade.	• The basis of international trade
• explain the principles of comparative and absolute advantage and their applicability.	• The principles of absolute and comparative advantage and their applications: - gains from trade and specialisation
• discuss the arguments for free trade, motives for protectionism, types of protectionism.	• Arguments for free trade and motives for protectionism, types of protectionism
• identify and explain the merits and demerits of protectionism.	• Merits and demerits of protectionism
• explain the terms: terms of trade, balance of trade, and balance of payments.	• Terms of trade, balance of trade and balance of payment
• explain balance of payments equilibrium, disequilibrium, causes and consequences of balance of payments disequilibrium on domestic economy.	• Balance of payments problems; meaning of balance of payments equilibrium and disequilibrium, causes of balance of payments disequilibrium and consequences of balance payments disequilibrium on domestic economy.

Specific Objectives	Content
• discuss the balance of payments in Uganda, causes, effects, solutions to overcome it.	• Balance of payments in Uganda, causes, effects, solutions/policy measures to overcome balance of payments

Teaching/Learning Strategies

- Review the previous lessons and relate them to international trade.
- Guide a discussion on definition, types and gains from international trade.
- Guides a discussion on arguments for free trade, motives for and against protectionism, and types of protectionism.
- Organise a debate on the case study for and against protectionism.
- Organise a group task on trade restrictions, dangers of over
- protection and problems involved in trade restrictions.
- Guide a discussion on policy measures to improve the balance of payments position in developing countries.
- Guide a discussion on terms of trade, balance of trade and balance of payments.
- Guide a discussion on balance of payments problems.

Assessment Strategies

- Give individual tasks on arguments for and against free trade.
- Organise a group discussion on why countries involve in international trade.
- Organise a group discussion on causes of balance of payment problems in Uganda.

Sub-Topic 2: Foreign Exchange Rate and Devaluation

Specific Objectives	Content
The learner should be able to: • define foreign exchange rate. • identify and explain advantages and disadvantages of each type of foreign exchange rate.	• Meaning of foreign exchange rate • Types of foreign exchange rates, advantages and disadvantages of each

Specific Objectives	Content
• explain devaluation and other related concepts of devaluation.	• Meaning of devaluation, other related concepts, assumptions and the effectiveness of devaluation

Teaching/Learning Strategies

- Relate the sub-topic to the previous lesson on international trade and emphasise the need to have foreign exchange for international transactions.
- Use expository methods to explain the meaning of foreign exchange rates, types, advantages and disadvantages.
- Use questions and answers to teach the assumptions and effectiveness of devaluation.
- Use questions and answers to explain the need for devaluation.

Teaching/Learning Aids

- Journals
- Bank statements
- Newspapers having foreign exchange rates.

Assessment Strategies

- Give exercises on explanation of different types of exchange rates, their advantages and disadvantages.
- All group discussions on the effectiveness of devaluation.

Sub-Topic 3: Economic Co-operation /Integration

Specific Objectives	Content
The learner should be able to:	
• define economic integration and its various forms for example free trade area, customs union, and common market.	• Meaning of economic integration: - economic integration; free trade area, customs union, economic union, common market
• explain the necessary conditions for the success of an economic integration.	• Necessary conditions for economic integration
• identify and explain the	• Gains from economic

Specific Objectives	Content
gains and costs of economic integration.	integration and why economic integration may fail: - distribution of gains and methods of equalising the gains from trade.
• understand the operation of the East African Community	• Case studies on economic integration for example (COMESA, EAC)

Teaching/Learning Strategies

- Introduce the sub-topic using expository methods to define economic integration.
- Guide a discussion on necessary conditions of economic integration.
- Guide a discussion on the factors that lead to failure of economic integration.

Assessment Strategies

- Give an individual task on the advantages and disadvantages of economic integration.
- Give an end of topic test.
- Give group tasks on the types of economic groupings in Africa and beyond.

Topic 15: Economic Development Planning

Duration: 9 Periods

General Objective

By the end of the topic, the learner should be able to demonstrate knowledge, understanding and application of economic development planning in the country's development.

Sub-Topic 1: Economic Development Planning

Specific Objectives	Content
The learner should be able to:	
• define the term economic development planning.	• Meaning of the term economic development planning
• explain the need for economic development planning and its forms.	• The need for planning with particular reference to Uganda: - the different forms of planning - partial versus comprehensive - short-term versus perspective
• describe the principles and hierarchy of planning in the country.	• Principles of a good plan: the hierarchy of planning in Uganda
• discuss the challenges in formulation and implementation of development plans in developing countries.	• Challenges in the formulation and implementation of economic development plans, in Uganda
• evaluate the current development plans in Uganda such as Plan for Modernisation of Agriculture (PMA) and Poverty Eradication Action plan (PEAP).	• Current development plans in Uganda such as the National Development Plan (NDP), Plan for Modernisation of Agriculture (PMA) and the Poverty Eradication Action plan (PEAP)

Teaching/Learning Strategies

- Relate the previous knowledge on economic development to planning. This makes economic development planning clearer.
- Guide a discussion on economic development planning.
- Invite a resource person to discuss with the learners the current economic development plans in Uganda.
- Highlight a case study on the hierarchy of planning in the country.
- Guide a discussion on the challenges in formulation and implementation of development plans.

Teaching/Learning Aids

- Journals on economic development planning

Assessment Strategies

- Give an end of topic test on:
  1. Development planning
  2. Forms of development planning
  3. The need for economic development planning
  4. Principles of a good plan
  5. The hierarchy of planning

Topic 16: Public and Private Sector

Duration: 9 Periods

General Objective

By the end of topic, the learner should be able to demonstrate knowledge, understanding and application of the concept of public and private sector in the country's development.

Sub- Topic 1: Public Sector

Specific Objectives	Content
The learner should be able to:	
• define the term public sector.	• Meaning of public sector
• explain the role of public enterprises and their justification in Uganda.	• The role and objectives of public enterprises: justification for public enterprises
• identify and explain the types and justification for privatisation of public enterprises.	• Major types of public enterprises in Uganda and the justification for privatisation in Uganda: the structural adjustment programmes (SAPs)
• explain the advantages and disadvantages of privatisation.	• Advantages and disadvantages of the privatisation of public enterprises
• assess the challenges of the privatisation process.	• Achievements and weaknesses of privatisation in Uganda
• explain the concepts of economic liberalisation and commercialisation.	• Economic liberalisation and commercialisation
• evaluate the merits and demerits of economic liberalisation.	• Merits and demerits of economic liberalisation

Teaching/Learning Strategies

- Relate the sub-topic to the previous lessons and guide learners to define the word public sector.

- Guide a discussion on the role, types and justification for privatisation of public enterprises.
- Give group tasks on the justification, advantages and disadvantages of privatisation.
- Invite a resource person to talk about the process of privatisation and its challenges.
- Organise a debate on weaknesses and achievements of the public sector.

Assessment Strategies

- Give individual assignments on the meaning, role and objectives of the public sector.
- Give group work on the achievements, challenges and weaknesses/ justification for privatisation.

Sub-Topic 2: The Private Sector

Specific Objectives	Content
The learner should be able to:	
• define the term private sector.	• Meaning of the term private sector
• identify and explain the characteristics of the private sector.	• Characteristics of the private sector
• identify the role of the private sector in economic development.	• The role of the private sector in the economic development
• explain the challenges of the private sector.	• Challenges of the private sector in Uganda
• examine the achievements and weaknesses of the private sector.	• Achievements and weaknesses of the private sector in Uganda
• suggest policy measures to boost private sector growth.	• Policy measures to boost private sector growth in Uganda
• explain the public – private partnership.	• Public- private partnership

Teaching/Learning Strategies

- Narrate a story on privatisation in Uganda.
- Guide a brainstorming session on the meaning of private sector and its characteristics.
- Invite a resource person to discuss private sector growth.

- Guide a discussion on the challenges of the private sector.
- Organise a debate on public and private partnerships.

Assessment Strategies

- Give individual tasks on the achievements and challenges of the private sector.
- Give group tasks on the role of the private sector in economic development.

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Uganda Advanced Certificate of Education

Geography

TEACHING SYLLABUS

Table of Contents

Introduction 105

SECTION II: PHYSICAL GEOGRAPHY 110
Topic 1: Introduction to Physical Geography 110
Topic 2: The Structure of the Earth 112
Topic 3: The Origin of Continents and Ocean Basins 114
Topic 4: Map Work 116
Topic 5: Photograph Interpretation 122
Topic 6: Rocks 125
Topic 7: Weathering and Slope Development 128
Topic 8: Mass Wasting 132
Topic 9: Tectonism 134
Topic 10: Glaciation 140
Topic 11: Lakes 142
Topic 12: Vegetation 144
Topic 13: Climatology and Meteorology 146
Topic 14: Rivers and River Systems 163
Topic 15: Soils 167
Topic 16: Coastal Geomorphology 173

SECTION II: WORLD PROBLEMS & DEVELOPMENT 179
Topic 1: Development 179
Topic 2a: Statistical Representation, Interpretation and Analysis 181
Topic 3: Development of Agriculture 184
Topic 2b (Continued): Statistical Representation, Interpretation and Analysis 188
Topic 3: Development of Agriculture (Continued) 190
Topic 4: Problems of Food Supply 199
Topic 2c: Statistical Representation, Interpretation And Analysis (Continued) 203
Topic 5: Forestry 206
Topic 6: Fishing 209
Topic 2c: Statistical Representation, Interpretation and Analysis (Continued) 212
Topic 7: Population 214
Topic 8: Rural Settlement 218
Topic 9: Urbanisation and Port Development 220

Topic 10: Mining 225
Topic 11: Fuel and Power Production 227
Topic 12: Industrialisation 230
Topic 13: Transport and Communications 236
Topic 14: World Trade and Regional Integration 241
Topic 15: Utilisation and Conservation of Natural Resources 245
References 249

SECTION III: UGANDA 250
Topic 1: Position, Administrative Units, Evolution of Borders and Area 250
Topic 2: Physical Regions & Landforms of Uganda 252
Topic 3: Drainage in Uganda 258
Topic 4: Fieldwork 260
Topic 5: Soils 264
Topic 6: Climate 268
Topic 7: Vegetation 271
Topic 8: Forestry 274
Topic 9: Wetlands 276
Topic 10: Transport and Communication 279
Topic 11: Energy and Power 281
Topic 12: Uganda: Population 284
Topic 13: Uganda: Agriculture 288
Topic 14: Uganda: Fishing Industry 297
Topic 15: Mining 301
Topic 16: Industrialisation 303
Topic 17: Urbanisation 306
Topic 18: Wildlife Conservation 309
Topic 19: Tourism 312
Topic 20: Trade and Commerce 316
Topic 21: Environmental Degradation In Uganda 319
References 321

Introduction

Geography has been part of the advanced level curriculum for a long time for it was one of the subjects examined by the University of Cambridge. The current advanced level syllabus has been examined by Uganda National Examination Board (UNEB) for a long time.

Purpose

This Teaching Syllabus is intended to promote uniformity of content coverage for Geography throughout all the advanced level secondary schools in the country. The content to be covered for each class in all the three major areas, that is, World Problems and Development, Physical Geography, Uganda and Fieldwork has been mapped out per term to enable effective acquisition of knowledge, the development of concepts, skills, values and attitudes.

Aims of Teaching Geography

i) To interest and stimulate students in the study and practical values of Geography.

ii) To help students acquire general background knowledge of the principles and methods of geographical study.

iii) To help students to understand and appreciate the geographical background to development, contemporary problems and prospects of East Africa, Africa and the world.

iv) To help students acquire and practise the basic geographical skills aimed at:

- developing the ability to pursue independent study and research both through reading and work in the field.
- developing the desire to read widely and a critical attitude towards the material read.
- laying emphasis on the general principles of Geography and on formulating general principles of models as well as applying these principles and models to particular examinations.
- putting a greater emphasis on systematic studies of topics and regions than at UCE level.
- the use of the statistical approach in geographical studies.
- a practical approach to studying Geography and practise geographical skills, especially those of map reading,

photographic interpretation, cartographic and fieldwork techniques.

- To make the students aware of, interested in and care for their immediate environment.

Target

This teaching syllabus is intended to be used by graduate teachers of Geography.

Scope and Depth

The Teaching Syllabus covers Physical Geography, World Problems and Development, Uganda and Fieldwork. Statistics, Map Work and Photograph Interpretation are to be integrated in the teaching/ learning process.

Teaching Sequence

The teaching sequence should follow the order in which the topics have been arranged as outlined below to promote effective teaching and learning.

SENIOR FIVE, TERM I		
Physical Geography • Introduction to Physical Geography • The structure of the earth • The origins of continents and ocean basins • Map work • Photographic interpretation	**World Problems and Development** • Development • Statistical representation, interpretation and analysis: bar and line graphs • Development of agriculture	**Uganda and Fieldwork** • Position, administrative units, evolution of boundaries and area • Physical regions and landforms of Uganda • Drainage • Fieldwork
TERM II		
Physical Geography • Rocks • Weathering and slope development • Mass wasting	**World Problems and Development** • Development of agriculture(continued) • Problems of	**Uganda and Fieldwork** • Soils • Climate • Vegetation • Forestry

• Tectonism	food supply • Statistics: Divided circles	• Wetlands
TERM III		
Physical Geography • Glaciation • Lakes • Vegetation	**World Problems and Development** • Forestry • Fishing	**Uganda and Fieldwork** • Transport • Energy and power • Population
SENIOR SIX TERM I		
Physical Geography • Climatology and meteorology	**World Problems And Development** • Statistics: statistical maps • Population • Rural settlement • Statistical maps and diagrams • Urbanisation and port development	**Uganda and Fieldwork** • Agriculture • Fishing
TERM II		
Physical Geography • Rivers and river systems • Soils	**World Problems and Development** • Isoline maps and repeated symbols • Mining • Power and fuel production • Industrialisation	**Uganda and Fieldwork** • Mining • Industrialisation • Urbanisation • Wildlife conservation
TERM III		
Physical Geography • Coastal geomorphology	**World Problems and Development** • Transport and communication • Utilisation and conservation of natural resources	**Uganda and Fieldwork** • Tourism • Trade and commerce • Environmental degradation

Time Allocation

The time allocated to teaching Geography from S5-S6 is four 4(40- minutes each) periods per week. The total number of periods to be spent on each topic has been stated in the syllabus.

How to use this Syllabus

This syllabus is arranged as follows: class, term, topic, general objective(s), sub-topics, specific objectives, content and references. The specific objectives for each sub- topic have been spelt out, but you can come up with others as long as the concepts are not distorted.

You are advised to integrate fieldwork, map work, photographic Interpretation and statistical methods in the teaching of physical and human phenomena. You are advised to use text, maps, photographs, statistics, and models to clarify concepts.

The syllabus is intended to promote effective acquisition of knowledge, and the development of skills, values, attitudes and understanding of concepts. Map work should be taught using survey map extracts of East Africa, while photograph interpretation should be taught using newspaper pullouts, textbooks and actual photographs. Atlases, wall maps and the globe should be utilised in the teaching/ learning process.

Some reference and instructional materials have been suggested but they are not exhaustive; you are encouraged to use other sources for effective teaching. These include relevant Internet websites, electronic encyclopaedia, for example, Encarta, Britannica and e-books; broadcast media, for example, TV and radio; other forms of media, for example, documentaries, videos and audio video tapes; Ministry/departmental reports or reviews, statistical abstracts, for example, those of Bank of Uganda, Ministry of Finance, Uganda Bureau of Statistics; magazines and geographical animations. Project teaching and power point presentations should be utilised where possible.

Mode of Assessment

The two modes of assessment, continuous and summative are recommended. Continuous assessment should be spontaneous and part of the teaching/ learning process to avoid loss of teaching time. Assessment should not be an activity that takes place at the beginning / end of the term or end of the year. All terms should carry continuous assessment marks except Terms Two and Three of Senior Six.

Summative assessment will be conducted in Senior Six term three using the format below:

There will be three papers.

Physical Geography (3 hours)
This will consist of three sections **A, B, and C.** Candidates will be required to answer only **four** questions. Section A is **compulsory** and will have **two compulsory** questions, one on map work and another on photographic interpretation. Candidates will also answer at least **one** question from **Section B** and **one** from **Section C.**

World Problems and Development
This will consist of two sections, **A** and **B.** Candidates are expected to answer **four** questions**.** Question **1** in **Section A** is **compulsory.** Candidates will answer **three questions** from **Section B.**

Uganda and Fieldwork
This will consist of two sections **A** and **B**. Candidates will be required to answer only **four** questions**. One** question will be from **Section A** and **three** from **Section B.**

SECTION II: PHYSICAL GEOGRAPHY

SENIOR FIVE TERM I

Topic 1: Introduction to Physical Geography

Duration: 2 Periods

Overview

This branch of Geography was introduced at O level although its coverage was shallow. At Advanced level, the coverage is in-depth to enable the learner to acquire more knowledge about the origin of respective geographical phenomena and to further develop skills in map reading and photograph interpretation.

Generally, learners have a belief that Physical Geography is hard to understand and conceptualise. You are therefore advised to change this attitude by using the local environment; illustrations and a variety of visual aids to enable them understand the concepts.

General Objective

By the end of the topic, the learner should be able to describe the scope of Physical Geography at A' level

Sub-Topic 1 and 2: Introduction to Physical Geography at Advanced Level

Specific Objectives	Content
The learner should be able to: • explain the term physical geography. • outline the components of Physical Geography. • define geomorphology. • describe the geomorphic processes.	• The term physical geography • Components of Physical Geography • Definition of geomorphology • Endogenic and exogenic processes

Methodology

- Using the brainstorming approach, ask the learners to give:
  - the meaning of physical geography.

  - the components of physical geography.
- Using the discussion method:
  - introduce the topic.
  - clarify on the meaning of physical geography and its components.
  - explain the meaning of geomorphology.
- Give the learners textbook study in groups to research and write reports on physical geography and its components.

Teaching/Learning Aids

- The local environment around the school, focusing on aspects of physical geography; survey maps, atlases, photographs, and charts showing physical features.

Assessment Strategy

- Group reports on the meaning of physical geography and its components.

Topic 2: The Structure of the Earth

Duration: 4 Periods

Overview

Aspects of the earth were covered at O level. Use the knowledge the learners have about the earth as one of the planets to introduce the topic.

General Objective

By the end of the topic, the learner should be able to explain the origin, structure and shape of the earth.

Sub-Topic 1: The Earth

Specific Objectives	Content
The learner should be able to: • explain the origin of the earth. • describe the structure of the earth. • describe the shape of the earth.	• The origin of the earth • The structure of the earth • The shape of the earth

Methodology

- Introduce the topic by guiding the learners to discuss and review the origin and shape of the earth.
- Ask one learner to illustrate the shape of the earth on the chalkboard.
- Using discussion:
  - clarify the learners' contributions on the origin and shape of the earth.
  - describe the concept of the internal structure of the earth.
- Demonstrate the internal structure of the earth using an orange.
- Give the learners group work to:
  - study textbooks and make reports on the origin, shape and structure of the earth.
  - draw a well-labelled structure of the earth.
  - model the shape of the earth.

Teaching/Learning Aids

Globe, charts and markers, an egg, an orange, clay and water

Assessment Strategies

- Group reports focusing on the origin, shape and internal structure of the earth. The models should depict the spherical shape of the earth.

Topic 3: The Origin of Continents and Ocean Basins

Duration: 14 Periods

Overview

Using the world wall map, introduce the concept of continental drifting. Focus the learners to continents and oceans in both hemispheres. Websites for respective geographical animations have been included under the references. Where possible, make use of them to demonstrate the concept of continental drift.

General Objective

By the end of the topic, the learner should be able to explain the theories of the origin of continents and ocean basins.

Sub-Topic 1: Continental Drift and its Effects on Evolution of Features in East Africa

Specific Objectives	Content
The learner should be able to:	
• Define continental drift.	• The concept of continental drift
• Describe the distribution of the present day continents and ocean basins.	• Distribution of continents and ocean basins
• explain the theories of the origin of continents and ocean basins.	• Theories of the origin of continents and ocean basins
• explain the effects of continental drift on the evolution of physical features in East Africa.	• Effects of continental drift on the evolution of physical features in East Africa

Methodology

- Using guided discussion, introduce the topic and review the meaning of a continent.
- Ask learners to:
  - give examples of continents and ocean basins.
  - draw a sketch map of the world showing the distribution/location of continents and ocean basins.
- Using the discussion method:

- introduce the topic and clarify the learners' contributions about the meaning of a continent and examples of continents and ocean basins.
- check if the continents and ocean basins are correctly located on the sketch map.
- introduce the concept of continental drift.

- Demonstrate the concept of continental drift by use of models, power point and/or geographical animations on the Internet.
- Discuss:
  - the theories of the drifting of continental land masses and the evidence to justify them.
  - the effects of continental drift on the evolution of physical features/landforms in East Africa.
- Give the learners:
  - an individual exercise to draw the world map and locate the present day continents and ocean basins.
  - group work exercises to research and make reports on:
    - the distribution of continents and ocean basins.
    - the theories and evidence of continental drifting.
    - the effects of continental drift on the evolution of physical features and landforms in East Africa.

Teaching/Learning Aids

- Globe, atlases, models, the Internet, power point and wall maps

Assessment Strategies

- Group reports about the concept of continental drift and its effects in East Africa.
- Give an exercise on drawing the world map showing continents and ocean basins.

Topic 4: Map Work

Duration: 24 Periods

Overview

Map work is a practical topic aimed at imparting skills to the learner that are useful in day-to-day life. Therefore, in handling this topic, ensure each individual learner's full participation. All the necessary map work teaching aids such as survey maps, mathematical sets, pencils, thread and foot rulers should be available during the lesson.

General Objective

By the end of the topic, the learner should be able to utilise the map work skills acquired to draw and interpret features on a survey map.

Sub-Topic 1 and 2: Introduction to Map Work

Specific Objective	Content
The learner should be able to: • define a map. • identify the different types of maps. • state the aspects of a good map. • explain ways of locating phenomena on a map.	• Definition of a map • Types of maps • Aspects of a good map • Location of phenomena on maps

Methodology

- Using guided discussion, introduce the topic and ask the learners to:
  - define a map.
  - identify the different types of maps.
  - state the aspects of good map.
- Guide learners to brainstorm how to locate phenomena on a map.
- Using the talk and chalk method, clarify:
  - the meaning and aspects of a good map.
  - the location of phenomena on maps.
- Using map study, ask learners to locate various phenomena on the survey map.
- Give learners a written exercise to assess whether each individual has mastered the map skills of locating phenomena on maps.

Teaching/Learning Aids

- Atlases, survey maps, geometry sets and pencils

Assessment Strategy

- Give an exercise focusing on the skills of locating phenomena on maps

Sub-Topic 3: Measurements

Specific Objectives	Content
• The learner should be able to measure: • the area of regular and irregular surfaces. • the straight and winding distances. • bearings on a map.	• Measuring the area of regular and irregular surfaces • Measuring straight and winding distances • Measuring bearings on a map

Methodology

- Using brainstorming, introduce the topic and review the measurement of:
  - the area of regular surfaces.
  - straight and winding distances.
  - bearings of places/features.
- Demonstrate on the chalkboard to clarify the measurement of:
  - regular and irregular surfaces.
  - straight and winding distances on a map.
  - bearings of places/features.
- Using map study, guide the learners on the measurement of area, distance and bearings using survey maps.
- Give learners an individual exercise on the measurement of area and distance.

Teaching/Learning Aids

- Survey maps, rulers, pencils, thread, paper, pair of dividers, and geometry sets

Assessment Strategies

- Give an exercise on the measurement of area and distance.

Sub-Topic 4: Relief on Maps

Specific Objectives	Content
The learner should be able to: • describe relief on maps. • calculate the vertical interval and amplitude.	• Ways of describing relief on maps • Calculation of vertical interval and amplitude

Methodology

- Using map study, ask the learners to identify the different ways in which relief is represented on the survey maps.
- Using guided discussion, explain the:
  - ways of describing relief on a map.
  - procedure of calculating the vertical interval and amplitude.
- Demonstrate the concept of contours using a model of a hill.
- Give the learner a written exercise to test each learner's ability to:
  - calculate the vertical interval of any map extract.
  - calculate the vertical interval and amplitude.
  - describe relief on maps.

Teaching/Learning Aids

- Survey maps, illustrations, charts, clay and water

Assessment Strategies

- The exercise on the calculation of vertical interval, amplitude and describing relief on maps

Sub-Topic 5: Sketch Maps

Specific Objective	Content
• The learner should be able to draw the different types of sketch maps.	• Types of sketch maps

Methodology

- Using the brainstorming technique, ask learners to explain:
  - what a sketch map is.
  - how to draw a simple/ordinary sketch map.
- Using discussion :
  - clarify the drawing of a simple sketch map.
  - introduce the idea of map reduction and enlargement.

- explain the calculation of new scales of reduced and enlarged sketch maps.
- Demonstrate reduction and enlargement of a map.
- Test the learners on:
  - the drawing of the different sketch maps.
  - the calculation of new scales of reduced and enlarged sketch maps.

Teaching/Learning Aids

- Survey maps, illustration on charts, coloured pencils, foot rulers and mathematical sets.

Assessment Strategy

- The test on sketch map drawing, reduction, enlargement and calculation of new scales.

Sub-Topic 6: Cross/Relief Section Drawing

Specific Objective	Content
The learner should be able to: • draw a cross/ relief section. • calculate: - the vertical exaggeration. - the gradient. - the amplitude of relief. • state inter-visibility of phenomena on the cross section /map.	• A cross /relief section between points • Calculation of the: - the vertical exaggeration - the gradient - the amplitude of relief • Inter-visibility of phenomena

Methodology

- Discuss the procedure of drawing a cross section.
- Ask any learner to draw a cross section on the chalk board.
- Using guided discussion:
  - clarify the cross section drawn.
  - explain the calculation of vertical exaggeration, gradient and amplitude.
- Demonstrate how to determine enter-visibility of phenomena on the cross section and map.
- Conduct a fieldwork study around the school and assign learners an individual exercise to draw an annotated cross section/transect.

- Using map study, assign learners a written exercise on cross section drawing, calculation of vertical exaggeration, gradient and amplitude.

Teaching/ Learning Aids

- Survey maps, rulers, pencils

Assessment Strategy

- The exercise on cross section drawing and calculation of vertical exaggeration, gradient and amplitude

Sub-Topic 7: General Map Study

Specific Objective	Content
The learner should be able to: • identify the different drainage features. • identify the drainage patterns on the map. • describe the different drainage patterns on a map. • identify the different vegetation types on maps. • describe the climate of the areas on map extracts. • identify the land uses /economic activities shown on the map. • identify settlement types and patterns on a map. • identify the problems/challenges of areas on the map.	• Identification of drainage features • Identification of drainage patterns • Description of drainage patterns • Identification of vegetation types on maps • Description of climate of areas on map extracts • Identification of land uses/economic activities on the map • Identification of settlement types and patterns on a map • Identification of problems/challenges of areas on the map

Methodology

- Using the brainstorming method, ask the learners to identify the different phenomena on a map extract.
- Using group work, assign learners to study the survey map and identify the different types of drainage features.
- Using guided discussion:
  - clarify the different phenomena identified.
  - introduce:

  - the description of climate on a map extract.
  - identification of problems/challenges of an area on a map extract.
- Give an individual exercise on aspects of general map study.

Teaching/Learning Aids

- Survey maps, charts

Assessment Strategy

- Individual exercise on aspects of general map study.

Sub-Topic 8: Interrelationships on Maps

Specific Objective	Content
The learner should be able to describe the interrelationship between different geographical phenomena on maps.	• Description of interrelationships between the different geographical phenomena on maps.

Methodology

- Using guided discussion, guide learners to describe the interrelationships between different geographical phenomena on maps.
- Give learners group work to study survey maps, to describe the relationship between phenomena on maps.
- Conduct a field study in the local environment to guide learners to establish relationships between phenomena.
- Ask learners to write and present group reports.

Teaching/ Learning Aids

- Textbooks, local environment and survey maps

Assessment Strategy

- Group reports focusing on the fieldwork study

Topic 5: Photograph Interpretation

Duration: 4 Periods

Overview

Photograph interpretation, like map work, enables learners to develop skills that are useful in everyday life. Introduce this topic by presenting a variety of clear photographs on physical and human phenomena for effective teaching and learning. You are advised to ensure that each learner gets practically involved in interpreting phenomena on the photograph and drawing of landscape sketches.

General Objective

By the end of the topic, the learner should be able to draw a landscape sketch of the photograph and interpret the physical and human phenomena on the photograph.

Sub-Topic 1 and 2: Introduction to Photograph Interpretation

Specific Objectives	Content
The learner should be able to: • define a photograph. • identify the different types of photographs. • identify the different sections of a photograph.	• Definition of a photograph • Types of photographs: - ground - oblique - aerial • Sections of a photograph: - foreground - background - middle ground

Methodology

- Using the brainstorming method, introduce the topic and review the O level knowledge of photographs.
- Using the discussion method:
  - define a photograph.
  - describe the different types of photographs.
  - describe the sections of a photograph.

- Use guided discussion to guide learners to study and identify the types of photographs from the samples given to them.
- Give learners an assignment to study textbooks and make notes on the types and sections of photographs.

Teaching/Learning Aids

- Photographs on human and physical phenomena

Sub-Topic 3: Landscape Sketch Drawing of a Photograph

Specific Objectives	Content
The learner should be able to draw a landscape sketch of a photograph.	• A landscape sketch of a photograph

Methodology

- Demonstrate on the chalkboard how to draw a landscape sketch of a photograph.
- Give the learners an individual exercise to draw landscape sketches of the photographs provided.

Teaching/Learning Aids

- Sample photographs

Assessment Strategy

- Marking learners' group work to assess their skills of drawing landscape sketches of photographs

Sub-Topic 4: General Photograph Study

Specific Objectives	Content
The learner should be able to: • interpret the: i) physical phenomena. ii) human phenomena on a photograph • describe the interrelationships between phenomena on a photograph.	• Interpretation of : - physical phenomena on a photograph - human phenomena on a photograph • Inter-relationships between phenomenon on a photograph

Methodology

- Using the brainstorming technique, ask learners to identify human and physical phenomena on photographs.
- Guide learners to discuss the interrelationships between phenomena on different types of photographs.
- Conduct a fieldwork study in the local environment to observe and make group reports on the interrelationship between phenomena identified in photographs.
- Ask learners to present the reports as you clarify key issues in each report.
- Give learners an individual exercise on general photograph study.

Teaching/Learning Aids

- Photographs, local environment

Assessment Strategies

- Group reports from the fieldwork focusing on interrelationships between phenomena.
- The individual exercise on the general photograph study.

SENIOR FIVE TERM TWO

Topic 6: Rocks

Duration: 8 Periods

Overview

Rocks are found in our local environment; they influence the nature of the landscape, soils and human activities. The knowledge to be acquired from the study of this topic should be able to make the learners appreciate and sustainably utilise the local environment.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the processes of formation of different types of rocks.
ii) explain the importance of rocks in East Africa.

Sub-Topic 1: Introduction to Rocks

Specific Objectives	Content
The learner should be able to:	
• define rocks.	• Definition of rocks
• analyse the classification of rocks.	• Classification of rocks: - igneous - sedimentary - metamorphic
• explain the rock cycle.	• The rock cycle
• describe the processes of rock formation.	• Processes of rock formation

Methodology

- Brainstorm:
  - on the definition of rocks.
  - on the types and properties of rocks.
  - on the formation of rocks
- Using discussion, clarify the learners' contributions.
- Demonstrate the rock cycle on the chalkboard/charts.
- Give learners an exercise to study textbooks and make notes on rocks.
- Conduct a pilot study in the local environment to establish specific areas that will help you to clarify the concept of rock types and properties.

- Conduct a fieldwork study and assign learners group work to study and write group reports on the types and properties of rocks in the local environment.
- Ask the learners to present the reports while you clarify on key issues in each report.
- Test the learners on the definition, types and properties of rocks.
- Give learners group work to research and make reports on the rock cycle and formation of rocks.
- Conduct a fieldwork study in the local environment to observe and make reports on rock lay out.
- Ask learners to present the reports as you clarify the key issues in each report.

Teaching/Learning Aids

- Local environment, rock samples, charts and textbooks

Assessment Strategies

- Test to assess their knowledge on rock types and their properties.
- Group reports to assess the skill of observation of rock lay out.

Sub-Topic 3: Rock Influence on Landscape and Human Activities

Specific Objectives	Content
The learner should be able to: • discuss the influence of rock structure on landscape. • discuss the economic importance of rocks.	• Influence of rock structure on landscape • Economic importance of rocks

Methodology

- Give learners an individual exercise to research and make notes on the influence of rock structure on the landscape and human activities.
- Conduct a field study in the local environment to observe and make group reports on the influence of rocks on the landscape and human activities.
- Ask learners to present reports as you clarify the key issues in each report.

Teaching/Learning Aids

- Charts, the local environment and photographs

Assessment Strategy

- Group reports to assess the development of the skill of observation in assessing rock influence on the landscape and human activities.

Topic 7: Weathering and Slope Development

Duration: 12 Periods

Overview

This topic is a reality in our environment. Conduct fieldwork to help the learner to understand and appreciate the local environment for purposes of sustainable utilisation and development.

General Objective

By the end of the topic, the learner should be able to explain the process of weathering and the formation of rocks in humid and arid areas.

Sub- Topic 1: Introduction to Weathering

Specific Objectives	Content
The learner should be able to:	
• define weathering	• Definition of weathering
• explain the types and processes of weathering.	• Types and processes of weathering: - physical - chemical - biological
• analyse the factors affecting weathering.	• Factors affecting weathering
• explain the relationships between the weathering types.	• Interdependence of chemical and physical weathering

Methodology

- Use brainstorming to introduce the topic and ask the learners to :
  - define the concept of weathering.
  - identify the types of weathering.
  - identify the factors affecting weathering.
  - describe the processes of weathering.
- Using the discussion method, clarify the learners' contributions.
- Give learners an individual exercise to research and make notes on weathering.
- Test the learners on the types and processes of weathering.

Teaching/ Learning Aids

- Textbooks, the local environment, charts and photographs

Assessment Strategy

- Test on the types and processes of weathering.

Sub- Topic 2: Landforms Due to Weathering

Specific Objectives	Content
The learner should be able to: • describe the landforms resulting from weathering.	• Resultant landforms from weathering, for example: - exfoliation domes - inselbergs/tors - etchplains - mesas - screes/talus ▪ Karst topography such as: - caverns - stalactites - stalagmites - pillars - dolines - limestone pavements
• explain the economic importance of weathering.	• Economic importance of weathering

Methodology

- Guide learners to brainstorm:
  - the landforms due weathering.
  - the importance of weathering.
- Using discussion:
  - clarify the learners' contributions.
  - describe the formation of resultant landforms due to weathering.
- Demonstrate the formation of various weathering landforms on charts and the chalkboard.
- Conduct fieldwork in the local environment for learners to observe and make reports on the resultant landforms of weathering.
- Ask learners to present reports as you clarify key issues.

- Test the learners on the formation of landforms due to weathering and their importance.

Teaching / Learning Aids

- Textbooks, charts, the local environment and photographs

Assessment Strategies

- Group reports and the test on the formation of weathering landforms and their importance.

Sub- Topic 3: Slope Development in Humid and Arid Areas

Specific Objective	Content
The learner should be able to: • define a slope. • identify the types of slopes. • explain the theories for slope development. • explain the factors influencing slope development.	• Definition of a slope • Types of slopes • Theories for slope development, for example: - Morris Davis' theory - William Pencks • Factors influencing slope development such as: - rock hardness - faulting - valley erosion

Methodology

- Give learners an individual exercise to research and make notes on:
  - the concept of slope.
  - the types of slopes.
  - theories for slope development.
  - the factors influencing slope development.
- Conduct a fieldwork study in the local environment for learners to observe the development of slopes.
- Test the learners on the concepts and theories of slope development.

Teaching/Learning Aids

- Textbooks, charts, the local environment, relevant websites of the Internet, e-books, electronic encyclopaedia, for example, Britannica, Encarta and photographs

Assessment Strategy

- Test on the concepts and theories of slope development

Topic 8: Mass Wasting

Duration: 4 Periods

Overview

In the recent past, there has been much coverage in the local and international media of massive destruction of lives and property as a result of landslides. Read to the class the articles about the Bududa landslides in the Monitor newspaper of 3rd and 4th March 2010 or any other related article to introduce the topic.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the formation of the resultant features of mass wasting.
ii) explain the effects of mass wasting on the physical and human environment.

Sub- Topic 1: Types and Processes of Mass Wasting

Specific Objective	Content
The learner should be able to: • define mass wasting. • locate areas of occurrence of mass wasting. • explain the types and processes of mass wasting in East Africa.	• The concept of mass wasting. • Areas of occurrence of mass wasting • Types and processes of mass wasting ▪ slow movements: - soil creep - solifluction - talus creep ▪ rapid movements/ landslides: - rock fall - rock slump - rock slides - avalanches - mud flow - earth flow
• explain the causes of mass wasting.	• Causes of mass wasting
• explain the effects of mass wasting.	• Effects of mass wasting

Specific Objective	Content
• discuss the measures to control mass wasting.	• Measures to control mass wasting

Methodology

- Using the brainstorming method, ask the learners to:
  - define mass wasting.
  - identify areas of mass wasting.
  - identify types/processes of mass wasting.
- Using the discussion method, clarify the learners' contributions.
- Carry out a pilot study to identify appropriate areas in the local environment, such as, quarries and steep road side cuttings, through the hills depicting mass wasting.
- Conduct a fieldwork study in the identified areas to enable learners to observe mass wasting as a way of clarifying the concept.
- Give learners group work to research and make reports on the measures for controlling mass wasting.
- Ask learners to present the reports as you clarify key issues.

Teaching/ Learning Aids

- Textbooks, charts, models, local environment, photographs, documentaries, electronic encyclopaedia, e-books, the Internet and power point presentations

Assessment Strategy

- Group reports from the fieldwork exercise on measures of controlling mass wasting

Topic 9: Tectonism

Duration: 24 Periods

Overview

This topic is an abstract one because it involves invisible endogenic or internal forces that impact on the earth. You are advised to make use of various illustrations and visual aids to clearly explain the occurrence and influence of these internal processes. The visual aids may include documentaries of recent occurrences such as the Hawaiian earthquake, Iceland and Indonesian volcanic eruptions; newspaper excerpts, photographs, Power Point presentations, models and animations from relevant Internet websites.

General Objective

By the end of this topic, the learner should be able to explain the causes of tectonism in East Africa and its effects on landform evolution and human activities.

Sub-Topic 1: Types of Tectonic Movements

Specific Objectives	Content
The learner should be able to: • define tectonism. • outline the types of tectonic movements.	• The concept tectonism • Types of tectonic movements

Methodology

- Using guided discussion, introduce the topic and review the meaning and the processes of tectonism.
- Demonstrate the concept of the origin of tectonism/ (convectivity in the mantle) using boiling water in a saucepan.
- Test the learners on the difference between tectonism and earth movements.

Teaching/Learning Aids

- Textbooks, charts, models, atlases, the Internet, photographs, documentaries, Power Point presentations, stove, matchbox and sauce pan

Assessment Strategy

- The test on the difference between tectonism and earth movements.

Sub-Topic 2: Earthquakes

Specific Objectives	Content
• define the concept of earthquakes. • explain the causes of earthquakes. • describe the effects of earthquakes.	• The concept earth quakes • Causes of earth quakes • Effects of earth quakes

Methodology

- Introduce the topic and brainstorm:
  - the meaning of the term earthquake.
  - the origin and causes of earthquakes.
  - the effects of earthquakes.
- Using discussion, clarify the learners' contributions.
- Give learners an individual exercise to study and make notes on the causes and effects of earthquakes.

Teaching/ Learning Aids

- Recommended textbooks, charts, and photographs

Assessment Strategies

- Ensure that the notes focus on the causes and effects of earthquakes.

Sub-Topic 3: Faulting

Specific Objectives	Content
The learner should be able to: • define faulting. • explain the causes of faulting. • describe the types of faults. • describe the landforms resulting from faulting.	• Definition of faulting • Causes of faulting • Types of faults • Landforms due to faulting such as: - horsts - tilt blocks - Rift valley - graben hollows - escarpments - fault- guided river valleys

Specific Objectives	Content
• describe the influence of faulting on drainage.	- fault steps • Influence of faulting on drainage such as: - rift valley lakes - tilt block lakes - fault guided rivers valleys - waterfalls offset river courses
• explain the economic importance of features due to faulting.	• Economic importance of faulted features

Methodology

- Using guided discussion, review: -
  - the definition of faulting.
  - the causes of faulting.
  - the formation of landforms resulting from faulting.
  - the influence of faulting on drainage.
  - the economic importance of features due to faulting.
- Using guided discovery, assign learners to:
  - a sketch map of East Africa and locate the East African Rift Valley.
- Give learners group work to research and make reports on the theories of rift valley formation.

Teaching / Learning Aids

- Textbooks, models, photographs, Power Point presentations, relevant Internet websites, encyclopaedia and e-books

Assessment Strategy

- Group reports on the theories of rift valley formation

Sub-Topic 4: Folding

Specific Objectives	Content
The learner should be able to: • define folding • explain the origin of folding. • describe the influence of folding on the landscape in East Africa.	• Definition of folding • Origin of folding • Influence of folding on the landscape in East Africa

Methodology

- Using the brainstorming method, ask the learners to:
  - define folding and give the types of folds.
  - explain the causes of folding.
  - describe the influence of folding on the landscape.
- Use discussion to clarify the learners' contributions.
- Assign learners group work to research and make reports on folding in East Africa.
- Conduct a field study in the local environment to observe the effects of folding.

Teaching/ Learning Aids

- Textbooks, models, photographs and the local environment

Assessment Strategies

- The learners' group reports should cite examples of folding in East Africa.

Sub-Topic 5: Warping

Specific Objectives	Content
The learner should be able to: • define warping. • explain causes and processes of warping. • explain the formation of landforms due to warping. • explain the effects of warping on drainage in East Africa.	• Definition of warping • Causes and processes of warping • Formation of landforms due to warping. • Effects of warping on drainage in East Africa: - formation of lakes - reversal of rivers

Methodology

- Using the question and answer method, ask learners to:
  - define warping
  - explain:
    - the causes and processes of warping.
    - the formation of landforms due to warping.
    - the effects of warping on drainage in East Africa.
- Use discussion to clarify the learners' contribution.
- Assign the learners group work to research and make reports on warping.

Teaching / Learning Aids

- Textbooks, local environment, models, charts and photographs.

Assessment Strategy

- The group reports on warping should give examples of areas of warping in East Africa.

Sub-Topic 6: Vulcanicity/Igneous Activity

Specific Objectives	Content
The learner should be able to:	
• define vulcanicity.	• Definition of vulcanicity.
• explain the origin of vulcanicity.	• The origin of vulcanicity.
• describe the different types of vulcanic activity.	• Types of volcanic activity.
• describe the formation of the resultant features and landforms of vulcanicity.	• Formation of resultant features and landforms of vulcanicity: ▪ extrusive/volcanic landforms, for example: - volcanic mountains - explosion craters - calderas - volcanic plugs ▪ Intrusive features, for example: - batholiths - laccoliths - lapoliths - sills - dykes - phacoliths
• Explain the influence of vulcanicity on drainage in East Africa.	• Influence of vulcanicity on drainage, such as: - lakes - watershed/divides - waterfalls - hot springs - geysers - steam fumeroles - radial drainage patterns - sub-surface drainage

Specific Objectives	Content
• discuss the influence of vulcanicity on human activities.	• Influence of vulcanicity on human activities.

Methodology

- Using guided discovery, ask the learners in groups to make notes on the:
  - definition of vulcanicity.
  - origin of vulcanicity.
  - different types of volcanic activity.
  - formation of resultant features of vulcanicity.
  - influence of vulcanicity on drainage in East Africa.
  - influence of vulcanicity on human activities in East Africa.
- Demonstrate volcanic eruption using boiling porridge or insert a bottle containing a mixture of wheat flour, yeast, soda ash and food colour in the event of a moulded volcano. The mixture will bubble and overflow easily to depict a non-violent eruption.
- Assign learners individual homework to research and make notes on vulcanicity in East Africa.

Teaching / Learning Aids

- Textbooks, model of a volcano, photographs, sauce pan, stove, matchbox, paraffin, porridge, soda ash, food colour, documentaries and the Internet

Assessment Strategy

- Ensure that learners cite examples of vulcanicity in East Africa.

SENIOR FIVE TERM THREE

Topic 10: Glaciation

Duration: 12 Periods

Overview

Glaciation is limited to mountainous areas in East Africa. It is found on the Rwenzori, Kenya and Kilimanjaro mountains. It covers only the higher peaks that are not easily accessible. You are advised to guide learners to research and make reports using textbooks, the Internet, documentaries and photographs for more information to understand the concept.

General Objective

By the end of the topic, the learner should be able to explain the process of glaciation and the resultant landforms.

Sub-Topic 1: Glaciation in East Africa

Specific Objectives	Content
The learner should be able to: • define glaciation. • locate glaciated areas in East Africa. • explain why East Africa has limited glacial activity. • explain how glacier is formed. • describe the work of glaciers. • describe the formation of features resulting from glaciation.	• The concept of glaciation • Location of glaciated areas in East Africa • Factors for limited glacial activity in East Africa • Conditions and processes of glacier formation • The work of glaciers • Formation of glacial features: ▪ Erosional features, for example: - cirques/ corries - arêtes - pyramidal peaks - glacial troughs - truncated spurs - hanging valleys ▪ Depositional/ peri-glacial features such as: - outwash plains - drumlins

Specific Objectives	Content
• explain the economic importance of glaciation in East Africa.	- eskers - kames • Economic importance of glaciation in East Africa

Methodology

- Using discussion, introduce the topic and ask the learners to:
  - define glaciations.
  - identify areas of glaciation in East Africa.
- Using guided discussion:
  - explain why glaciation covers a smaller area of East Africa.
  - explain the formation of glaciers.
  - describe the work of glaciers and the resultant features/landforms.
- Assign learners in groups to research and make reports on the economic importance of glaciation in East Africa.
- Give learners an individual exercise to draw a sketch map of East Africa and locate areas of glaciation.

Teaching/ Learning Aids

- Photographs, textbooks, charts, models of glacial features, the Internet and Power Point presentations

Assessment Strategies

- Group reports on the economic importance of glaciation to East Africa.
- Ensuring an accurate sketch map outline of East Africa with correct location of areas of glaciation.

Topic 11: Lakes

Duration: 8 Periods

Overview

Lakes are a vital resource for economic development. The learners should be made to appreciate their value in order to promote sustainable exploitation and conservation of this resource.

General Objective

By the end of the topic, the learner should be able to explain the formation of the different types of lakes in East Africa.

Sub-Topic1: Types and Formation of Lakes

Specific Objectives	Content
The learner should be able to:	
• define a lake.	• Definition of a lake
• identify the types of lake.	• Types of lakes such as: - tectonic - erosional - depositional - man made
• describe the characteristics of each type of lake.	• Characteristics of each type of lake
• explain the mode of formation of lakes.	• Mode of lake formation
• discuss the economic importance of lakes.	• Economic importance of lakes.

Methodology

- Using group work, assign learners to:
  - define a lake.
  - describe the characteristics of lakes.
  - explain the mode of formation of lakes.
- Using the discussion method, clarify the learners' presentations pointing out key issues in each report.
- Using guided discovery, assign learners to study and make notes on lake formation and the importance of lakes.
- Organise a pilot study on a lake.

- Conduct a fieldwork study on a lake and assign the learners group work to make and present reports on the characteristics of the lake and its importance to the hinterland.
- Using discussion, clarify the key issues in the group reports.

Teaching/Learning Aids

- The local environment, a lake, textbooks, the Internet, models, photographs, documentaries and Power Point presentations

Assessment Strategies

- Fieldwork reports on the characteristics of the lake and its importance to the hinterland.

Topic 12: Vegetation

Duration: 28 Periods

Overview

Vegetation is a vital phenomenon both to the physical and human environment. Focus should therefore be made on its sustainable utilisation for the benefit of the present and future generations.

General Objectives

By the end of the topic, the learner should be able to:

i) identify the different vegetation types in East Africa and the rest of the world.
ii) describe the factors influencing vegetation distribution in East Africa.
iii) explain the importance of vegetation.

Sub-Topic1: Natural Vegetation

Specific Objectives	Content
The learner should be able to:	
• define natural vegetation.	• Definition of natural vegetation
• locate areas of occurrence of the different natural vegetation types in East Africa and the rest of the world.	• Areas of natural vegetation types in East Africa and the rest of the world
• describe the characteristics of the different natural vegetation types.	• Characteristics of different natural vegetation types
• explain the factors influencing the distribution of natural vegetation.	• Factors influencing natural vegetation distribution
• explain the factors for the deterioration of the natural vegetation.	• Factors for the deterioration of natural vegetation
• describe the measures for natural vegetation conservation and depletion control.	• Measures for natural vegetation conservation and depletion control
• explain the economic importance of the different natural vegetation types.	• Economic importance of natural vegetation types

Methodology

- Using the brainstorming technique, guide the learners to:
  - define natural vegetation.
  - locate on the world map areas of occurrence of natural vegetation.
  - describe the characteristics of the different natural vegetation types.
- Using the discussion method:
  - clarify the learners' contributions.
  - explain the factors influencing the distribution of the natural vegetation types.
  - explain the factors favouring deterioration of natural vegetation.
- Organise a pilot study in the local environment on the different aspects of vegetation.
- Conduct fieldwork in the local environment and assign learners group work to study, make and present group reports on the different aspects of natural vegetation.
- Using guided discussion, clarify the main issues in the reports.
- Assign learners an individual exercise to research and make notes on the following :
  - natural vegetation conservation measures.
  - economic importance of natural vegetation.

Teaching/ Learning Aids

- The local environment, textbooks, documentaries, the Internet and photographs

Assessment Strategy

- Group reports and the individual exercise

SENIOR SIX TERM ONE

Topic 13: Climatology and Meteorology

Duration: 48 Periods

General Objectives

By the end of the topic, the learner should be able to:

i) explain the measurement and recording of elements of weather.
ii) explain the factors influencing the elements of weather.
iii) describe the regional variations of climate in East Africa.

Sub-Topic 1: Introduction to Climatology and Meteorology

Specific Objectives	Content
The learner should be able to: • define climatology and meteorology. • distinguish between weather and climate. • outline the elements of weather and climate. • describe the layers of the atmosphere.	• The concepts climatology and meteorology • The distinction between weather and climate • Elements of weather and climate • Layers of the atmosphere

Methodology

- Using the brainstorming technique, introduce the topic and guide the learners to:
  - define climatology and meteorology.
  - distinguish between weather and climate.
  - describe elements of weather and climate.
  - describe layers of the atmosphere.
- Using the discussion technique, clarify the learners' contributions.
- Assign learners an individual exercise to draw a diagram showing the different layers of the atmosphere.

Teaching /Learning Aids

- Textbooks, the local environment, the Internet and documentaries

Assessment Strategy

- A correctly drawn and labeled diagram showing the layers of the atmosphere

Sub-Topic 2: Measurement and Recording of the Different Elements of Weather

Sub-Topic 2.1: Temperature

Specific Objectives	Content
The learner should be able to:	
• define temperature.	• Definition of temperature
• describe how temperature is measured and recorded at a weather station.	• Measurement and recording of temperature
• explain the terms related to temperature.	• Terms related to temperature
• describe the factors influencing the temperature of a place.	• Factors influencing the temperature of a place
• explain the concept of vertical temperature variation.	• The concept of vertical temperature variation
• explain the factors for the vertical variations in temperature.	• Factors influencing vertical variation in temperature
• define temperature inversion.	• Definition of the concept of temperature inversion
• explain the conditions for temperature inversion.	• Conditions for temperature inversion
• explain the effects of temperature inversion.	• Effects of temperature inversion

Methodology

- Guide learners to brainstorm**:**
  - the concept temperature.
  - how to measure and record temperature.
  - the factors influencing the temperature of a place.
- Conduct a field study to a nearby weather station for the learners to observe, make and present reports on the measurement and recording of temperature.
- Using the guided discussion method:

- clarify the learners' contributions .
- introduce the concept of vertical temperature variation.
- explain the factors favouring vertical temperature variation.

- Assign the learners an individual exercise to:
  - draw the diagrams of instruments used to measure temperature.
  - define temperature inversion.
  - explain the conditions for and effects of temperature inversion on human activities.
- Using group work, assigns learners to research, make and present reports on the effects of temperature inversion.
- Discuss the group reports as you clarify the key issues.
- Give out statistics and assign learners an individual exercise to calculate:
  - the diurnal temperature range.
  - the mean annual temperature.
  - the annual temperature range.

Teaching/ Learning Aids

Weather station, the maximum and minimum thermometers, textbooks, data tables and graphs, photographs and the Internet

Assessment Strategies

- Group reports on the effects of temperature inversion,
- The exercise on the calculation of different aspects of temperature.
- The diagrams for measuring temperature should be correctly drawn and labelled.

Sub-Topic 2.2: Humidity

Specific Objectives	Content
The learner should be able to: • define humidity. • differentiate the types of humidity • describe how relative humidity is measured and recorded. • explain the factors influencing humidity. • explain the significance of humidity for the environment.	• Definition of the concept of humidity • Types of humidity: - absolute - relative • Measurement and recording of relative humidity • Factors influencing humidity • The significance of humidity for the environment

Methodology

- Using the guided discovery, ask the learners to:
  - define humidity.
  - differentiate between the types of humidity.
  - describe how humidity is measured and recorded.
- Using the discussion method:
  - explain the factors influencing humidity.
  - explain the significance of humidity for the environment.
- Guide the learners to draw the instrument used in measuring humidity.

Teaching /Learning Aids

- Textbooks, the Internet, hygrometer and weather station

Assessment Strategy

- A correctly drawn diagram of a hygrometer

Sub-Topic 2.3: Clouds

Specific Objectives	Content
The learner should be able to: • define clouds. • identify the types of clouds. • describe the characteristics of different types of clouds. • explain how clouds are formed. • explain the influence of clouds on the environment.	• Definition of clouds • Types of clouds • Characteristics of different types of clouds • Formation of clouds • Influence of clouds on the environment

Methodology

- Using guided discovery, ask the learners to make notes on the types of clouds and the characteristics of each type.
- Using the discussion method, explain how clouds are formed and the factors influencing their formation.
- Assign learners an individual written exercise to explain the influence of clouds on the environment.

Teaching/ Learning Aids

- Textbooks, the local environment and the Internet

Assessment Strategies

- The exercise on the influence of clouds on the environment

Sub-Topic 2.4: Precipitation

Specific Objectives	Content
The learner should be able to: • define precipitation. • describe the types/forms of precipitation.	• Definition of precipitation • Forms of precipitation

Methodology

- Using the brainstorming method, ask the learners to:
  - define precipitation.
  - identify the types of precipitation.
- Using discussion:
  - clarify the learners' contributions.
  - introduce rainfall as one of the forms of precipitation.
  - explain how rainfall is measured and recorded at the weather station.
  - explain the formation of the different types of rainfall.
  - explain the factors influencing rainfall distribution in East Africa.
- Assign learners an exercise to draw a rain gauge and explain how it works.
- Test the learners on the formation of different types of rainfall.

Teaching/Learning Aids

- Text books, local environment, weather station, rain gauge and the Internet.

Assessment Strategies

- The test on the formation of different types of rainfall.
- A correctly drawn and labelled diagram of a rain gauge.

Sub-Topic 2.5: Rainfall

Specific Objectives	Content
The learner should be able to: • define rainfall. • describe how rainfall is measured and recorded. • describe the formation of the different types of rainfall. • explain the factors influencing rainfall distribution in East Africa.	• Definition of rainfall • Measurement and recording of rainfall • Formation of the different types of rainfall • Factors influencing rainfall distribution in East Africa

Methodology

- Using the brainstorming method, ask the learners to:
  - define precipitation.
  - identify the types of precipitation.
- Using discussion:
  - clarify the learners' contributions.
  - introduce rainfall as one of the forms of precipitation.
  - explain how rainfall is measured and recorded at the weather station.
  - explain the formation of the different types of rainfall.
  - explain the factors influencing rainfall distribution in East Africa.
- Assign learners an exercise to draw a rain gauge and explain how it works.
- Test the learners on the formation of different types of rainfall.

Teaching/Learning Aids

- Text books, local environment, weather station, rain gauge and the Internet.

Assessment Strategies

- The test on the formation of different types of rainfall
- A correctly drawn and labelled diagram of a rain gauge

Sub-Topic 2.6: Solar Radiation

Specific Objectives	Content
The learner should be able to: • define solar radiation. • describe the types of solar radiation. • differentiate between solar radiation and terrestrial radiation. • explain the factors influencing the amount of solar radiation received at a place.	• Definition of solar radiation • Types of solar radiation • Distinction between solar and terrestrial radiation • Factors influencing the amount of solar radiation

Methodology

- Discuss:
  - the definition of solar radiation.
  - the types of solar radiation.
  - the difference between solar and terrestrial radiation.
  - the factors influencing solar radiation received at a place.
- Give learners an individual exercise to research and make notes on solar radiation.

Teaching/Learning Aids

- The Internet and textbooks

Assessment Strategy

- Notes on solar radiation

Sub-Topic2.7: Sunshine

Specific Objectives	Content
The learner should be able to: • define sunshine. • describe how sunshine is measured and recorded at a weather station. • explain the factors influencing	• Definition of sunshine • Measurement and recording of sunshine • Factors influencing the

Specific Objectives	Content
the amount of sunshine received. • explain the influence of sunshine on the environment.	amount of sunshine • Influence of sunshine on the environment

Methodology

- Using brainstorming, guide learners to:
  - define sunshine.
  - explain how sunshine is measured and recorded at a weather station.
- Use discussion to:
  - clarify the contributions.
  - explain the factors influencing sunshine.
  - explain the influence of sunshine on the environment.
- Assign learners an individual exercise to:
  - research and make notes on sunshine.
  - draw Campbell's sunshine recorder.

Teaching/Learning Aids

- The Internet, textbooks and weather station

Assessment Strategy

- Notes on sunshine and a correctly drawn and labelled Campbell's recorder, and explain how it works.

Sub-Topic 2.8: Atmospheric pressure

Specific Objectives	Content
The learner should be able to: • define atmospheric pressure. • explain the measurement and recording of atmospheric pressure. • explain the factors influencing the distribution of atmospheric pressure. • locate the different pressure	• Definition of atmospheric pressure • Measurement and recording atmospheric pressure • Factors influencing the distribution of atmospheric pressure • Location of the different world

Specific Objectives	Content
belts of the world • describe the characteristics of each pressure zone. • discuss the factors influencing the world distribution of pressure.	pressure belts • Characteristics of each pressure zone • Factors influencing the world distribution of pressure

Methodology

- Using the guided discovery technique, ask learners to:
  - define atmospheric pressure.
  - explain the measurement and recording of atmospheric pressure.
- Using discussion:
  - clarify the definition, measurement and recording of atmospheric pressure.
  - describe the characteristics of each pressure zone.
  - explain the factors influencing the distribution of atmospheric pressure in the world.
- Give learners an individual exercise to draw:
  - the sketch map of the world showing atmospheric pressure belts.
  - a barometer.

Teaching/ Learning Aids

- Textbooks, barometer, the Internet, atlas and the wall map of the world

Assessment Strategy

- The sketch map of the world, ensuring correct outline of the map and accurate location of the pressure belts.

Sub-Topic 2.9: Wind

Specific Objectives	Content
The learner should be able to: • define wind. • describe how aspects of wind are measured and recorded. • explain the factors influencing winds.	• Definition of wind • Measurement and recording of aspects of wind: - speed - direction - strength • Factors influencing winds

Specific Objectives	Content
• identify the types of local winds, for example, land and sea breezes. • describe the characteristics of the local winds. • explain the influence of the local winds on the weather conditions and human activities in the different parts of the world. • identify the planetary wind system. • describe the characteristics of planetary winds. • explain the factors influencing planetary winds.	• Types of local winds: - land and sea/lake breezes - anabatic - katabatic • Characteristics of local winds • Influence of local winds on: - weather conditions - human activities • The planetary wind system • Characteristics of the planetary wind • Factors influencing planetary winds

Methodology

- Using the brainstorming technique, guide the learners to:
  - define wind.
  - describe how aspects of wind are measured and recorded at a weather station.
  - identify the types of local winds.
  - describe the characteristics of local winds.
  - explain the factors influencing local winds.
- Using discussion:
  - clarify the learners' contributions about local winds.
  - Identify the types of planetary winds.
  - describe the characteristics of planetary winds.
  - explain the factors influencing planetary winds.
  - explain the effects of planetary winds on the environment and human activities.
- Assign learners an individual exercise to draw:
  - diagrams illustrating local winds.
  - sketch maps, showing the location of planetary winds.

Teaching/ Learning Aids

- World wall-map, atlases, charts, documentaries, textbooks and the Internet

Assessment Strategy

- Diagrams illustrating local winds and sketch maps showing the location of the planetary winds.

Sub-Topic 2.10: Air masses

Specific Objectives	Content
The learner should be able to: • define air masses. • identify the types of air masses. • describe the characteristics of air masses. • discuss the effects of air masses on the environment.	• Definition of air masses • Types of air masses • Characteristics of air masses • Effects of air masses on the environment

Methodology

- Using the guided discovery method, ask learners to:
  - define an air mass.
  - identify the types of air masses.
  - describe the characteristics of air masses.
  - explain the factors influencing air masses.
- Assign learners group work to research, make and present reports on the effects of air masses on the environment and human activities.
- Use discussion to clarify the key issues in the group reports.

Teaching/ Learning Aids

- Text books, world wall map, Internet, documentaries and geographical animations.

Assessment Strategy

- Group reports on the effects of air masses on the environment and human activities.

Sub-Topic 2.11: Cyclones

Specific Objectives	Content
The learner should be able to: • define cyclones. • identify areas where cyclones occur in different parts of the	• Definition of cyclones • Areas of cyclones in the world

Specific Objectives	Content
world. • describe the characteristics of cyclones. • explain the formation of cyclones. • describe the weather conditions associated with cyclones. • explain the general effects of cyclones on the environment.	• Characteristics of cyclones • Formation of cyclones • Weather conditions associated with cyclones • Effects of cyclones on the environment

Methodology

- Using the discussion techniques:
  - define cyclones.
  - describe the characteristics of cyclones.
  - explain the formation of cyclones.
  - explain the factors influencing cyclones.
  - describe the weather conditions associated with cyclones.
- Assign the learners in groups to:
  - research and make reports on the general effects of cyclones on the environment and human activities.
  - draw a sketch map and locate areas of cyclones.

Teaching/ Learning Aids

- Textbooks, documentaries, the Internet, world wall map and geographical animations

Assessment Strategy

- Group reports on the effects of cyclones on the environment and human activities and the correct location of cyclones on the sketch map.

Sub-Topic 2.12: Anticyclones

Specific Objectives	Content
The learner should be able to: • define anticyclones. • identify the areas where anticyclone occur. • describe the characteristics of	• Definition of anticyclones • Areas of anticyclones occurrence • Characteristics of anticyclones

Specific Objectives	Content
anticyclones. • describe the weather conditions associated with anticyclones. • explain the effects of anticyclones on the environment.	• Weather conditions associated with anticyclones • Effects of anticyclones on the environment.

Methodology

- Use the discussion technique to:
  - define anticyclones.
  - describe the characteristics of anticyclones.
  - explain the factors influencing cyclones.
  - describe the weather conditions associated with anticyclones.
- Give learners an exercise to individually :
  - research and make notes on the effects of anticyclones on the environment and human activities.
  - draw a sketch map locating areas of anticyclones.

Teaching/ Learning Aids

- Text books, documentaries, world wall map, geographical animations and the Internet.

Assessment Strategies

- Notes on the effects of anticyclones on the environment and human activities.
- The sketch map showing areas of anticyclones.

Sub-Topic 2.13: Ocean Currents

Specific Objectives	Content
The learner should be able to: • define ocean currents. • locate the different ocean currents around the world. • identify the types of ocean currents • describe the characteristics of ocean currents. • describe the factors influencing	• Definition of ocean currents • Location of different ocean currents around the world • Types of ocean currents: - cold - warm • Characteristics of ocean currents • Factors influencing ocean currents

Specific Objectives	Content
ocean currents. • discuss the influence of ocean currents on the environment.	• Influence of ocean currents on the environment.

Methodology

- Using the brainstorming technique, guide the learners to:
  - define ocean currents.
  - identify the types and location of ocean currents on the world map.
  - describe the characteristics of ocean currents.
- Using the discussion method :
  - clarify the learners contributions.
  - explain the factors influencing ocean currents.
- Assign learners an exercise to individually:
  - research and make notes on the influence of ocean currents on the environment and human activities.
  - draw a sketch map of the world showing ocean currents.

Teaching/Teaching Aids

- Textbooks, world wall map, the Internet, documentaries and geographical animations

Assessment Strategies

- Learners, notes on the influence of ocean currents on the environment and human activities.
- A sketch map of the world showing ocean currents.

Sub-Topic 2.14: The climate of East Africa

Specific Objectives	Content
The learner should be able to: • identify the climatic zones of East Africa. • describe the characteristics of the different climatic zones of East Africa. • describe the factors influencing the climate of East Africa. • explain the influence of climate on human activities.	• Climatic zones of East Africa • Characteristics of the climatic zones in East Africa • Factors influencing the climate of East Africa • Influence of climate on human activities

Methodology

- Using guided discovery, ask the learners to:
  - identify the climatic zones of East Africa.
  - describe the characteristics of the different climatic zones of East Africa.
  - describe the factors influencing the climate of East Africa.
- Assign learners:
  - a written exercise on the influence of climate on human activities in East Africa.
  - to draw a sketch map of East Africa showing the climatic zones.

Teaching/ Learning Aids

- Textbooks, documentaries, climatic data tables and graphs, the Internet, newspapers

Assessment Strategies

- Written exercise on the influence of climate on human activities in East Africa.
- A correct outline of the sketch map of East Africa showing the correct location of the climatic zones.

Sub-Topic 2.15: Aridity in East Africa

Specific Objectives	Content
The learner should be able to: • define aridity. • identify areas of occurrence of aridity in East Africa. • describe the characteristics of aridity. • explain the causes and effects of aridity in East Africa. • examine the measures to control aridity in East Africa.	• Definition of aridity • Areas of occurrence of aridity in East Africa • Characteristics of aridity • Causes and effects of aridity in East Africa • Measures to control aridity in East Africa

Methodology

- Using guided discussion method, ask the learners to:
  - define aridity.
  - identify areas of occurrence of aridity in East Africa.

- describe characteristics of aridity.
- explain the causes and effects of aridity in East Africa.

- Assign learners:
  - a written exercise on the measures to control aridity in East Africa.
  - to draw a sketch map showing areas of aridity in East Africa.
  - to research and make notes on desertification.
- Test the learners on different aspects of climate.

Teaching /Learning Aids

- Textbooks, documentaries, the Internet, newspapers; the local environment and photographs

Assessment Strategies

- Written exercise on the measures to control aridity in East Africa.
- A correct outline sketch map of East Africa showing the correct location of areas of aridity.
- Notes on desertification.
- A test on different aspects of climate.

Sub-Topic 2.16: Climate Change

Specific Objectives	Content
The learner should be able to: • define climate change. • identify the indicators of climate change. • identify areas affected by climate change. • explain the causes of climate change. • describe the effects of climate change on the environment. • describe measures for adapting to climate change. • describe ways of mitigating climate change	• Definition of climate change • Indicators of climate change such as: - prolonged drought • Areas affected by climate change • Causes of climate change • Effects of climate change on the environment • Adaptation measures for climate change • Measures for mitigating climate change

Methodology

- Using brainstorming technique, guide the learners to:
  - define climate change.
  - identify the indicators of climate change.
  - explain the causes of climate change.
  - identify the areas affected by climate change.
- Using the discussion technique:
  - clarify the learners contributions about the aspects of climatic change .
  - describe the effects of climate change on the environment and human activities.
  - describe the measures for adapting to and mitigating climate change.
- Assign learners group work to research, write and present reports on ways of mitigating climate change.
- Test the learners on the measures for adapting to and mitigating climate change.

Teaching/ Learning Aids

- Textbooks, documentaries, the Internet, newspapers

Assessment Strategies

- Group reports on measures for mitigating climate change.
- A test on different aspects of climate.

SENIOR SIX TERM TWO

Topic 14: Rivers and River Systems

Duration: 28periods

Overview

Rivers are sculpturing agents of the earth's surface through the work of erosion, transportation and deposition. Rivers and the associated features are widely used by man worldwide.

The topic will enable learners to acquire more knowledge about the importance of rivers and equip them with the skills to conserve and sustainably utilise them for development.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the process and the resultant features of river action.
ii) explain the economic importance of rivers.

Sub-Topic 1: The River

Specific Objectives	Content
The learner should be able to: • define the river and associated terms. • describe the factors favouring river system development. • describe the work of a river. • explain the development of the different river profiles. • describe the formation of features associated with the different stages of a river profile.	• Definition of a river and associated terms • Factors favouring river systems development • The work of a river • Development of river profiles • Formation of features in the different stages of the river profile

Methodology

- Using guided discussion, ask the learners to:
  - define a river and associated terms.
  - describe the factors favouring the development of a river system.
  - describe the work of a river.
  - explain the development of the different river profiles.

- describe the formation of features/landforms along the river profile.
- clarify the learners contributions.

- Conduct a pilot study along a river to identify features of interest.
- Conduct a fieldwork study for the learners in groups to observe, make and present reports on various features of the river.
- Use discussion to clarify on the key issues in the reports.

Teaching/ Learning Aids

- Local environment ,text books, photographs, charts, models, power point presentations and documentaries

Assessment Strategies

- The field work reports on the features of the river.

Sub-Topic 2: Drainage Patterns

Specific Objectives	Content
The learner should be able to: • define a drainage pattern. • identify types of drainage patterns. • describe the characteristics of each type of drainage pattern. • explain the factors influencing the development of drainage patterns.	• Definition of a drainage pattern • Types of drainage patterns such as: - radial - dendritic - centripetal - annular - trellis • Characteristics of each type of drainage pattern • Factors influencing the development of drainage patterns

Methodology

- Using the brainstorming method, guide learners to:
  - define a drainage pattern.
  - describe the characteristics of the various drainage patterns.
  - explain the factors influencing development of the drainage patterns.
- Using groups work, assign the learners to research, make and present reports on the different drainage patterns.

- Using guided discussion, clarify the key issues in the reports.

Teaching/ Learning Aids

- Textbooks, photographs, survey maps, charts and geographical animations

Assessment Strategy

- Group reports on drainage patterns.

Sub-Topic 3: River Capture

Specific Objectives	Content
The learner should be able to: • define river capture. • identify cases of river capture in East Africa. • describe the factors favouring river capture. • describe the formation of features due to river capture.	• Definition of river capture • Cases of river capture in East Africa • Factors favouring river capture • Formation of features of river capture, for example: - elbow of capture - wind gap - dry valley

Methodology

- Using guided discussion:
  - define river capture.
  - identify cases of river capture in East Africa.
  - describe the factors influencing river capture.
  - explain, using illustrations, the formation of features due to river capture.
- Test learners on river capture.

Teaching/Learning Aids

- Textbooks, photographs, models and charts.

Assessment Strategy

- The tests on river capture

Sub-Topic 4: River Rejuvenation

Specific Objectives	Content
The learner should be able to: • define river rejuvenation. • identify cases of river rejuvenation in East Africa. • describe the factors favouring river rejuvenation in East Africa. • describe the formation of resultant features of river rejuvenation. • explain the economic importance of rivers.	• Definition of river rejuvenation • Cases of river rejuvenation in East Africa • Factors favouring river rejuvenation in East Africa • Formation of resultant features of river rejuvenation such as: - knick points - water falls - valley in valley • Economic importance of rivers

Methodology

- Using guided discussion:
  - define river rejuvenation.
  - identify cases of river rejuvenation in East Africa.
  - describe factors favouring river rejuvenation.
  - explain using illustrations the formation of features/landforms due to river rejuvenation.
- Assign learners an individual exercise on the economic importance of rivers.
- Test learners on the formation of features due to river rejuvenation.

Teaching / Learning Aids

- Textbooks, photographs, the Internet, models, charts and geographical animations

Assessment Strategies

- Group reports on the importance of rivers.
- The test on the formation of features due to river rejuvenation.

Topic 15: Soils

Duration: 20 Periods

Overview

Soil is an important component of the earth's surface. It is a medium for plant growth that sustains human life. Proper utilisation and conservation of soil contributes to sustainable development. The topic will enable the learners to deepen their knowledge about soils.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the factors influencing and processes of soil formation.
ii) explain the processes of soil erosion and suggest control measures.

Sub-Topic 1: Introduction to Soils

Specific Objectives	Content
The learner should be able to: • define soil. • identify components of soil. • describe soil properties.	• Definition of soil • Components of soil • Soil properties

Methodology

- Using the brainstorming technique, guide the learners to:
  - define soil.
  - identify the components of soil.
  - clarify the learners contributions on soil.
- Give the learners a group exercise to collect different soil samples from the local environment and examine the properties of each soil sample.
- Ask the learners to write and present reports on the different soil samples.

Teaching/ Learning Aids

- Local environment, text books, charts, geographical animations, and the Internet

Assessment Strategies

- Group reports on the properties of the different soil samples.

Sub-Topic 2: Soil Formation

Specific Objectives	Content
The learner should be able to: • explain factors influencing soil formation. • explain the processes of soil formation.	• Factors influencing soil formation • Processes of soil formation such as: - weathering - leaching - eluviation - illuviation - humification - mineralisation - lateralisation - calicification

Methodology

- Using discussion technique, explain the processes of soil formation.
- Test learners on the factors and the processes of soil formation.

Teaching/Learning Aids

- Textbooks, the Internet and the local environment.

Assessment Strategies

- The tests on the factors influencing and processes of soil formation.

Sub-Topic 3: Soil Profile

Specific Objectives	Content
The learner should be able to: • define a soil profile. • identify the horizons of a soil profile. • describe the characteristics of a soil profile. • explain the processes of soil profile development.	• Definition of a soil profile • Horizons of a soil profile • Characteristics of a soil profile • Processes of soil profile development

Methodology

- Using discussion, ask learners to:

- define a soil profile.
- identify the horizons of soil profile.
- Explain the factors influencing soil profile development.
- describe the characteristics of a soil profile.
- ask any learner to draw a soil profile on the chalkboard.
- explain the processes of soil profile development.

- Conduct a fieldwork study in the local environment and using group work, assign learners an exercise to study a soil profile.
- Ask the learners to write and present reports on the fieldwork exercise.

Teaching/ Learning Aids

- The local environment, models, charts, photographs, textbooks, the Internet and geographical animations

Assessment Strategies

- Fieldwork reports on the soil profile.

Sub-Topic 4: Soil Catena

Specific Objectives	Content
The learner should be able to: • Define a soil catena. • identify the sections of a soil catena. • describe the characteristics of a soil catena. • explain the factors favouring the soil catena development.	• Definition of a soil catena • Sections of a soil catena • Characteristics of a soil catena • Factors favouring soil catena development

Methodology

- Using the guided discussion method, ask learners to:
  - define a soil catena.
  - identify the sections of a soil catena.
  - describe the characteristics of a soil catena.
  - ask any learner to draw a soil catena on the chalkboard.
  - explain factors influencing soil catena development.
- Give learners an exercise in groups to research, make and present reports on a soil catena.
- Use discussion to clarify key issues in the reports.

Teaching / Learning Aids

- The local environment, models, charts, geographical animations, textbooks and the Internet

Assessment Strategies

- Group reports on soil catena.

Sub-Topic 5: Classification of Soils

Specific Objectives	Content
The learner should be able to:	
• identify the major types of soil.	• Major types of soils such as: - azonal - zonal - intrazonal
• identify the location of soil types.	• Location of soil types
• describe the characteristics of different types of soil.	• Characteristics of the different types of soils
• explain the factors favouring the formation of the different soil types.	• Factors favouring the formation of different soil types

Methodology

- Using group work, assign learners to:
  - identify the major types of soils in the world.
  - locate the soil types in the world.
  - describe the characteristics of different types of soils in the world.
  - explain the factors favouring the formation of the different types of soils.
- Discuss to clarify the key issues in each report.
- Assign the learners an individual exercise to research and make notes on the different types of soils in the world.

Teaching /Learning Aids

- Textbooks, the local environment and the Internet

Assessment Strategies

- Notes on the world soil types.

Sub-Topic 6: Soil Erosion

Specific Objectives	Content
The learner should be able to: • explain the meaning of soil erosion. • identify areas of severe soil erosion in East Africa. • describe the process/types of soil erosion in East Africa • explain the factors favouring severe soil erosion in East Africa. • explain the effects of soil erosion in East Africa • describe the soil erosion control measures in East Africa.	• Meaning of soil erosion • Areas of severe soil erosion in East Africa • Process/types of soil erosion in East Africa, such as: - rain drop/splash - rill - sheet - gulley • Factors favouring severe soil erosion in East Africa • Effects of soil erosion in East Africa • Soil conservation measures in East Africa

Methodology

- Using the brainstorming technique, guide the learners to:
  - explain the meaning of soil erosion.
  - identify areas of severe soil erosion in East Africa.
  - describe the processes/types of soil erosion in East Africa.
- Using discussion:
  - clarify the learners' contributions on soil erosion.
  - explain the factors favouring severe soil erosion in East Africa.
  - explain the effects of soil erosion in East Africa.
- Assign learners group work to research and make reports on the measures for soil erosion control.
- Conduct a fieldwork study in the local area, for learners to study and make group reports on soil erosion.

Teaching /Learning Aids

- Text books, photographs, the local environment, the Internet, Atlases, and geographical animations

Assessment Strategy

- Group work reports on the field work exercise; and measures to control soil erosion.

SENIOR SIX TERM THREE

Topic 16: Coastal Geomorphology

Duration: 24 Periods

Overview

Coastal areas are constantly experiencing changes resulting in impressive features/ landforms which attract tourists. In teaching this topic, guide the learner to acquire knowledge about the causes and effects of sea level changes.

General Objectives

By the end of the topic the learner should be able to:

i) explain the causes and effects of sea level changes.
ii) describe the development of coral reefs.

Sub-Topic 1 and 2: Introduction to Coastal Geomorphology

Specific Objectives	Content
The learner should be able to : • define key terms related to coastal geomorphology. • identify wave action. • define wave erosion and deposition. • describe the processes of wave action. • explain the factors influencing wave action. • describe the formation of features of wave action.	• Definition of key terms such as: - coast - shore - waves - long shore drift • Actions of waves • Definition of wave erosion and deposition • Processes of wave action such as: ▪ Erosion - hydraulic action - attrition - corrosion - corasion ▪ Deposition • Factors influencing wave action • Formation of features of wave

Specific Objectives	Content
• explain the importance of wave features.	action • Importance of wave features

Methodology

- Using the brainstorming technique, introduce the topic and guide the learners to:
  - define key terms related to coastal geomorphology.
  - identify wave action.
  - define wave erosion and deposition.
- Using the discussion technique:
  - clarify on learners' contributions.
  - describe the processes of wave action.
  - explain the factors influencing wave action.
  - describe the formation of features/ landforms of wave action.
- Assign learners an individual exercise to research and make notes on the importance of wave features.
- Test learners on the terms of coastal geomorphology and the features of wave action.

Teaching/ Learning Aids

- Text books, photographs, models, charts and the Internet.

Assessment Strategy

- Learners' notes and the test on the terms of coastal geomorphology and the features of wave action.

Sub-Topic 3: Coral Reefs

Specific Objectives	Content
The learner should be able to: • define coral reefs. • locate areas of coral reefs. • identify types of coral reef. • describe the processes of formation of the different types of coral reefs.	• Definition of coral reefs • Location of areas of coral reefs • Types of coral reefs such as: - fringing reef - barrier reef - atoll • Formation of the types of coral reef

Specific Objectives	Content
• explain the conditions influencing coral reef formation. • explain the theories for coral reef formation. • explain the economic importance of coral reefs.	• Conditions influencing coral reef formation • Theories for coral reef formation, for example: - Dawins theory - Murrays theory - Dally's theory • Economic importance of coral reefs

Methodology

- Using the discussion method:
  - define coral reefs.
  - locate areas of coral reefs.
  - identify the types of coral reefs.
  - describe the characteristics of coral reefs.
  - explain the conditions influencing coral reef formation.
  - describe the processes of formation of different types of coral reefs.
  - explain using illustrations the theories for formation of coral reefs.
- Assign learners group work to research and make notes on:
  - the theories for coral reefs formation.
  - the economic importance of coral reefs.

Teaching / Learning Aids

- Textbooks, atlases, photographs, charts, the Internet, geographical animations and documentaries

Assessment Strategies

- Group reports on the theories of coral reef formation and economic importance of coral reefs.

Sub-Topic 4: Sea Level Changes (Eustatic Changes)

Specific Objectives	Content
The learner should be able to: • define sea level changes. • identify the types of sea level	• Definition of sea level changes • Types of sea level changes,

Specific Objectives	Content
changes.	that is: - emergence - submergence
• explain the causes of sea level changes.	• Causes of sea level changes
• describe the formation of the resultant features of sea level changes.	• Formation of the resultant features of sea level changes
• explain the importance of sea level changes.	• Importance of sea level changes

Methodology

- Using the guided discussion:
  - define sea level changes.
  - identify the types of sea level changes.
  - explain the causes of sea level changes.
  - describe, using illustrations, the formation of resultant features/landforms of sea level changes.
- Using group work, assign learners to research and make notes on the importance of the resultant features of sea level changes.
- Use discussion to clarify the key issues in the report.

Teaching / Learning Aids

- Textbooks, photographs , models , the Internet, documentaries and geographical animations

Assessment Strategy

- Group reports on the importance of the resultant features of sea level changes.

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SECTION II: WORLD PROBLEMS AND DEVELOPMENT

SENIOR FIVE TERM ONE

Topic 1: Development

Duration: 2 Periods

Overview

Development is a widely used concept and learners are expected to have met it in the earlier stages of learning. Make use of their knowledge and experience when handling this topic.

General Objective

By the end of the topic, the learner should be able to differentiate between developed and developing countries.

Sub-Topic 1: Definition and Indicators of Development

Specific Objectives	Content
The learner should be able to: • explain the meaning of development. • discuss the indicators of development. • identify developed and developing countries.	• Meaning of development • Indicators of development • Developed and developing countries

Methodology

- Using the brainstorming approach, introduce the topic and ask the learners to: -
  - define development.
  - mention the indicators used to measure development.
  - categorise countries under levels of development using the indicators.
- Using the guided discovery approach, assign learners an individual exercise to:
  - research, and make notes on the meaning and indicators of development.

- categorise countries under levels of development using indicators.

Teaching/Learning Aids

- World wall map, atlas, textbooks, magazines, newspapers and the Internet

Assessment Strategies

- The notes on the meaning and indicators of development.
- Categorisation of countries under levels of development.

Topic 2a: Statistical Representation, Interpretation and Analysis

Duration: 18 Periods

Overview

This topic is intended to provide and equip the learner with skills of representing, interpreting and analysing statistical information using various statistical methods. You are advised to integrate statistics in the teaching and learning process.

General Objectives

By the end of the topic, the learner should be able to:

i) use the various types of statistical methods to represent statistical information.

ii) interpret statistical maps, diagrams and graphs emphasizing aspects of physical and human geography.

Sub-Topic 1: Types of Statistical Graphs

Sub-Topic 1.1: Line and Curve Graphs

Specific Objectives	Content
The learner should be able to: • represent data using line and curve graphs • draw the different types of line graphs. • Interpret statistical line graphs. • discuss advantages and disadvantages of statistical line graphs.	• Line graphs: - simple line graph - grouped/comparative line - divergence line graph - compound/ cumulative line graph • Curved graphs • Drawing line graph • Interpretation of statistical line graphs • Advantages and disadvantages of statistical line graphs

Methodology

- Using the discussion method, introduce the topic and :
  - write down statistical data on the chalkboard.

- give learners an exercise to draw simple and group line graphs using the data.
- demonstrate how divergence and compound line graphs are constructed.

- Using guided discussion, guide the learners to:
  - describe the trends portrayed by the line graphs.
  - find out the advantages and disadvantages of the line graphs drawn.

Teaching/Learning Aids

- Text books with statistical data, departmental reports, news papers and magazines.

Assessment Strategy

- Assigning learners individual exercises on each type of line graphs.

Sub-Topic 1.2: Bar graphs

Specific Objectives	Content
The learner should be able to:	
• represent statistical data using bar graphs.	• Representation of statistical data on bar graphs
• draw the different types of bar graphs.	• Types of bar graphs: - simple bar graph - grouped bar graph - compound/cumulative bar graph - combined line and bar graph - age-sex/population pyramids.
• interpret statistical bar graphs.	• Interpretation of statistical bar graphs
• discuss the advantages and disadvantages of statistical bar graphs.	• Advantages and disadvantages of bar graphs: - combined line and bar graphs - population pyramids
• illustrate climate statistics using combined line and bar graphs.	• Illustration of climate statistics on combined line and bar graphs

Methodology

- Using guided discussion, assign learners an individual exercise on statistical data and ask them to draw simple and group bar graphs.
- Demonstrate the construction of the divergence, age-sex pyramid, compound, combined bar and line graphs.
- Using the discussion method, ask the learners to describe the trends and variations portrayed by different types of bar graphs; combined line and bar graphs.
- Using textbook study, give learners group work to research, write and present reports on the different types of bar graphs/combined line and bar graphs.
- Guide learners to brainstorm on the advantages and disadvantages of various types of bar graphs/combined line and bar graphs, and age-sex graphs.

Teaching/Learning Aids

- Textbooks with statistical data, departmental reports, news papers and magazines

Assessment Strategies

- Assigning learners to draw the different types of bar graphs.
- Group reports on the different types of bar graphs.

Topic 3: Development of Agriculture

Duration: 28 Periods

Overview

Agricultural practices have evolved from primitive to modern ones overtime and learners are quite aware of some of the changes that have taken place. Utilise their knowledge in assisting them to analyse the changes in greater detail, assess the factors influencing the practices, and identify the contributions of agriculture to development, its challenges and possible solutions.

General Objectives

The learner should be able to:

i) categorise the dominant types of agriculture in the developed and developing countries.
ii) describe the characteristics of each type of agriculture.
iii) explain the factors influencing the various agricultural types.
iv) discuss the contributions, problems and solutions of each type of agriculture.

Sub-Topic 1: Subsistence Agriculture

Specific Objectives	Content
The learner should be able to:	
• define subsistence agriculture.	• Definition of subsistence agriculture
• identify the different types of subsistence agriculture.	• Types of subsistence agriculture: - shifting cultivation - bush fallowing - dry farming - nomadic pastoralism
• describe the characteristics of each type of subsistence agriculture.	• Characteristics of each type of subsistence agriculture
• explain the factors influencing subsistence agriculture.	• Factors influencing subsistence agriculture: - physical - human
• discuss the advantages and	• Advantages and disadvantages

Specific Objectives	Content
disadvantages of subsistence agriculture. • explain the problems facing each type of subsistence agriculture. • discuss the measures being taken to improve upon subsistence agriculture.	of subsistence agriculture • Problems facing subsistence agriculture • Measures taken to improve upon nomadic pastoralist, for example in: - the Sahel region (Nigeria) - Botswana - Masai land (Kenya)

Methodology

- Using guided discussion, introduce the topic and ask learners to:
  - define subsistence agriculture.
  - identify different types of subsistence agriculture.
  - describe the characteristics of each type.
- Using the discussion method, clarify learners' contributions.
- Using the guided discovery method, assign learners an individual exercise to research and make notes on the factors influencing subsistence agriculture, its advantages and disadvantages.
- Using group work, assign learners to study case studies and identify problems facing subsistence agriculture, and measures being taken to improve it.
- Using discussion, clarify on the key issues in the group reports.

Teaching/Learning Aids

- Textbooks, photographs showing different types of subsistence agriculture

Assessment Strategies

- The notes on the factors influencing subsistence agriculture, its advantages and disadvantages.
- Group reports on the problems facing subsistence agriculture and measures being taken to improve it.

Sub-Topic 2: Smallholding Farming

Specific Objectives	Content
The learner should be able to: • explain the factors for shifting from subsistence farming to smallholding/ a cash crop economy. • describe the characteristics of smallholding agriculture. • discuss the contribution of smallholding farming to the development of the countries where it is practiced.	• Factors promoting smallholding farming: - physical - human • Characteristics of smallholding farming • Contribution of small holding farming: - cocoa growing in Ghana - oil palm in Nigeria

Methodology

- Conduct a fieldwork study around the school, and assign learners group work to identify characteristics, factors promoting small holdings and the contributions of smallholding farming.
- Using the discussion method:
  - clarify the learners group reports.
  - guide learners to discuss the contribution of smallholding farming.
- Using the discovery method, give learners an individual exercise to research and make notes on the case studies related to small holdings.

Assessment Strategies

- Ensuring that the group reports are well illustrated and focusing on factors promoting smallholdings, characteristics and contributions.
- The notes on case studies of smallholdings should be well illustrated.

Sub-Topic 2: Problems Facing Smallholding Agriculture

Specific Objectives	Content
The learner should be able to: • explain the problems resulting from smallholding agriculture. • discuss the solutions to the	• Land fragmentation: - causes - advantages - disadvantages • Land consolidation:

Specific Objectives	Content
problems of smallholding agriculture.	- definition of land consolidation - advantages - disadvantages

Methodology

- Using guided discussion, guide the learners to identify the problems of small holdings. Clarify on their contributions.
- Using discovery method, assign learners an exercise to research and make notes on case studies based on the advantages and disadvantages of land consolidation.

Teaching/Learning Aids

- Textbooks, photographs showing land fragmentation, small holding farms in the local environment

Assessment Strategy

- Assigning learners written individual exercise on the problems of and solutions to small holding agriculture.

SENIOR FIVE TERM TWO

Topic 2b (Continued): Statistical Representation, Interpretation and Analysis

Duration: 6 Periods

Sub-Topic3: Statistical Graphs: *Circular graphs*

Specific Objectives	Content
The learner should be able to: • illustrate data concerning climate and human activities using circular graphs. • interpret circular graphs. • discuss the advantages and disadvantages of circular graphs.	• Circular/polar graphs: - temperature and rainfall circular graph - climate and human activities circular graph • Advantages and disadvantages of circular graphs

Methodology

- Demonstrate how to construct circular graphs showing climate and human activities.
- Using the discussion method, guide learners to:
  - interpret the circular graphs.
  - find out the advantages and disadvantages of circular graphs.
- Using textbook study, assign learners an individual exercise to research and make notes on circular graphs.

Teaching/Learning Aids

- Textbooks with statistical data, departmental reports, news papers and magazines

Assessment Strategies

- The notes on circular graphs
- Assign learners individual practical exercises on each type of circular graphs.

Sub-Topic 4: Statistical Charts: Divided Circles/Pie Charts

Specific Objectives	Content
The learner should be able to: • represent statistical data using divided circles. • interpret divided circles. • discuss the advantages and disadvantages of divided circles.	• Statistical divided circles: - simple divided circles/ pie-charts - comparative divided circles/pie charts • Advantages and disadvantages of divided circles

Methodology

- Using discussion:
  - assign learners group work to draw simple and comparative pie charts/divided circles using data on the chalk board.
  - ask the learners to interpret the divided circles.
- Using group work, assign learners to discuss and make reports on the advantages and disadvantages of divide circles/pie charts.
- Demonstrate how to construct the divided circles/pie charts and clarify on their advantages and disadvantages.

Teaching/Learning Aids

- Textbooks with statistical data, departmental reports, newspapers and magazines

Assessment Strategies

- Group work on simple and comparative pie charts/divided circles. Ensure the charts have titles and are accurately plotted.
- Group reports on the advantages and disadvantages of divided circles/pie charts.

Topic 3: Development of Agriculture (Continued)

Duration: 38 Periods

Sub-Topic 1: Large Scale Agriculture

Specific Objectives	Content
The learner should be able to: • define large scale agriculture. • identify the types of large scale agriculture. • describe the characteristics of large scale agriculture. • explain the factors favouring the development of large scale agriculture. • discuss the contribution of large scale agriculture to development. • discuss the advantages of large scale agriculture. • examine case studies related to large scale agriculture.	• Meaning of large scale agriculture • Types of large scale agriculture • Characteristics of large scale agriculture • Factors favouring the development of large scale agriculture • Contribution of large scale agriculture to development • Advantages of large scale agriculture • Case studies of major world plantations: - sugar cane in Natal - rubber in Liberia and Malaysia • Case studies of major world livestock ranching areas: - Argentina - Newzealand - Australia - Republic of South Africa

Methodology

- Using discussion, ask learners to:
  - define large scale agriculture.
  - identify the types of large scale agriculture.
  - outline the characteristics of large scale agriculture, factors for its development and its advantages and disadvantages. Clarify learners' contributions.

- Using the discovery method, assign learners an individual exercise to research and make notes on case studies of major world large scale agriculture.
- Give learners statistical data on production of and trade in major plantation crops.
- Ask them to represent the data using suitable statistical methods and to discuss the suitability of each method.

Teaching/Learning Aids

- Text books, data tables on crops, and photographs of different types of large scale agriculture

Assessment Strategies

- The notes on case studies of the major world large scale agriculture.
- The exercise on the methods of representing data related to production of and trade in major plantation crops.

Sub-Topic 2: Extensive Cereal Farming

Specific Objectives	Content
The learner should be able to:	
• define extensive farming.	• Definition of extensive farming
• describe the characteristics of extensive farming.	• Characteristics of extensive farming, for example: - acreage - level of mechanisation - labour force - inputs - output
• examine case studies of extensive farming.	• Case studies of extensive farming: - Wheat farming on the prairies of North America. - maize production on the Maize Triangle of South Africa
• discuss the importance of extensive farming.	• Importance of extensive farming
• explain the problems facing extensive farming.	• Problems facing extensive farming
• outline the solutions to the	• Solutions to the problems of

Specific Objectives	Content
problems of extensive farming.	extensive farming

Methodology

- Using guided discovery, assign learners an exercise to make notes on the definition of extensive farming and its characteristics.
- Using discussion:
  - clarify the definition and characteristics of extensive cereal farming.
  - give learners statistical data on the production and trade of major world cereal crops and ask them to represent it using suitable statistical methods.
  - ask learners to comment on the suitability of each method.
- Using guided discussion, guide learners to discuss the development, importance, problems and solutions of extensive cereal farming.

Teaching/Learning Aids

- Textbooks, data table in textbooks, photographs showing extensive cereal farming

Assessment Strategies

- Giving individual assignment on characteristics, development, problems and solutions of extensive cereal farming.
- The exercise on presentation of data on the production of cereals.

Sub-Topic 3: Intensive Commercial Farming

Specific Objectives	Content
The learner should be able to:	
• define intensive commercial farming.	• Definition of intensive commercial farming
• describe the characteristics of intensive farming.	• Characteristics of intensive farming
• identify the types of intensive commercial farming.	• Types of intensive commercial farming: - market gardening/truck farming - factory farming
• locate the main areas practising intensive commercial farming.	• Main areas of intensive commercial farming:

Specific Objectives	Content
• analyse the factors contributing to the success of intensive farming. • examine the contribution of intensive farming to development.	- The Netherlands - Canada - Kenya • Factors contributing to the success of intensive commercial farming • Contribution of intensive commercial farming to development

Methodology

- Using the brainstorming approach, ask the learners to:
  - define intensive commercial farming and
  - identify its characteristics.
- Using the guided discussion method:
  - clarify the learners contributions.
  - lead the learners to identify the types of intensive commercial farming.
- Using the discovery method, assign learners an individual exercise to:
  - research and make notes on the main areas of intensive commercial farming,
  - draw sketch maps to locate areas of intensive commercial farming,
  - analyse factors contributing to the success of intensive commercial farming.
- Using guided discussion, lead learners to discuss the contribution of intensive commercial farming and to interpret the related statistical data.

Teaching/Learning Aids

- Textbooks, data tables, photographs of intensive commercial farms and sketch maps

Assessment Strategies

- Giving learners an individual assignment on the characteristics of and factors contributing to intensive commercial farming, and its contribution to development

Sub-Topic 4: Irrigation Farming

Specific Objectives	Content
The learner should be able to: • identify major areas of irrigation farming.	• Major areas of irrigation farming: - Gezira Scheme - The Nile Valley in Egypt - Richard Toll Scheme - Central Valley Project in Californian (USA)
• describe the organisation of each irrigation scheme	• Organisation of the irrigation scheme
• describe the characteristics of irrigation farming.	• Characteristics of irrigation farming
• explain the factors favouring irrigation farming.	• Factors favouring irrigation farming
• analyse the: - benefits - problems - solutions to the problems of irrigation farming.	• Benefits, problems and solutions of irrigation farming

Methodology

- Using the brainstorming approach, guide learners to:
  - define irrigation farming.
  - identify major areas where it is practised.
- Using the discussion method, clarify on the learners' contributions.
- Using the guided discovery method, ask the learners to research and make notes on the factors favouring, benefits, problems and solutions to irrigation farming.

Teaching/Learning Aids

- Textbooks, photographs, sketch maps

Assessment Strategies

- Giving learners an individual assignment on case studies of major irrigation schemes focusing on their layout, factors favouring their development, contributions, problems and solutions

Sub-Topic 5: Changes in Farming Organisation

Specific Objectives	Content
The learner should be able to: • describe the different farming organisations. • explain the factors that have led to the formation of the farming organisations. • evaluate the contribution of changes in farming organisation to development. • examine case studies related to farming organisations.	• Farming organisations: - co-operative farming - collectivisation/collective farming • Factors for the formation of each type of farming organisation: - physical - human • Contribution of each farming organisation • Case studies of farming organisations: - Communes in China - Collectivisation in Russia. - Co-operative farming in Holland and Denmark - Ujaama villages in Tanzania - Operation Feed the Nation in Nigeria - Farm settlements in Ghana

Methodology

- Using group work, give learners an exercise to study, make and present reports on the different types of farming organisations, factors that led to their establishment, and contribution to development.
- Using the discussion method, clarify on the key issues in the reports.

Teaching/Learning Aids

- Textbooks, sketch maps and data tables.

Assessment Strategy

- The group reports on the different farming organisations focusing on factors for their development, and their contribution to development.

Sub-Topic 6: Agriculture Modernisation

Specific Objectives	Content
The learner should be able to:	
• define agriculture modernisation.	• Meaning of agriculture modernisation
• explain the factors that have led to agricultural modernisation.	• Factors leading to agriculture modernisation
• explain the methods used to modernise agriculture.	• Methods used to modernise agriculture.
• analyse case studies of agriculture modernisation.	• Case study of agriculture modernisation: - The Green Revolution in Asia and Africa
• explain the success and problems of agriculture modernisation.	• Success and problems of agriculture modernisation

Methodology

- Using brainstorming, ask learners to:
  - define agriculture modernisation.
  - identify factors that have led to it.
- Using the discussion method, clarify the learners' contributions.
- Using guided discussion, guide learners in a discussion on methods, contribution and problems facing agricultural modernisation.
- Using the guided discovery method, assign learners an individual exercise to research and make notes on the Green Revolution in Asia and Africa.

Teaching/Learning Aids

- Textbooks, Internet, magazines, newspapers, sketch maps and photographs.

Assessment Strategies

- Giving learners an individual assignment on agricultural modernisation basing on factors that led to it, its contribution and problems.

Sub-Topic 7: Specialised Farming

Specific Objectives	Content
The learner should be able to:	
• define specialised farming.	• Definition of specialised farming
• describe the characteristics of specialised farming systems in developed and developing countries.	• Characteristics of specialised farming systems in: - developed countries - developing countries
• examine case studies of specialised farming in developed and developing countries.	• Case studies of specialised farming in developed and developing countries: - USA - Western Europe - Republic of South Africa
• explain conditions leading to the development of specialised farming.	• Factors favouring specialised farming in each region/country: - physical factors - human factors
• analyse the contribution of Special farming to development.	• Contribution of specialised farming to the development of each region/country
• discuss the challenges facing specialised farming systems.	• Challenges to specialised farming in each region/country

Methodology

- Using the discussion method, explain the meaning of specialised farming, its characteristics and conditions leading to its development.
- Using guided discovery, assign learners a group exercise to examine case studies of specialised farming in each region or country. They should write and present the reports.
- Using guided discussion, clarify on the reports, putting emphasis on the condition favouring, contribution of, and challenges facing specialised farming in each selected region/ country.

Teaching/Learning Aids

- Textbooks, Internet, magazines, sketch maps and photographs

Assessment Strategies

- Giving learners an individual assignment on specialised farming basing on its characteristics, conditions leading to its development, factors favouring it, its contribution and the challenges facing it.

Topic 4: Problems of Food Supply

Duration: 4 Periods

Overview

Food is one of people's basic needs; therefore, the world is expected to produce enough food to cater for its ever-increasing population. Problems of food supply have become very common since the 1950s especially in developing countries. Learners have had access to information relating to hunger, famine, malnutrition and other conditions relating to inadequate food supply. You are expected to build on their prior knowledge and experiences to develop concepts in this topic.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the trends in food supply since 1950 in both developed and developing countries.
ii) examine the relationship between food supply and population trends.
iii) discuss the causes and effects of food shortage in developing countries.
iv) explain the measures taken to address the issue of famine and food shortages (Green revolution, World Food Program, Trade).

Sub-Topic 1: Trends in Food Supply Since 1950

Specific Objectives	Content
The learner should be able to: • describe the world pattern of food production in developed and developing countries. • examine causes/factors influencing the levels of food supply in developing countries. • discuss challenges of decreasing food supply (food shortages) in developing countries.	• Pattern of food production in developed and developing countries • Factors influencing levels of food supply in developed and developing countries: - physical - human • Challenges of decreasing food supply (food shortages) in developing countries , for example: - hunger - famine - diseases

Sub-Topic 2: Malthus Theory Relating World Population and Food Supply

Specific Objectives	Content
The learner should be able to: • examine the theoretical relationship between world population trends and food supply. • examine the implication of Malthus theory on food supply in developed and developing countries.	• Relationship between world population trends and food supply • Implication of Malthus' theory on food supply in developed and developing countries

Methodology

- Using guided discussion, lead learners to discuss:
  - the trends in food supply in developed and developing countries.
  - Malthus theory in relation to world population and food supply.
- Using guided discovery, assign learners an individual assignment to research and make notes on patterns of food production, factors influencing levels of food supply and challenges of decreasing food supply.

Teaching/Learning Aids

- Textbooks, magazines, newsletters, the Internet

Assessment Strategies

- Giving learners an individual assignment on the problems of food supply basing on factors influencing levels of food supply and challenges of decreasing food supply.

Sub-Topic 3: Food Shortage in Developing Countries

Specific Objectives	Content
The learner should be able to examine case studies of food shortages in developing countries.	• Case studies of food shortage in developing countries: - Sub-Saharan Africa - Bangladesh

Methodology

- Using the brainstorming approach, ask learners to:
  - identify countries with problems of food shortage.
  - explain causes and effects of food shortages in the identified countries.
- Using the discussion method, clarify the learners' contributions.
- Using the guided discovery approach, assign learners to research and make reports on case studies of food supply in developing countries.

Teaching/Learning Aids

- Textbooks, magazines, newsletters, the Internet

Assessment Strategies

- Giving learners an individual assignment on food shortages in developing countries focusing on the causes and effects of food shortages.

Sub-Topic 4: Measures Taken to Address the Issue of Famine in Developing Countries

Specific Objectives	Content
The learner should be able to: • describe the measures taken to address the issue of famine and food shortages. • discuss the challenges faced in improving food security in developing countries.	• Measures to address famine and food shortages • Challenges faced in improving food security in developing countries

Methodology

- Using group work, give learners an exercise to research, make and present reports on the measures taken to address the issue of famine

and food shortages in developing countries and the challenges faced in improving food security in those countries.

- Using the discussion method, clarify the key issues in the learners' reports.

Teaching/Learning Aids

- Textbooks, magazines, newsletters and the Internet

Assessment Strategies

- Give learners an individual assignment on measures taken to address the issue of famine in developing countries and challenges faced in improving food security.

SENIOR FIVE TERM THREE

Topic 2c: Statistical Representation, Interpretation and Analysis (Continued)

Duration: 20 Periods

Sub-Topic 1: Statistical Charts: Proportional divided circles and semi-circles

Specific Objectives	Content
The learner should be able to: • represent statistical data using proportional and semi-circles. • interpret proportional divided circles and semi-circles. • discuss the advantages and disadvantages of proportional divided circles and semi-circles.	• Proportional divided and semi-circles • Interpretation of proportional divided circles • Advantages and disadvantages of each type of divided circle method

Methodology

- Using guided discussion, guide learners to:
  - calculate and draw proportional divided circles and semi-circles.
  - interpret the proportional divided circles and semi circles.
- Using group work, give learners an exercise to discuss the advantages and disadvantages of proportional divided circles and semi-circles.

Teaching/Learning Aids

- Textbooks, data tables in departmental reports, newsletters, and magazines

Assessment Strategy

- Giving learners individual practical exercises to draw proportional divided circles and semi-circles.

Sub-Topic 2: Divided Rectangles and Age- Sex Pyramids

Specific Objectives	Content
The learner should be able to:	
• represent statistical data using proportional divided rectangles and age-sex pyramids.	• Proportional divided rectangles: - simple proportional divided rectangles. - compound proportional divided rectangles
• interpret proportional divided rectangles.	• Interpretation of proportional divided rectangles
• interpret age-sex pyramids.	• Interpretation of age-sex pyramids
• discuss the advantages and disadvantages of each type of proportional divided rectangle and age-sex graphs/pyramids.	• Advantages and disadvantages of each type of proportional divided rectangle and age-sex pyramids

Methodology

- Demonstrate how to draw/construct different types of divided rectangles and age-sex pyramids.
- Using the discussion approach, guide the learners to:
  - interpret the information on divided rectangles and age-sex pyramids.
  - discuss the advantages and disadvantages of each type of divided rectangles and age-sex pyramids.

Teaching/Learning Aids

- Textbooks, on statistical methods, data tables in departmental reports, newsletter, and magazines.

Assessment Strategies

- Assigning learners individual practical exercises on divided rectangles and age-sex pyramids. Focus your assessment on representation, interpretation and analysis.

Sub-Topic 3: Statistical Maps

Specific Objectives	Content
The learner should be able to: • illustrate statistical data using quantitative maps. • interpret each type of statistical maps. • discuss the advantages and disadvantages of using each type of statistical map.	• Statistical maps: - dot maps - shading (choropleth maps) - flow maps • Interpretation of each type of statistical map • Advantages and disadvantages of each type of statistical map

Methodology

- Demonstrate the construction of various types of statistical maps.
- Using guided discussion, guide learners to:
  - interpret the various types of statistical maps, pointing out the variations in the quantities represented.
  - discuss the advantages and disadvantages of each type of statistical map.

Teaching/Learning Aids

- Textbooks on statistical methods, data tables in departmental reports, newsletter, and magazines.

Assessment Strategy

- Assigning learners individual practical exercises on the various statistical maps.

Topic 5: Forestry

Duration: 16 Periods

Overview

This topic is intended to widen learner's knowledge of the distribution and utilisation of the major forest resources of the world. You are advised to utilise learners' prior knowledge of the topic to help them to know the importance of managing the utilisation of the forest resource and appreciate its economic importance, the challenges in their utilisation and possible remedies.

General Objectives

By the end of the topic, the learner should be able to:

i) analyse the economic importance of forests.
ii) explain the problems facing forestry and possible solutions.

Sub-Topic 1: Forests and Forestry

Specific Objectives	Content
The learner should be able to:	
• differentiate between forests and forestry.	• Difference between forests and forestry
• identify the major types of forests and their distribution.	• Types of forests and their distribution, for example: - temperate forests - tropical forests - softwood plantations
• describe the characteristics of each type of forest.	• Characteristics of the forest types
• examine the factors influencing the distribution of forests.	• Factors influencing forest distribution

Methodology

- Using the brainstorming approach ask learners to:
  - define forests and forestry.
  - identify the major types of forests, their distribution and characteristics.
- Using the discussion method:
  - clarify learners' contributions.
  - discuss the factors influencing the distribution of forests.

- Using group work, assign learners to research, make and present reports on the distribution of forests in developed and developing countries. Ensure that sketch maps are used to show forest distribution.

Teaching/Learning Aids

- Textbooks, wall maps showing forests, Internet, photographs

Assessment Strategy

- Assign learners individual exercises on characteristics and distribution of each type of forests.

Sub-Topic 2: Forest Harvesting/Utilisation

Specific Objectives	Content
The learner should be able to:	
• define forest harvesting.	• Definition of forest harvesting
• outline the products harvested from each forest type.	• Products of each forest type
• describe the process and methods of harvesting forest products.	• Process and methods of harvesting forests, that is: - gathering - lumbering
• analyse case studies on forest harvesting/utilisation	• Case studies on forest harvesting/utilisation • Tropical forests: - Congo Basin Forests, Gabon, Nigeria, Amazon basin forest, South East Asia • Temperate forests, Canada, USA, Scandinavia
• discuss the factors favouring forest harvesting.	• Factors affecting harvesting of forests
• examine the economic importance of forests and forestry.	• Economic importance of forests and forestry
• discuss the problems affecting harvesting each forest type and possible solutions.	• Problems affecting harvesting of forests and their possible solutions

Methodology

- Using the brainstorming approach, ask the learners to:
  - define forest exploitation.

- identify products exploited from different types of forests
- identify the methods of harvesting forests.

- Using the discussion method, clarify learners, contributions.
- Using guided discovery, guide learners to research and make notes on selected case studies of forest utilisation, focusing on the process and methods of harvesting, economic importance and problems affecting forestry.

Teaching/Learning Aids

- Textbooks, the Internet, photographs showing forest harvesting

Assessment Strategy

- Assigning learners an individual exercise on methods of exploitation of forests, identification of forest products and forest exploitation in selected countries or regions.

Topic 6: Fishing

Duration: 12 Periods

Overview

Fishing is a common activity in most areas of Uganda. This topic is intended to widen the learner's knowledge of the distribution and utilisation of major world fisheries. You are advised to utilise learners' prior knowledge of the topic to enable them to identify the factors influencing the distribution of world fisheries, the challenges facing the fishing industry, possible solutions and future prospects.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the factors influencing the distribution of fishing grounds.
ii) assess the economic importance of fishing.
iii) examine the problems facing the fishing industry, solutions and future prospects.

Sub-Topic 1: The Concept of Fishing and Fisheries

Specific Objectives	Content
The learner should be able to: • differentiate between fishing and fisheries. • locate the major world fisheries.	• Difference between fishing and fisheries • Major world fisheries for example: - North East Atlantic - North West Pacific - South East Pacific - African marine fisheries - North West Atlantic - North East Pacific

Methodology

- Using the discussion method, ask learners to:
  - differentiate between fishing and fisheries.
  - identify the major fisheries of the world.
  - clarify the learners' contributions.
- Using guided discovery, with the help of the world map showing the distribution of major fishing grounds, guide the learners in a discussion on factors favouring the development of the fishing industry.

Teaching/Learning Aids

- Textbooks, wall maps, atlas

Assessment Strategies

- Giving learners individual exercises to:
  - draw and locate the major fisheries of the world.
  - explain the factors favouring the development of the fishing industry.

Sub-Topic 2: Fishing Activities in Major World Fishing Grounds

Specific Objectives	Content
The learner should be able to: • analyse case studies of major world fishing grounds.	• Case studies of major world fishing grounds, that is: - North East Atlantic: Norway and Sweden - North West Atlantic: Canada and USA - North- West Pacific: Japan and China - South East Pacific: Peru and Chile - North-East Pacific: Canada, British Columbia; Pacific: Canada, British Columbia - African marine fisheries: Namibia, Angola, South Africa and Morocco
• describe the methods of catching and preserving fish in each fishing ground.	• Methods of catching and preserving fish
• identify the types of fish caught in each fishing ground	• Types of fish caught
• discuss the factors favouring the development of the fishing activities in each fishing ground/country.	• Factors favouring the development of the fishing activities in each fishing ground/country: - physical - human
• assess the contribution of	• Economic importance of fishing

Specific Objectives	Content
fishing to development. • examine the problems facing the fishing industry in each fishing ground/country, possible solutions and future prospects.	• Problems facing the fishing industry • Possible solutions to the problems facing fishing industry • Prospects of the fishing industry

Methodology

- Using guided discovery , ask learners to research and make notes on the major fishing grounds of the world basing on :
  - the types of fish caught,
  - the methods used in catching fish.
  - the factors favouring the development of the fishing activities in each fishing ground or country.
  - the contribution of fishing to development.
  - the problems facing the fishing industry and possible solutions.
- Using group work, ask learners to research, make and present reports on selected case studies.
- Using the discussion method, clarify on the learners' reports and highlight on future prospects.

Teaching/Learning Aids

- Textbooks, photographs, wall maps, atlas, documentaries

Assessment Strategies

- Giving learners statistical data on fish production trends and trade and asking them to represent and interpret the information using suitable methods.

SENIOR SIX TERM ONE

Topic 2c: Statistical Representation, Interpretation and Analysis (Continued)

Duration: 6 Periods

Sub-Topic 1: Proportional Diagrams

Specific Objectives	Content
The learner should be able to: • represent statistical data using different proportional diagrams.	• Statistical diagrams and symbols: - proportional circles - proportional squares - proportional cubes - proportional spheres - wind roses
• interpret simple and superimposed proportional diagrams	• Interpretation of simple and super imposed proportional diagrams
• discuss the advantages and disadvantages of using proportional diagrams.	• Advantages and disadvantages of using proportional diagrams

Methodology

- Demonstrate how to construct the various types of proportional diagrams.
- Using discussion, guide the learners to interpret the various types of statistical diagrams.
- Using guided discussion, guide the learners in a discussion of the advantages and disadvantages of different statistical diagrams.

Teaching/Learning Aids

- Textbooks, data tables in departmental reports, magazines and newspapers

Assessment strategy

- Giving learners an individual exercise on construction and interpretation of different proportional diagrams.

Topic 7: Population

Duration 18 Periods

Overview

World population trends, is a widely covered subject in many publications and the media. Utilise learners' prior knowledge to teach the concepts used to describe population characteristics, dynamics and their impact on development in both developed and developing countries.

General Objectives

By the end of the topic, the learner should be able to:

i) examine the factors influencing population growth and size.
ii) discuss the population structure of developed and developing countries.
iii) analyse the causes and effects of population migrations.

Sub-Topic 1: Population Growth and Size

Specific Objectives	Content
The learner should be able to: • explain population concepts.	• Population concepts: - population growth - population size - population growth rate - birth rate - death rate - under population - optimum population - over population
• explain factors influencing population growth.	• Factors influencing population growth
• discuss the advantages and disadvantages of rapid population growth.	• Advantages and disadvantages of rapid population growth

Methodology

- Using brainstorming, introduce the topic and ask the learners to define the common population terms.
- Using the discussion method, clarify the learners' contributions.

- Using group work, assign the learners to research, make and present reports on the factors for population growth, advantages and disadvantages of rapid population growth.
- Using the discussion method, clarify the learners' reports.

Teaching/Learning Aids

- Textbooks, the Internet, newspapers, magazines, data tables showing trends in different countries and regions

Assessment strategies

- Giving an individual exercise on the factors favouring population growth, advantages and disadvantages of rapid population growth with reference to specific countries.

Sub-Topic 2: Population Distribution and Density

Specific Objectives	Content
The learner should be able to: • differentiate between population distribution and density. • discuss the factors influencing population distribution and density. • analyse case studies of population distribution and density in selected developed and developing countries.	• Difference between: - population distribution - density • Factors influencing population distribution and density: - physical - human • Case studies of population distribution and density: - Africa for example, Nigeria, Egypt - Asia, for example, China, Japan, India - North America - Europe, for example, Sweden, Norway

Methodology

- Using the brainstorming approach, ask the learners to:
  - differentiate between population distribution and population density.
  - identify factors influencing population distribution and density.
- Using the discussion method, clarify on the learners' contributions.

- Using group work, assign learners to research, make and present reports on selected case studies of population distribution and density in developed and developing countries.
- Using the discussion method, clarify the key issues in the learners' reports.

Teaching/Learning Aids

- Textbooks, Internet, data tables from departmental reports, atlases and maps.

Assessment Strategy

- Assigning an individual exercise to construct and interpret suitable statistical maps using statistical data on population distribution and density from selected countries or regions.

Sub-Topic 3: Population Structure

Specific Objectives	Content
The learner should be able to: • describe the characteristics of population structures of developing and developed countries. • explain the advantages and disadvantages of population structures. • discuss the concept of population explosion using case studies.	• Characteristics of the population structure of: - developed countries - developing countries • Advantages and disadvantages of : - a young population - an adult population - an ageing population • Case studies of population explosion: - China - India - Egypt - Nigeria - Kenya

Methodology

- Using the discussion method, give learners statistical data on the population structure of both developed and developing countries and assign them to construct and interpret population/age-sex pyramids.
- Using the guided discussion method, guide learners in a discussion of the advantages and disadvantages of each population structure.

- Using group work, give the learners an exercise to research, make and present reports on selected case studies of countries experiencing population explosion; focusing on causes, problems and solutions to population explosion.
- Using the discussion method, clarify the learners' reports.

Teaching/Learning Aids

- Textbooks, the Internet, data tables from departmental reports, atlases and maps

Assessment Strategy

- Assigning learners an individual exercise on the implications of various population structures to development.

Sub-Topic 4: Population Migrations

Specific Objectives	Content
The learner should be able to:	
• explain the types of population migration.	• Types of population migration: - internal migration - rural – rural - rural – urban - urban – rural - urban -urban - external migration
• discuss the causes of population migration.	• Causes of population migrations: - pull factors - push factors
• assess the effects of population migration.	• Effects of population migrations on the areas: - source areas - destination
• explain the possible solutions to the problems of population migrations.	• Solutions to problems of population migration

Methodology

- Using the question and answer approach, ask the learners to identify types of population migrations, their causes and effects.

- Using the simulation method, organise a role play on expectations and reality of population migrations.
- Using the guided discussion, lead the learners in a discussion on the possible solutions to the problems of population migration.

Teaching/Learning Aids

- Textbooks, flow maps, the Internet, data tables of population migration patterns

Assessment Strategy

- Assigning the learners an individual exercise on the causes and effects of different types of population migrations.

Topic 8: Rural Settlement

Duration: 6 Periods

Overview

Many learners live in rural areas and are, therefore, aware of rural settlements. You are advised to help them to consolidate their knowledge of the types, patterns and functions of rural settlements; the factors influencing siting and location of rural settlements and their interaction with the surrounding areas.

General Objectives

By the end of the topic, the learner should be able to:

i) analyse factors influencing the siting and location of rural settlements.
ii) explain the relationship between rural settlements and the surrounding areas.

Sub-Topic 1: Types, Patterns and Functions of Rural Settlements

Specific Objectives	Content
The learner should be able to: • describe the settlement types, patterns and functions.	• Types of rural settlements: - isolated - hamlet/trading centre - village • Rural settlement patterns: - nucleated/clustered

Specific Objectives	Content
	- dispersed/scattered - linear • Functions of each settlement type
• differentiate between site and situation/locating of settlements.	• Difference between site and situation/location of settlements
• examine the factors influencing the siting and location of rural settlements.	• Factors influencing the siting and location of rural settlements: - physical - human
• analyse the relationship between rural settlement and the surrounding areas.	• Relationship between rural settlements and the surrounding areas

Methodology

- Using the guided discussion method, introduce the topic and guide the learners in a discussion of the types and patterns of rural settlement and functions of each type of rural settlement.
- Using a topographical map, demonstrate the differences between site and situation/location of rural settlements.
- Discuss the factors influencing siting and location of rural settlements.
- Using the field work method, take learners on a field study of a neighbouring rural area to identify types, patterns, functions and factors influencing siting and location of rural settlements.
- Using the discussion method, guide learners in a discussion on the relationship between rural settlements and the surrounding areas.

Teaching/Learning Aids

- Textbooks, topographical maps, photographs, the Internet and the field

Assessment Strategies

- Giving learners an individual exercises on types, patterns, and factors influencing siting and location of rural settlement.

Topic 9: Urbanisation and Port Development

Duration: 18 Periods

Overview

This topic intends to widen the learners' knowledge of urbanisation and port development. Help learners to internalise the concepts related to urban and port development; factors favouring the development, functions and hierarchies of urban settlements. Guide the learners' to analyse the problems, solutions and future prospects of urban areas.

General Objectives

By the end of the topic, the learners should be able to:

i) explain the factors favouring urbanisation and port development.
ii) describe the functions of urban centres.
iii) analyse the future trends of urban development.

Sub-Topic 1: Major Urban Centres and Ports

Specific Objectives	Content
The learner should be able to: • explain the concept of urbanisation. • discuss the causes of urbanisation • Locate major urban centres and ports in developed and developing countries.	• The concept urbanisation • Causes of urbanisation • Major urban centres and ports in: ▪ Developed countries - New York - Rotterdam - Chicago - Los Angeles - Vancouver - San Francisco - London city - Tokyo ▪ Developing countries - Cairo - Accra – Tema - Lagos

Specific Objectives	Content
	- Mombasa - Nairobi - Mexico City - Sao Paulo - Calcutta - Seoul ▪ Population sizes of each urban centre and port.
• analyse the factors favouring port development and urbanisation.	• Factors favouring port development and urbanisation. - physical - human
• explain the functions of ports and urban centres.	• Functions of: - ports - urban centres • Urban hierarchy

Methodology

- Using the brainstorming approach, ask learners to:
  - explain an urban area and urbanization
  - identify the causes of urbanisation
- Using the guided discovery method, assign learners to study the atlas and locate the major urban centres and ports in developed and developing world.
- Using guided discussion, guide the learners to discuss the factors favouring port development and urbanization basing on selected ports and urban centres in developed and developing countries.
- Using group work, assign learners an exercise to study photographs and present reports on the functions of ports and urban centres.
- Using statistics related to specific aspects of urban and port development, assign learners to illustrate the data using suitable statistical methods.
- Conduct a fieldwork study to a local port or urban centre, to identify the factors that favoured its development, functions, problems and solutions.

Teaching/Learning Aids

- Textbooks, photographs, the field- urban centre/ port, data from departmental reports and Internet

Assessment Strategies

- Assigning the learners individual exercises on factors for development, functions and problems of urban areas.

Sub-Topic 2: Growth and Development of Conurbations

Specific Objectives	Content
The learner should be able to: • define the concept of conurbation. • locate conurbations in developed and developing countries using maps. • explain factors influencing the growth and development of conurbations. • discuss the problems arising from the growth of conurbations. • explain the possible solutions to the conurbation problems.	• The concept of conurbation • Location of conurbations in the developed and developing world • Factors influencing growth and development of conurbations - The Great Lakes region and the North Eastern sea board of USA - The Witwatersrand in South Africa - The Ruhr region of Germany. • Problems arising from the growth of conurbations • Solutions to the conurbation problems: - town planning - control of urban growth

Methodology

- Using the discussion approach, ask learners to:
  - define the concepts of urbanisation and conurbation.
  - identify conurbations in developed and developing countries .
  - explain the factors influencing the growth and development of conurbations.
- Using the guided discovery method, guide learners to research and make notes on the problems of conurbations and their solutions.

Teaching/Learning Aids

- Textbooks, photographs and the Internet

Assessment Strategy

- Assigning the learners individual exercises on factors influencing the growth and development of conurbations, their problems and solutions.

Sub-Topic 3: Land Use Planning and Control of Urban Growth

Specific Objectives	Content
The learner should be able to: • describe functional zoning of urban areas. • examine the conflicting land uses at the urban fringe. • describe urban hinterland and fields.	• Zonation of urban land use: - Central Business District (CBD) - industrial and low- class residential zone. - residential zones/suburbs • Interactions between urban centres and the surrounding areas: - sphere of influence (urban field) - hinterland

Methodology

- Using the guided discussion method, guide learners, in a discussion on functional zoning of urban areas.
- Using the guided discovery method, assign learners in groups to research, write and present reports about the interactions between urban centres and the surrounding areas.
- Using the discussion method, clarify on the learners reports.
- Conduct a field study in a nearby urban centre to demarcate land use zones.

Teaching/Learning Aids

- Textbooks, the field, land use models

Assessment Strategy

- Assigning the learners individual exercises on functional zoning of urban areas and relationship/interaction between urban centres and surrounding areas.

SENIOR SIX TERM TWO

Topic 2d: Statistical Representation, Interpretation and Analysis

Duration: 6 Periods

Sub-Topic 1: Statistical Symbols

Specific Objectives	Content
The learner should be able to: • represent statistical data using repeated symbols. • represent statistical data using graduated range of symbols. • discuss the advantages and disadvantages of repeated symbols and graduated range of symbols.	• Repeated symbols • Graduated range of symbols • Advantages and disadvantages of : - repeated symbols - graduated range of symbols

Methodology

- Demonstrate how to draw and interpret repeated symbols and graduated range of symbols.
- Using guided discussion:
  - give learners statistical data and assign them to represent it using different statistical symbols.
  - assign learners an individual exercise on the advantages and disadvantages of the two types of symbols.

Teaching/Learning Aids

- Textbooks, data tables from departmental reports, base maps

Assessment Strategies

- Assigning the learners individual exercises on the construction and interpretation of the two types of symbols; they should give their advantages and disadvantages.

Topic 10: Mining

Duration: 12 Periods

Overview

This topic is intended to widen the learner's existing knowledge of the classification of minerals and methods of mining in both developed and developing countries. Assist the learners to assess the contribution of the mining sector, its problems and possible solutions.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the factors influencing the exploitation of minerals.
ii) assess the contribution of mining to development.
iii) analyse the problems facing the mining industry and possible solutions.

Sub-Topic 2: Minerals and Mineral Extraction

Specific Objectives	Content
The learner should be able to:	
• identify the major types of minerals.	• Classification of minerals. - metals - non metals - fuel minerals
• discuss the factors influencing mining.	• Factors influencing mining
• describe the mining methods.	• Mining methods
• describe the distribution of major minerals in the world.	• Distribution of major minerals in the world
• analyse case studies on the importance, problems and solutions to the problems in the major mining regions.	• Case studies of major mining regions of the world: - The Rand of South Africa - Liberia (iron ore) - Algeria (oil and natural gas) - Nigeria (oil and natural gas) - Libya (oil and natural gas) - Egypt (oil and natural gas) - The Copper Belt of Zambia and D.R.C.

Specific Objectives	Content
	- The Ruhr region of Germany - Alsace – Lorraine region of France - The Great Lakes region of N. America • Importance, problems and possible solutions to the problems facing mining in each region/country.

Methodology

- Using the brainstorming approach, introduce the topic and ask the learners to identify the different types of fuel and power.
- Using the discussion method, clarify and consolidate the learners' contribution on the types of fuel and power.
- Using the guided discovery method, assign learners to identify and locate the distribution of the major types of fuel and power resources.
- Using the guided discussion method, lead the learners in a discussion on the factors influencing the distribution of fuel and power resources.

Teaching/Learning Aids

- Textbooks, data tables from departmental reports, Atlas and statistical drawings

Assessment Strategies

- Assigning learners an individual exercise to:
  - represent statistical data on fuel and power production using suitable statistical methods.
  - interpret their drawings.
- Giving an individual exercise on the distribution of major types of fuel and power; and factors influencing their distribution.

Topic 11: Fuel and Power Production

Duration: 8 Periods

Overview

Fuel, power production and consumption are a daily routine in everyone's life. Assist learners in identifying the major world fuel and power sources and account for their distribution. Guide the learners to assess the importance of fuel and power; and the challenges faced in developed and developing countries.

General Objectives

By the end of the topic the learner should be able to:

i) describe the types and distribution of the major world power resources.
ii) examine the factors influencing power production.
iii) explain the uses and importance of fuel and power.
iv) analyse the challenges of power production in the developed and developing world.

Sub-Topic 1: Major Fuel and Power Resources

Specific Objectives	Content
The learner should be able to: • identify the major types of fuel , power and their distribution.	• Major types of fuel, for example: - coal - oil - natural gas - biomass fuel Types of power, for example: - hydroelectricity - nuclear energy - thermal power - solar energy - wind energy - tidal energy
• examine the factors influencing fuel and power distribution.	• Distribution of world fuel and power resources in: - the developed world - the developing world

Specific Objectives	Content
• explain the uses and importance of fuel and power. • analyse the relative importance of each fuel and power type.	• Factors influencing fuel and power distribution • Uses and importance of fuel • Importance of each fuel and power types

Methodology

- Using the brainstorming approach, introduce the topic and ask the learners to identify the different types of fuel and power.
- Using the discussion method, clarify and consolidate the learners' contribution on the types of fuel and power.
- Using the guided discovery method, assign learners to identify and locate the distribution of the major types of fuel and power resources.
- Using the guided discussion method, lead the learners in a discussion on the factors influencing the distribution of fuel and power resources.

Teaching/Learning Aids

- Textbooks, data tables from departmental reports, Atlas and statistical drawings

Assessment Strategies

- Assigning learners an individual exercise to:
  - represent statistical data on fuel and power production using suitable statistical methods.
  - interpret their drawings.
- Giving an individual exercise on the distribution of major types of fuel and power; and factors influencing their distribution.

Sub-Topic 2: Major Fuel and Power Producers

Specific Objectives	Content
The learner should be able to: • examine fuel and power production in the developed and developing world.	• Major fuel and power producers: - USA - Germany - Sweden

Specific Objectives	Content
	- Japan - South Africa - Nigeria - D.R. Congo - North Africa and the Middle East
• examine the trends in fuel and power production	• Trends in fuel and power production
• explain the importance of fuel and power production.	• Importance of fuel and power production
• discuss the problem affecting power production.	• Problems affecting power production
• explain the solutions to the problems affecting power production.	• Solutions to the problems of fuel and power production
• analyse the trends in the fuel crisis, its causes and implications for world development.	• Trends in the fuel crisis and its implications for development

Topic 12: Industrialisation

Duration: 22 Periods

Overview

In lower secondary, learners were introduced to industrialisation in different parts of the world. Assist the learners in consolidating and broadening their knowledge of industrialisation focusing on the distribution of major manufacturing regions of the world, the role of industrialisation in development, challenges facing industrial development in the developing world and the changing patterns of industrial growth in the developed world.

General Objectives

By the end of the topic, the learner should be able to:

i) classify manufacturing industries according to location, factors, size, types of production and contribution to trade.
ii) analyse factors influencing the location and development of industries.
iii) discuss the effects of industrialisation on the environment in developed and developing countries.

Sub-Topic 1: Types and Location of Manufacturing Industries

Specific Objectives	Content
The learner should be able to: • describe the types of manufacturing industries.	• Types of manufacturing industries, such as: - small scale and large scale industries - light and heavy industries - labour –Intensive and capital –intensive industries - raw material-oriented industries
• analyse factors influencing the location of industries.	• Factors influencing location of manufacturing industries: - physical - human

Methodology

- Using the guided discussion approach, guide learners in a discussion on the classification of manufacturing industries.
- Using guided discovery, assign learners an exercise to research and make individual notes on the location of manufacturing industries.

Teaching/Learning Aids

- Textbooks and the Internet

Assessment Strategy

- Giving learners individual exercises on types/classification of manufacturing industries and factors influencing their location.

Sub-Topic 2: Role of Industrialisation in Development

Specific Objectives	Content
The learner should be able to: • discuss the contribution of manufacturing industries to socio-economic development. • assess the effects of industrialisation on the physical environment.	• Contribution of manufacturing industries to socio-economic development: - positive - negative • Effects of industrialisation on the physical environment

Methodology

- Using the guided discussion method, lead the learners in a discussion on the role of manufacturing industries in socio-economic development.

Teaching/Learning Aids

- Textbooks and Internet, photographs showing pollution, data tables from departmental reports on industrial output, labour and raw material intake and trade in manufactured products

Assessment Strategies

- Giving learners individual exercises on the role of industrialisation in development and its effects on the physical environment.

Sub-Topic 3: Major World Industrial Regions

Specific Objectives	Content
The learner should be able to: • identify, on the world map, the major world industrial regions.	• Major world industrial regions
• analyse case studies of major industrial regions.	• Case studies of industrial regions: Western Europe, for example: - Germany - United - Kingdom - Switzerland North America - USA and Canada Asia - Japan - India - China - South East Asia - Hong Kong - Singapore - Taiwan and South Korea Africa - Republic of South Africa - Egypt - Nigeria - Kenya
• identify industries in each industrial region/country.	• Industries in each industrial region/country
• give reasons for industrial development in each region/country.	• Reasons for industrial development in each region/country
• examine the importance of industrial development in each region/country.	• Importance of industrial development in each region/country
• analyse prospects of industrial development in each region/country.	• Prospects of industrialisation in each region/country

Methodology

- Using the guided discussion method, guide the learners in a discussion on the development of manufacturing industry in a selected country from each region.
- Using guided discovery, assign learners to research and make notes on selected case studies in selected regions/countries focusing on factors for development, importance and prospects of industrialisation in each region/country.

Teaching/Learning Aids

- Textbooks, Internet, data tables from departmental reports on trends in development, output, photographs showing industries in selected countries

Assessment Strategy

- Giving learners individual exercises on the types/classification of manufacturing industries and factors influencing their location.

Sub-Topic 4: Challenges Facing Industrial Development

Specific Objectives	Content
The learner should be able to: • discuss the challenges facing industrial development in developing countries. • explain the solutions to the challenges facing industrial development in developing countries.	• Challenges to industrial development in developing countries: - internal - external • Solutions to the challenges facing industrial development

Methodology

- Using guided discussion, guide learners to discuss the challenges facing industrial development in developing countries.
- Using group work, assign learners to research, make and present reports on possible solutions to the problems facing industrial development.

- Using the self-discovery method, assign learners to research and make notes on the challenges to industrial development in developing countries.

Teaching/Learning Aids

- Textbooks and the Internet

Assessment Strategies

- Giving learners individual exercises on the challenges facing industrial development and possible solutions to the problems of industrial development in developing countries.

Sub Topic 5: Changing Patterns of Industrial Growth

Specific objectives	Content
The learner should be able to: • describe the changing patterns of industrial growth and location in developed countries.	• Changes taking place in: - character of industrial inputs - nature of markets - nature of industrial products - industrial location
• explain the factors leading to the changing patterns of industrial growth and location in developed countries.	• Factors influencing the changing patterns of industrial growth and location
• examine case studies of changing patterns of industrial growth and location in developed countries. .	• Case studies of changing patterns of industrial growth and location - USA - Sweden - United Kingdom - Japan
• analyse the effects of national and regional planning on industrial growth and location in developed countries.	• Effects of national and regional planning on industrial growth and location

Methodology

- Using discussion, describe the changing patterns of industrial growth and location in the developed world.

- Using guided discovery, assign learners to research and make notes about:
  - the changing patterns of industrial growth and location,
  - the nature of changes, and the factors influencing the changing patterns of industrial growth and location in selected developed countries.
- Using guided discussion, lead learners in a discussion on the effects of national and regional planning on industrial development in the selected developed countries.

Teaching/Learning Aids

- Textbooks, the Internet and photographs showing sites of industries

Assessment Strategies

- Giving learners individual exercises on the nature of the changes, factors influencing the changing patterns of industrial growth and location and effects of national and regional planning on industrial development in selected developed countries.

SENIOR SIX TERM THREE

Topic 13: Transport and Communications

Duration: 10 Periods

General Objectives

By the end of the topic, the learner should be able to:

i) explain the factors influencing the development of each types of transport and communication.
ii) examine the contributions of transport and communication to development.
iii) analyse the challenges to the development of transport and communication, and possible solutions.

Sub-Topic 1: The Concept of Transport and Communication

Specific Objectives	Content
The learner should be able to: • explain the meaning of the terms transport and communication. • describe the evolution of transport and communication.	• Meaning of: - transport - communication • Evolution of transport and communication: - primitive - modern modes

Methodology

- Using guided discussion, introduce the topic and ask learners to:
  - explain the meaning of the terms transport and communication.
  - discuss the evolution of transport and communication.
- Demonstrate communication using newspapers, radios, drums, mobile phones, music and magazines.
- Give learners an exercise to analyse the effectiveness of the various modes of communication.

Teaching/Learning Aids

- Textbooks, newspapers, radios, mobile phones

Assessment Strategies

- Give learners individual exercises on the modes and evolution of transport and communication.

Sub-Topic 2: Types/Modes of Transport

Specific Objectives	Content
The learner should be able to: • describe the different types/modes of transport.	• Types of transport - human porterage - animal transport - road transport - water (marine and inland) - railway - pipeline - air transport
• discuss the factors influencing the development of different types of transport.	• Factors influencing development of different types transport - physical - human
• explain the advantages and disadvantages of each type of transport.	• Advantages and disadvantages of each type of transport

Methodology

- Using the brainstorming approach, ask learners to describe the different types/modes of transport and factors influencing their development.
- Using the discussion method, clarify and consolidate the learners' contributions.
- Using guided discussion, lead the learners in a discussion on the advantages and disadvantages of each type of transport.
- Using guided discovery, assign learners to research and make notes on the different types/modes of transport, factors influencing their development and advantages and disadvantages of each type of transport.

Teaching/Learning Aids

- Textbooks, photographs showing different types of transport, and the Internet

Assessment Strategies

- Giving learners individual exercises on types of transport, factors influencing their development, advantages and disadvantages of each type of transport.

Sub-Topic 3: Development of Transport

Specific Objectives	Content
The learner should be able to: • describe the types/modes of transport in the developed and developing countries. • examine case studies of major developments in transport.	• Types of transport: - developed countries - developing countries • Case studies of major developments in transport: Road transport -Pan American High way -Trans-African Highway -The Great North road Railway transport: -Tanzam railway -West African railway -South African railway network -Transcontinental railway network (North America) -Trans-Siberian railway Major inland water ways: -The Rhine waterway -The Great Lakes and St. Lawrence Sea Way -The Suez canal -Panama canal -Water transport on Lake Victoria Pipeline transport -Columbia's pipeline

Specific Objectives	Content
• assess the contribution of transport to the development of countries where they are found. • explain the challenges facing the development of transport networks in the various countries/regions.	network • Contribution of transport to the development of countries • Challenges to the development of transport networks

Methodology

- Using guided discussion, lead the learners in a discussion on the development of transport basing on selected case studies of each type of transport in developed and developing countries.
- Using guided discovery, assign learners to research and make notes on selected case studies of each type of transport focusing on its contribution to development of the respective developed and developing countries.
- Using group work, assign learners to research, make and present reports on the challenges facing the development of transport in each country/region.

Teaching/Learning Aids

- Textbooks, photographs showing the transport routes and Internet

Assessment Strategies

- Giving learners individual exercises on the contribution of selected case studies of each type of transport and the challenges facing the development of transport in selected countries/region.

Sub-Topic 4: Transport Problems of a Land Locked Country

Specific Objectives	Content
The learner should be able to: • use case studies to explain the transport problems facing landlocked countries.	• Case studies of transport problems in landlocked countries: ▪ Developing and developed

Specific Objectives	Content
• describe the measures being taken to overcome the transport problems of landlocked countries.	regions: - Zambia - Central African Republic - Chad - Botswana - Zimbabwe - Switzerland - Luxemburg • Measures to overcome the transport problems of landlocked countries

Methodology

- Using guided discussion, lead the learners in a discussion on the transport problems of landlocked countries.
- Using guided discovery, assign learners to study and make notes on the measures taken to address the transport problems of landlocked countries in selected developed and developing countries.
- Test learners on the measures taken to solve the transport problems of landlocked countries.

Teaching/Learning Aids

- Textbooks, newsletters, magazines and the Internet

Assessment Strategy

- Assigning learners individual exercises on the transport problems facing landlocked countries and measures being taken to overcome them, basing on case studies in developed and developing countries.

Topic 14: World Trade and Regional Integration

Duration: 10 Periods

General Objectives

By the end of the topic, the learner should be able to:

i) analyse international trade patterns.
ii) explain the factors influencing international trade, its role and the challenges facing it.
iii) assess the role of international trade in regional cooperation/integration.

Sub-Topic 1: Trade and Types of Trade

Specific Objectives	Content
The learner should be able to: • define trade. • identify the different types of trade.	• Definition of trade • Types of trade: - internal - international

Methodology

- Using the brainstorming approach, introduce the topic and ask learners to:
  - define trade.
  - identify the types of trade.
- Using discussion, clarify the learners' contributions.
- Using guided discovery, assign learners to research and notes on the meaning and types of trade.

Teaching/Learning Aids

- Textbooks, newspapers

Assessment Strategy

- Giving learners individual exercises on types of trade and trade patterns.

Sub-Topic 2: International Trade

Specific Objectives	Content
The learner should be able to:	
• define international trade.	• Definition of international trade
• explain the types of international trade.	• Types of international trade
• describe the world trade patterns.	• World trade patterns
• examine the factors influencing international trade.	• Factors influencing international trade
• discuss the role of international trade in development.	• Role of international trade in development
• explain the challenges facing international trade in developing countries.	• Challenges of international trade in developing countries

Methodology

- Using the brainstorming approach, ask learners to:
  - define international trade.
  - explain the types of international trade.
- Using the discussion method, clarify on the contributions.
- Using the guided discussion, give learners statistical data on international trade and ask them to present it using suitable statistical diagrams.
- Using group work, assign learners to discuss and present reports on factor influencing international trade and its role in development.
- Using guided discovery method, assign learners to research and make notes on challenges facing international trade in developing countries.

Teaching/Learning Aids

- Textbooks, data tables on international trade from departmental reports

Assessment Strategies

- Giving learners individual exercises to:
  - draw statistical diagrams illustrating statistical data on international trade.
  - explain the types of international trade, world trade patterns and factors influencing international trade in developing countries.

Sub-Topic 3: World Trading Blocs and Regional Integration

Specific Objectives	Content
The learner should be able to: • define the term trading blocs and regional integration. • locate the major world trading blocs. • discuss the advantages and disadvantages of trading blocs and regional integration. • explain the challenges facing trading blocs and regional integration. • analyse case studies of trading blocs and regional integration in the developed and developing world.	• Definition of trading blocs and regional integration • Major world trading blocs • Advantages and disadvantages of: - trading blocs - regional integration • Challenges facing trading blocs and regional integration • Case studies of trading blocs and regional integration: Developed world: - European Free Trade Association (EFTA) - North American Free Trade Association(NAFTA) - Association of South East Asian Nations(ASEAN) - Organisation of Petroleum Exporting Countries(OPEC) • Developing world: - African Union (AU) - Economic Community of West African States (ECOWAS) - East African Community (EAC)

Methodology

- Using brainstorming, ask the learners :
  - the meaning of regional trading blocs and the identification of major world trading blocs;
  - the advantages, disadvantages and challenges facing traditional blocks and regional integration.
- Using the discussion method, clarify the learners' contributions.

- Using guided discovery, assign learners to research and make notes about selected case studies on trading blocks and regional integration in developed and developing countries.

Teaching/Learning Aids

- Textbooks, newspapers, magazines, departmental reports

Assessment Strategy

- Giving learners individual exercises on major world trading blocks to analyse their advantages and disadvantages, the challenges facing trading blocks and regional integration.

Topic 15: Utilisation and Conservation of Natural Resources

Duration: 16 Periods

Overview

This topic is intended to widen the learner's knowledge on the concept of natural resources. Assist the learner in clearly identifying the different types of natural resources and the methods for sustainable utilisation in both developed and developing countries.

General Objectives

By the end of the topic, the learner should be able to:

i) differentiate between renewable and non-renewable natural resources.
ii) examine the different uses of natural resources.
iii) analyse the consequences of competing uses of natural resources.
iv) describe the methods used to conserve natural resources.

Sub-Topic 1: The Concept of a Resource

Specific Objectives	Content
The learner should be able to: • define a resource. • categorise natural resources.	• Definition of a resource • Categories of natural resources: - renewable - non renewable - inexhaustible

Methodology

- Using the brainstorming approach, introduce the topic and ask learners to:
  - define the term resource.
  - identify the categories of natural resources.
- Using discussion, clarify the contributions.
- Conduct a fieldwork study within the learning environment for learners to identify the natural resources.
- Using guided discovery, assign learners to research and make notes on natural resources.

Teaching/Learning Aids

- Textbooks, the field, photographs of natural resources

Assessment Strategy

- Giving learners individual exercises on categories of natural resources.

Sub-Topic 2: Utilisation of Natural Resources for Development: Tourism

Specific Objectives	Content
The learner should be able to:	
• identify major tourism resources.	• Major tourism resources
• analyse the factors influencing the development of the tourist industry.	• Factors influencing the development of tourist industry - physical - human
• examine the importance of tourism to development.	• Importance of tourism to development: - positive - negative
• analyse case studies on the development of tourist industries in the developed and developing countries.	• Case studies on the development of tourist industries Tourism in: - Switzerland - U.S.A - East Africa - West Indies - Egypt
• discuss the challenges facing the development of the tourist industry.	• Challenges facing the development of tourism industry

Methodology

- Using the brainstorming approach, ask learners to:
  - define the term tourism.
  - identify major tourism resources.

- explain the factors influencing the development of the tourist industry and its importance to development.

- Using the discussion method, clarify the learners' contributions.
- Using guided discussion, guide learners to discuss selected case studies on the development of tourism in developed and developing world.
- Using guided discovery, assign learners to research and make notes on the challenges facing the development of the tourist industry in selected countries.

Teaching/Learning Aids

- Textbooks, magazines, newspapers, the Internet

Assessment Strategies

- Give learners individual exercises on:
  - the factors influencing the development of tourism,
  - its importance to development
  - the challenges facing the development of the tourist industry basing on case studies from the developed and developing world.

Sub-Topic 3: Environmental Degradation and Conservation

Specific Objectives	Content
The learner should be able to: • define environmental degradation. • describe the different forms of environmental degradation. • explain the causes and effects of environmental degradation in developed and developing countries. • Outline the methods of conserving the environment in developed and developing countries.	• Definition of environmental degradation • Forms of environment degradation , for example: - pollution - deforestation - desertification • Causes and effects of environmental degradation : - developed countries - developing countries • Methods of conserving the environment in: - developed - developing

Methodology

- Using brainstorming, ask learners to:
  - define environmental degradation.
  - identify forms of environmental degradation.
- Using discussion, clarify the learners' contributions.
- Using the guided discussion method, guide learners to discuss the causes, effects and remedies of environmental degradation in developed and developing countries.
- Using guided discovery, assign learners to research and make notes on environmental degradation and conservation in developed and developing countries.

Teaching/Learning Aids

- Textbooks, magazines, newspapers, newsletters, departmental reports, the Internet, and photographs on forms of environmental degradation

Assessment Strategy

- Availing learners with photographs of different forms of environmental degradation and assigning them to interpret them focusing on types, causes, effects and remedies of each type of environmental degradation shown in the photograph.

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SECTION III: UGANDA

SENIOR FIVE TERM ONE

Topic 1: Position, Administrative Units, Evolution of Borders and Area

Duration: 4 Periods

Overview

Learners have covered this region since primary level. The main focus in this topic should be on the evolution of the boundaries and enabling them to develop skills of map drawing, estimation and measurement of the area of Uganda

General Objective

By the end of the topic, the learner should be able to explain the origin of Uganda's borders.

Sub-Topic 1: Size, Position and Administrative Units of Uganda

Specific Objectives	Content
The learner should be able to: • state the area of Uganda in km^2 • locate Uganda. • describe the position of Uganda. • describe the administrative units of Uganda. • explain the origin of Uganda's borders.	• Size of Uganda(approx. 241,000km^2) • Location and position: - latitudes - longitudes - neighbouring countries • Administrative units of Uganda: - regions - districts - towns • Origin of the borders of Uganda, that is: - Uganda-Kenya - Uganda-D.R.C (Congo)

Specific Objectives	Content
	- Uganda- Tanzania - Uganda-Rwanda - Uganda-Sudan

Methodology

- Using the guided discovery method, ask the learners to identify the latitudes and longitudes bounding Uganda with the help of an atlas or wall map.
- Using the discussion method, explain the origin of Uganda's boundaries.
- Give learners an individual exercise to:
  - use the square method to calculate and estimate the area of Uganda and compare the results with the textbook information(241,000km^2).
  - draw an accurate sketch map of Uganda showing the latitudes, longitudes, regions, districts and neighbouring states.

Teaching/Learning Aids

- Wall map of Uganda, pair of scissors, razor blades, tracing paper and several base maps

Assessment Strategy

- Ensure accuracy of the map outline drawn and correct location of all features in the task.

Sub-Topic 3: Evolution of Borders

Specific Objective	Content
The learner should be able to: • explain the origin of Uganda's borders.	• Origin of the borders of Uganda, that is: - Uganda-Kenya - Uganda-D.R.C (Congo) - Uganda- Tanzania - Uganda-Rwanda - Uganda-Sudan

Topic 2: Physical Regions and Landforms of Uganda

Duration: 22 Periods

Overview

The process of formation of the physical features of a region is rather abstract. You are advised to use illustrations, outdoor activities, models, ICT tools, for example, geographical animations, to enable learners to conceptualise the respective concepts applicable to Uganda's physical regions and landforms. This is because physical features are a basis for human activities which they will cover in detail in other topics under this region.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the characteristics of the physical regions.
ii) explain the processes for the formation of various landforms .

Sub-Topic 1: Physiographic Regions/Relief Regions

Specific Objectives	Content
The learner should be able to:	
• define a physiographic region.	• Definition of a physiographic region
• identify the physical regions.	• Physiographic regions, that is: - mountainous/highland - plateau - low lands/rift valleys
• describe the characteristics of the physiographic regions of Uganda.	• Characteristics of each physical region, that is: - mountains/highlands - Plateaus - lowland /rift valleys
• Explain the land-use and development in each physiological region.	• Land-use and development in each physiological region

Methodology

- Using brainstorming, introduce the topic and ask learners to:
  - define a physiographic region.

- mention the physical regions of Uganda.
- describe the characteristics of each region as you clarify their contributions.

- Using an atlas and any other recommended textbook, guide learners to identify the physical regions and assign them to draw a sketch map of Uganda showing the regions.
- Plan and conduct a fieldwork study in the immediate surroundings, and assign learners group work to:
  - describe the characteristics of the immediate physical region.
  - explain the relationship between the physical region and human activities.
  - draw an annotated panoramic view of the immediate region.
- Using discussion, clarify the learners description of the characteristics of the regions and the relationships while still in the field.

Teaching and Learning Aids

- Textbooks, Atlases, photographs and the local environment

Assessment Strategies

- Group reports focusing on:
  - the characteristics of the immediate physical region.
  - the relationship between the physical region and human activities.
  - the clearly drawn and annotated panoramic diagrams.

Sub-Topic 2: Formation of the Landforms Resulting from Faulting

Specific Objectives	Content
The learner should be able to:	
• define the process of faulting.	• Definition of the process of faulting
• describe the origin of faulting.	• The origin of faulting
• explain the formation of land forms resulting from faulting.	• Formation of faulted landforms, for example: - block mountains - the rift valley - escarpment - graben hollows - fault- guided valleys
• assess the impact of landforms resulting from faulting on the development of Uganda.	• Impact of faulted landforms on the development of Uganda. - positive and negative impacts

Methodology

- Demonstrate the concept of:
  - convection currents by using boiling water.
  - movement of blocks along fault lines using three or more blocks.
  - relate the demonstration to faulting.
- Using group work, assign learners to research and make reports on the formation of faulting landforms.
- Using guided discovery, guide learners to research and use the knowledge gained from the demonstrations to:
  - write reports explaining the formation of the landforms.
  - draw diagrams illustrating the formation of the landforms.
  - explain the impact of landforms on the development of Uganda.
- Ask learners to present the group reports while you clarify their contributions.

Teaching/Learning Aids

- Blocks of wood/ bricks, wall charts, photographs of particular landforms; the Internet, textbooks

Assessment Strategies

- Group reports, ensure:
  - correct explanation of the processes of landform formation.
  - that the diagrams illustrating the formation of the landforms are clearly drawn and well labeled.
  - correct explanation of the impact of landforms on the development of Uganda.

Sub-Topic 2: Vulcanicity/Igneous Activity

Specific Objectives	Content
The learner should be able to:	
• define the process of vulcanicity.	• Definition of vulcanicity
• describe the origin of vulcanicity.	• The origin of vulcanicity
• explain the formation of intrusive and extrusive features.	• Formation of intrusive and extrusive features.
• assess the impact of volcanic landforms on development of Uganda.	• Positive and negative impacts of the volcanic landforms to the development of Uganda

Methodology

- Demonstrate:
  - the concept of volcanic eruption using thick boiling porridge.
  - the process of vulcanicity using geographical animations (ICT).
- Using guided discovery, assign learners:
  - group work to model a volcanic mountain landform using the knowledge gained from the demonstrations above.
  - an individual exercise as homework on the impact of volcanic landforms on the development of Uganda.
- Use discussion to clarify their contributions from the homework.

Teaching/Learning Aids

- Maize floor, stove, box of matches, paraffin, water, ICT tools, clay models and wall charts

Assessment Strategies

- Looking at the model to see if the concepts related to volcanic mountains are well illustrated. Pick the best for placement in the geography room or interest/geography corner.
- The points on the homework exercise on the impact of volcanic landforms on the development of Uganda should be well explained and illustrated using local examples.

Sub-Topic 3: Warping

Specific Objectives	Content
The learner should be able to:	
• define the process of warping.	• Definition of warping
• describe the origins of warping.	• The origin of warping: - up warped - down warped
• explain the formation of landforms resulting from warping.	• Formation of landforms resulting from warping: - basins - plateaus
• assess the impact of the features on man and physical environment.	• Positive and negative impacts on man and the physical environment

Methodology

- Demonstrate the concept of warping using anything that can bend or ICT tools/animations.

- Carry out a field activity to enable learners to draw sketches of landforms resulting from warping. (This is most applicable to schools in central Uganda).
- Using guided discussion, assign learners group work to discuss, make and present reports on the significance of warping in Uganda.
- Discuss the reports to clarify key issues.

Teaching/Learning Aids

- Local environment, wires, paper, charts and ICT tools such as CDs and the Internet

Assessment Strategies

- The diagrams of the landform sketches should be correctly drawn and well annotated.
- Group reports on the significance of warping in Uganda.

Sub-Topic 4: Folding

Specific Objectives	Content
The learner should be able to:	
• define the process of folding.	• Definition of folding
• describe the origins of folding.	• The origin of folding
• explain the formation of landforms resulting from folding.	• Formation of folded landforms: - synclines and anticlines - folded hills of Kabale and Kisoro districts
• assess the impact of the folded features on man and the physical environment.	• Positive and negative impacts of the folded features on man and the physical environment.

Methodology

- Demonstrate the concept of folding using any material that can bend.
- Using computer animations, explain the process of folding.
- Using guided discussion, guide learners to discuss and make group reports on the concept of folding.
- Assign learners an individual exercise to research and make notes on the origin of folding and the resultant features.

Teaching/Learning Aids

- Sheets of paper, clothes, ICT tools, local environment, photographs and textbooks

Assessment Strategies

- Group reports on the concept of folding.
- Individual notes, citing local examples, on the origin of folding. Ensure that well labelled diagrams are integrated in the notes.

Topic 3: Drainage in Uganda

Duration: 6 Periods

Overview

The physiography of any country has a direct bearing on the drainage system. As you approach this topic, relate it to the physiographic background of Uganda. Drainage is of paramount importance in the study of most human activities; therefore, encourage the participatory approach as much as possible. Focus learners on sustainable utilisation of the water bodies. The topic is covered in Physical Geography of East Africa; guide the learners to apply the knowledge acquired therein.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the evolution of drainage systems in Uganda.
ii) describe the formation of various drainage systems in Uganda.

Sub-Topic 1: The Drainage Systems

Specific Objectives	Content
The learner should be able to: • describe the drainage system of Uganda.	• The drainage system of Uganda, that is: - lakes - rivers - swamps
• explain the evolution of the drainage systems.	• Evolution of the drainage system
• explain the processes of the formation of different types of lakes in Uganda.	• Processes of formation of different lakes

Methodology

- Using guided discovery method, introduce the topic and guide learners to identify the direction of flow of rivers in the atlas or on the wall map of Uganda.
- Using group work, assign learners to research, make and present reports on:
  - the evolution of the drainage systems.

- the formation of lakes.
- the contribution of water bodies, threats and measures to their sustainable use.

- Using discussion, clarify the contributions with key emphasis on the threats and possible measures.
- Conduct a fieldwork study on any nearby water body for learners to assess the impact of the abuse of the water body.
- Using guided discussion; relate field findings to the information in photographs of other areas similar to the field study.
- Organise a debate between different stakeholders on the significance and abuse of water bodied .The stakeholders could include environmentalist, politicians, investors, or civil society representatives.

Teaching/Learning Aids

- Atlases/wall maps, wall charts, textbooks, photographs, models and the local environment

Assessment Strategies

- Group reports citing relevant examples, on the evolution of the drainage systems, formation of lakes, contributions of water bodies, threats and measures to their sustainable use.
- The fieldwork reports should reflect data collection and analysis skills, for example, observation, recording, measurement, interviewing, drawing, and analysis.
    - Assessing the learners' ability to interpret the photographs, cross-reference and transfer knowledge with the field findings.

Topic 4: Fieldwork

Duration: 16 Periods

Overview

Fieldwork is part of Ordinary level geography, but it is usually given less attention by some teachers. In this Teaching Guide, fieldwork has been integrated in the teaching and learning process of most topics in the study of this region. Therefore you are advised to ensure that each learner participates in the field activities. This will enable the learner to understand concepts, and develop values, attitudes, practical skills of data collection, processing, presentation and apply knowledge. In addition, the learner will gain deeper understanding of the geography of Uganda.

General Objective

By the end of the topic, the learner should be able to interpret the relationships in the environment and utilise the local environment in the study of Geography.

Sub-Topic 1: Introduction to Fieldwork

Specific Objectives	Content
The learner should be able to: • define fieldwork • explain the importance of fieldwork. • explain the stages of conducting fieldwork.	• Definition of fieldwork • Importance of fieldwork • Stages of field work, that is: - pre- field preparation

Methodology

- Using guided discovery, introduce the topic and ask the learners to:
  - define the term fieldwork.
  - outline the stages of conducting fieldwork.
  - explain the pre-field work activities.
  - explain the importance of field work study.
- Using discussion, clarify the learners' contributions.
- Give learners an individual exercise to describe the pre-fieldwork activities.

Assessment Strategies

- Ensuring that the learners work arranges the first four steps in a systematic order and that all the activities are well explained and illustrated.

Sub-Topic 1: Pre-Fieldwork Preparations

Specific Objective	Content
The learner should be able to explain the pre-fieldwork activities.	• Pre-fieldwork activities

Assessment Strategies

- The learners should, in the written exercises, correctly describe and explain the advantages and disadvantages of each method.

Sub-Topic 2: Data Collection

Specific Objectives	Content
The learner should be able to: • discuss the methods of data collection. • discuss the advantages and disadvantages of each method of data collection.	• Methods of data collection • Advantages and disadvantages of each data collection method

Methodology

- Using guided discussion, ask the learners to:
  - identify the data collection methods.
  - describe how each method is applied.
  - explain the advantages and disadvantages of each method.
- Give learners a written exercise on how the methods are used, and the advantages and disadvantages of each.

Teaching/Learning Aids

- Chalk board and flip charts

Assessment Strategies

- The learners should in the written exercise correctly describe and explain the advantages and disadvantages of each method.

Sub-Topic 3: Data Presentation/Follow-Up Activities

Specific objectives	Content
The learner should be able to: • illustrate the various ways of presentation of data. • explain the fieldwork follow up activities.	• Ways of presenting data, for example graphical sketch maps • Follow up activities

Methodology

- Using discussion, ask the learners to:
  - describe the ways of presenting data.
  - identify the activities in the follow up stage.
  - clarify the key issues in the learners' contributions.
- Give learners an individual exercise to research and make notes on data presentation and follow up activities of the fieldwork.

Teaching/Learning Aids

- Chalk board and flip charts.

Assessment Strategies

- The exercise on data presentation and the steps followed in the follow up stage of the fieldwork.

Sub-Topic 4: Problems Faced in Conducting Fieldwork

Specific Objective	Content
The learner should be able to explain the problems faced in conducting fieldwork.	• Problems faced in conducting fieldwork

Methodology

- Guide the learners to brainstorm the problems faced in conducting fieldwork.
- Using guided discussion, clarify the key issues in their contributions.
- Give learners an individual written exercise on the problems faced in conducting fieldwork.

Teaching/Learning Aids

- Chalk board and flip charts

Assessment Strategies

- Ensuring that the problems faced in conducting fieldwork are clearly explained.

SENIOR FIVE TERM TWO

Topic 5: Soils

Duration: 14 Periods

Overview

Learners covered this topic at Ordinary level and in Physical Geography at this level. You are advised to build on their knowledge to help them understand the variations in soil productivity and its sustainable utilisation.

General Objectives

By the end of the topic, the learner should be able to:

i) discuss the factors that influence soil formation.
ii) explain the causes and effects of soil degradation.
iii) outline the soil conservation measures.

Sub-Topic 1: Types of Soils

Specific Objectives	Content
The learner should be able to: • define the term soil. • identify the types of soils.	• Definition of the term soil • Types of soils in Uganda: ▪ Major soil types: - ferralitic - ferrugeous - vertisoils ▪ Minor soil types: - clay - loams - andosols (futrophic) - halomorphis - lithosols - podozols - organic soils - hydromorphic soils
• explain the factors influencing soil formation.	• Factors influencing soil formation.

Sub-Topic 2: Soil Properties

Specific Objectives	Content
The learner should be able to: • describe the soil properties. • describe the vertical arrangement of soil.	• Properties of soil: - soil structure - soil texture - soil composition • Soil profile and soil catena

Methodology

- Using guided discussion, ask learners to:
  - define the terms soil, soil profile and soil catena
  - identify the types of soil.
  - describe the soil properties.
- Give learners group work to research and make reports on the soil types.
- Using guided discussion, guide the learners to discuss the factors of soil formation as you clarify the key issues.
- Conduct a fieldwork study for learners to study soil properties and the arrangement of soil.
- Ask learners to compile and present the field work reports of their findings.

Teaching/Learning Aids

- The local environment, soil samples, water, litmus papers, textbooks and fieldwork tools such as hoes, soil augers and shovels

Assessment Strategies

- The fieldwork group reports should have clear illustrations of the soil properties and arrangement, citing local examples.

Sub-Topic 3: Soil Productivity

Specific Objectives	Content
The learner should be able to: • identify the categories of soil productivity.	• Categories of soil productivity, that is: - high - moderate

Specific Objectives	Content
• explain the causes of variations in soil productivity.	- fair - low - nil • Causes of variations in soil productivity

Methodology

- Using discussion, explain the variations in soil productivity as learners make notes.
- Using guided discovery, assign learners group work to research and make reports on variations in soil productivity.
- Ask learners to draw the map of Uganda showing the variations in soil productivity.

Teaching/Learning Aids

- Chalk board and textbooks

Assessment Strategies

- Mark the maps to ensure correct sketching of the outline map of Uganda with accurate location of places with different soil productivity.

Sub-Topic 4: Soil Degradation

Specific Objectives	Content
The learner should be able to: • define the term soil degradation. • identify the process of soil degradation. • explain the causes and effects of soil degradation. • outline measures of soil conservation.	• Definition of soil degradation • The process of soil degradation: - soil erosion - surface crusting - soil compaction • Causes and effects of soil degradation • Measures of soil conservation

Methodology

- Give learners group work to research, make and present reports on the processes, causes and effects of soil degradation.

- Using discussion, ask them to present their group reports while you clarify on the key issues from each report.
- Guide learners to brainstorm the measures being taken to conserve soils.
- Using discussion, clarify the learners' contributions.
- Give learners an exercise to draw a map of Uganda showing soil degraded areas.

Teaching/Learning Aids

- Textbooks

Assessment Strategies

- A correct outline of the sketch map of Uganda showing accurate location of the soil degraded areas.

Topic 6: Climate

Duration: 12 Periods

Overview

The learners are familiar with this topic since it is taught from primary level. You are expected to build on the previous knowledge to guide the learners to describe the characteristics of each climatic region, and to identify the causes and effects of climate change to the environment.

General Objective

By the end of the topic, the learner should be able to describe the climate of Uganda and its influence on land use and development.

Sub-Topic 1: Major Types of Climate

Specific Objectives	Content
The learner should be able to:	
• differentiate between weather and climate.	• Distinction between weather and climate
• identify elements of weather.	• Elements of weather
• identify types/zones of climate in Uganda.	• Types/zones of climate of Uganda: - Lake Victoria zone - Karamoja - Western Uganda - Acholi- Kyoga - Ankole – Southern Uganda
• describe the characteristics of each type/zone of climate.	• Characteristics of each climatic zone
• explain the factors influencing the climate of Uganda.	• Factors influencing the climate of Uganda

Methodology

- Using brainstorming, introduce the topic and ask learners to:
  - differentiate between weather and climate.
  - identify the elements of weather.
- Using discussion, clarify the key issues.
- Conduct a field study tour to a weather station, to enable the learners to observe the different instruments used to measure the elements of weather.

- Give learners an exercise to draw the different instruments for measuring weather.
- Using group work and assign learners an exercise to research, make and present reports on the climatic regions and characteristics.
- Discuss the reports as you clarify the learners' contributions.
- Give the learners an individual exercise to draw the map of Uganda showing the different types of climate.

Teaching/Learning Aids

- A weather station, photographs, newspapers, magazines, textbooks

Assessment Strategies

- Ensuring that the map is correctly drawn and the climatic zones accurately located.

Sub-Topic 2: Climate Change

Specific Objectives	Content
The learner should be able to:	
• define the term climate change.	• Definition of climate change
• identify the indicators of climate change.	• Indicators of climate change: - persistent/prolonged drought. - floods
• explain the causes of climate change.	• Causes of climate change
• outline the effects of climate change.	• Effects of climate change
• identify the measures being taken to control the effects of climate change.	• Measures being taken to control the effects of climate change

Methodology

- Guide the learners to brainstorm on the definition, indicators, causes and effects of climate change.
- Using discussion, clarify their contributions.
- Give the learners an individual exercise on the causes and effects of the current climate change in Uganda.

Teaching/Learning Aids

- NEMA Reports, photographs, newspapers, magazines, the Internet

Assessment Strategies

- The exercise on the causes and effects of the current climate change in Uganda should be well explained and illustrated using local examples.

Topic 7: Vegetation

Duration: 10 Periods

Overview

Vegetation is covered in detail at both ordinary and advanced levels. Use that background knowledge to help learners to explain the relationship between the types of vegetation and land use planning in Uganda.

General Objectives

By the end of the topic, the learner should be able to:

i) discuss the relationship between vegetation type and land use planning.
ii) explain the causes and effects of vegetation destruction.

Sub-Topic 1: Vegetation Types

Specific Objectives	Content
The learner should be able to:	
• define the term vegetation.	• Definition of vegetation
• identify the types of vegetation.	• Types of vegetation
• describe the characteristic of each type of vegetation.	• Characteristics of each type of vegetation
• explain the factors influencing vegetation distribution.	• Factors influencing vegetation distribution in Uganda

Methodology

- Using guided discovery, introduce the topic and ask the learners to:
  - identify the vegetation types from an Atlas/ wall map.
  - describe the characteristics of each vegetation type.
  - explain the factors influencing the growth and distribution of each vegetation type as you clarify key issues.
- Give learners an exercise:
  - about the factors influencing the growth and distribution of vegetation in Uganda.
  - to draw the sketch map of Uganda and locate accurately the different vegetation zones.

Teaching/Learning Aids

- Grass, leaves, shrubs, photographs, textbooks, NEMA and National Forest Authority (NFA) brochures

Assessment Strategies

- The exercise on the factors influencing vegetation distribution should be well explained and illustrated with local examples.
- Ensuring a correct outline of the sketch map of Uganda showing accurate location of the vegetation zones.

Sub-Topic 2: Vegetation and Land Use Planning

Specific Objectives	Content
The learner should be able to: • explain the relationship between vegetation and land use planning in Uganda. • explain the causes and effects of vegetation destruction.	• Relationships between vegetation and land use planning in Uganda. • Causes and effects of vegetation destruction.

Methodology

- Using guided discussion, explain the concept of land use planning.
- Conduct a fieldwork study on any one vegetation type, to find out the relationship between vegetation and land use planning in the area.
- Ask learners to present their group fieldwork findings as you clarify the key issues in each report.
- Guide learners to brainstorm the causes and effects of vegetation destruction in Uganda.
- Using discussion, clarify the learners contributions
- Using group work, give learners an exercise to study, make and present reports on photographs of vegetation types in Uganda. Ask them to:
  - name the types of vegetation.
  - describe the characteristics of the vegetation.
  - identify the possible land uses associated with it.
- Using guided discovery, clarify key issues in each report.

Teaching/Learning Aids

- Timber, grass, leaves, shrubs, mats, newspapers and photographs

Assessment Strategies

- Marking the group reports, to assess the acquisition of the skills of photograph interpretation

Topic 8: Forestry

Duration: 6 Periods

Overview

Forests have already been covered under vegetation. Focus learners on the contribution, sustainable utilisation and management of the forest resources in Uganda.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the factors influencing the distribution of forests.
ii) assess the importance of forests.
iii) discuss the causes and effects of deforestation.

Sub-Topic 1: Types of Forests

Specific Objectives	Content
The learner should be able to:	
• define the term forestry.	• Definition of forestry
• outline the status of the forestry sector.	• Status of forestry sector
• identify the types of forests in Uganda.	• Types of forests in Uganda
• explain factors influencing the distribution of the forest resources of Uganda.	• Factors influencing the distribution of the forest resources of Uganda
• describe the characteristics of each type of forests.	• Characteristics of each type of forest
• assess the importance of forest resources.	• Importance of forest resources: - positive and negative significance of forest resources.

Methodology

- Using brainstorming, introduce the topic and ask learners to:
  - define the term forestry.
  - describe the status of forestry in Uganda.
  - identify the types of forests.

- explain the factors influencing the distribution of the forest resources in Uganda.
- describe the characteristics of each type of forests.

- Using discussion, clarify the key issues raised by the contributions.
- Give the learners an exercise:
  - focusing on the importance of the forest resources in Uganda.
  - to draw a map of Uganda showing the distribution of forests.

Teaching/Learning Aids

- Brochures / reports from NEMA, NFA, leaves, branches, wood, timber and photographs of different types of forests

Assessment Strategies

- Ensuring that the written exercise on the importance of the forest resources is well explained and illustrated with local examples.
- A correct outline map of Uganda showing accurate location of the forest types.

Sub-Topic 2: Deforestation

Specific Objectives	Content
The learner should be able to explain the causes and effects of deforestation in Uganda.	• Causes and effects of deforestation

Methodology

- Using participatory method, engage learners in discussing the causes, effects of deforestation and to suggest measurers to control deforestation as you clarify the learners' contributions.
- Assign learners a written exercise on the causes and effects of deforestation in Uganda.

Teaching/Learning Aids

- Brochures/ Reports from NEMA, NFA, leaves, branches, wood

Assessment Strategies

- Marking the learners' work to ensure that the points raised are well explained and illustrated with examples.

Topic 9: Wetlands

Duration: 6 Periods

Overview

Uganda is well endowed with the wetland resource, which is basically grouped into two broad categories. Wetlands cover about 13% of the total land surface area (30,000km$^{2)}$ and they represent a considerable ecological, social and economic value. They are a key resource that has been beneficial to human kind since time immemorial for it has been a source of sustenance. The many uses of the wetlands, coupled with activities in other sectors are serious threats to the resource. This topic will, therefore, enable learners to acquire knowledge and concepts related to wetlands as well as develop attitudes, values and skills for effective management and sustainable utilization of the resource for the benefit of both the present and future generations.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the types of wetlands in Uganda.
ii) assess the importance of wetlands.
iii) explain the causes and effects of wetland destruction.

Sub-Topic 1: Types of Wetlands

Specific Objectives	Content
The learner should be able to:	
• define the terms wetland/swamps.	• Definition of the terms wetland/swamps
• outline the status of wetlands in Uganda.	• Status of wetlands
• identify the types of wetlands.	• Types of wetlands

Methodology

- Using the guided discussion method, introduce the topic and ask learners to:
  - state the types of wetlands.
  - describe their characteristics.
  - explain their contribution to development.
- Give learners an exercise to draw a map of Uganda showing the distribution of the different types of wetlands.

Teaching/Learning Aids

- Samples of clay, sand, papyrus, grass, photographs, textbooks, local environment, media reports and newspapers

Assessment Strategies

- Ensuring that learners draw a correct outline of the map of Uganda and accurately locate the different types of wetlands.

Sub-Topic 2: Importance of Wetlands

Specific Objectives	Content
The learner should be able to: • assess the contribution of wetlands /value to the development of Uganda. • explain the causes of wetlands destruction in Uganda. • explain the effects of wetlands destruction in Uganda. • outline the measures being taken to promote sustainable use of wetlands.	• Contribution of wetlands /value to the development of Uganda • Causes of wetlands destruction in Uganda • Effects of wetlands destruction in Uganda • Measures to promote sustainable use of wetlands

Methodology

- Guide learners to brainstorm the contributions of wetlands in Uganda.
- Using discussion, clarify the learners' contributions.
- Conduct a fieldwork study tour to any swamp/wetland.
- Assign learners to find out, make and present reports on:
  - the causes of wetland destruction.
  - the effects of wetland destruction.
  - the measures that can be taken to promote sustainable utilization of swamps.
- Using discussion, clarify on the key issues in the reports.
- Give a written assignment focusing on the effects of wetland destruction and measures being taken to promote sustainable use of the resource.

Teaching/Learning Aids

- Samples of clay, sand, papyrus, grass, photographs, textbooks, local environment, media reports and newspapers

Assessment Strategies

- The group fieldwork reports should focus on learners' ability to:
  - state the topic.
  - formulate the objectives.
  - describe how they used various methods to collect data.
  - describe the findings of their fieldwork study.
  - outline the problems faced in the study.

SENIOR FIVE TERM THREE

Topic 10: Transport and Communication

Duration: 20 Periods

Overview

Learners are familiar with various types of transport and communication as it affects all aspects of life .Therefore, consolidate this knowledge to assist them discuss factors affecting the development and distribution of the different types of transport and communication in Uganda.

General Objectives

By the end of the topic, the learner should be able to explain the:

i) factors affecting the development of transport and communication.
ii) advantages and disadvantages of transport and communication.
iii) problems facing the transport sector.

Sub-Topic 1 and 2: Types of Transport and Communication

Specific Objectives	Content
The learner should be able to:	
• explain the meaning of the terms transport and communication.	• Definition of terms transport and communication
• outline the status of the transport sector of Uganda.	• Status of transport sector
• identify the different types of transport and communication networks.	• Types of transport and communication networks
• discuss the factors affecting the development of the different types of transport and communication.	• Factors affecting development of transport and communication
• assess the contribution of the transport and communication sector to Uganda.	• Contribution of the transport and communication sector
• examine the advantages and disadvantages of each type of transport.	• Advantages and disadvantages of each type of transport

Specific Objectives	Content
• explain the problems facing the transport sector. • outline the solution to the problems facing the transport sector.	• Problems facing the transport sector • Solutions to the problems facing the transport sector

Methodology

- Using discussion, introduce the topic and ask learners to:
  - define the terms transport and communication.
  - identify the types of transport and communication networks in Uganda.
  - describe the status of the transport and communication sector.
- Using guided discovery, assign learners group work to write and present reports explaining the factors affecting the distribution of transport and communication networks. Clarify on the key issues in the reports.
- Guide learners to brainstorm on the problems facing the transport and communication sector, and the solutions to the problems. Clarify the key issues.
- Assign learners:
  - to draw a map of Uganda showing the distribution of major transport networks.
  - a written exercise on the factors affecting the distribution of transport networks in Uganda.

Teaching/Learning Aids

- Wall maps and drawn charts showing distribution of transport network.
- Photographs showing different means of transport.

Assessment Strategies

- Ensuring a correct sketch map of Uganda and accurate location of the transport routes.
- The written exercise should correctly explain and illustrate the factors affecting the distribution of transport networks in Uganda.
- Group reports explaining the factors affecting the distribution of transport and communication networks.

Topic 11: Energy and Power

Duration: 13 Periods

Overview

Energy controls all forms of development in the country. You are advised to focus on the reasons for underdevelopment of the energy sector and measures put in place to develop the sector.

General Objective

By the end of the topic the learner should be able to explain the problems facing the energy sector and the possible solutions.

Sub-Topic 1: Forms of Energy

Specific Objectives	Content
The learner should be able to: • define energy and power. • outline the current status of the energy sector. • identify the different forms of energy. • explain the factors for the distribution of energy resources.	• Definition of energy and power • Current status of the energy sector • Forms/types of energy • Factors for the distribution of energy sector

Methodology

- Using brainstorming, introduce the topic and ask learners to:
  - define the terms energy and power.
  - describe the status of the energy sector.
  - identify the forms of energy in Uganda.
- Using guided discovery, assign learners an exercise to write and present reports explaining the factors affecting the distribution of energy resources.
- Using the discussion method:
  - clarify learners' contributions.
  - assign learners a group work exercise to research and make notes on all forms of energy.
- Give learners an exercise to draw the map of Uganda showing the distribution of energy resources.

Teaching/Learning Aids

- Bulbs, firewood, charcoal, water, kerosene, textbooks, newspapers and the Internet.

Assessment Strategies

- Group reports correctly explaining and illustrating the factors affecting the distribution of energy resources.
- Notes on all forms of energy.
- A correct outline of the sketch map of Uganda showing the distribution of energy resources

Sub-Topic 2: Importance of Energy and Power

Specific Objectives	Content
The learner should be able to:	
• assess the contribution of the energy sector to the economy.	• Contributions of the energy sector: - positive - negative
• discuss the factors limiting the development of the energy sector.	• Factors limiting development of energy resources
• outline the possible solutions to the problems limiting the development of the energy sector.	• Possible solutions to the problems limiting the development of the energy sector
• explain the advantages and disadvantages of each type of energy resource.	• Advantages and disadvantages of each energy resource

Methodology

- Give learners a group exercise to discuss, write and present reports on :
  - the contributions of energy and power to the development of Uganda.
  - the factors limiting the development of the energy resources and the solutions to the problems.
  - the advantages and disadvantages of each form of energy.
- Using guided discussion:
  - clarify the learners' contributions in the presentations.

- write statistics on energy consumption on the chalk board and ask learners to construct suitable statistical diagrams to compare the consumption levels.

Teaching/Learning Aids

- Bulbs, firewood, charcoal, water, kerosene, textbooks, news papers, the Internet

Assessment Strategies

- The group reports focusing on the development of the sector, factors limiting its development, possible solutions; advantages and disadvantages of the energy forms
- The statistical diagrams showing accurate plotting of the points and all the marginal information.

Topic 12: Uganda: Population

Duration: 15 Periods

Overview

This is a familiar topic to learners for they have covered it since primary level. Utilise their prior knowledge to help them acquire more insight in the changing demographic characteristics of Uganda and their impact on the social, economic and physical environment.

General Objective

By the end of the topic, the learner should be able to explain the factors influencing population distribution in Uganda and its effects on the environment.

Sub-Topic 1: Population Terms

Specific Objectives	Content
The learner should be able to: • define population terms • Population distribution • Factors for population distribution	• Definition of population terms: - population growth rate - population distribution - population density - population structure - fertility rate - life expectancy - birth rates - death rates • Migration: - immigration - emigration - internal migration

Methodology

- Guide the learners to brainstorm the population related terms as you write them on the chalkboard.
- Using group work, assigns learners to research, write and present reports on the population terms.
- Using the discussion method, clarify on the learners contributions.

- Give learners an individual exercise to discuss the factors influencing population distribution in Uganda.
- Using atlas study, guide learners to draw a map of Uganda showing population distribution.

Teaching/Learning Aids

- Chalkboard, atlas and textbooks

Assessment Strategies

- The exercise on the factors influencing population distribution.
- The sketch map showing a correct outline and accurate location of the population distribution.

Sub-Topic 3: Population Structure

Specific Objectives	Content
The learner should be able to: • Draw population pyramid/graphs showing the population structure of Uganda • analyse the implication of the population structure on the economy.	• Population pyramid/graphs • Implications of the population structure on the economy

Methodology

- Give learners statistical data on population structure and guide them to draw the population pyramid.
- Discuss the drawn population pyramid, focusing on:
  - the description of the characteristics of the population structure.
  - the analysis of the implication of the structure on the economy.
- Give the learners an exercise based on statistics and assign them to draw population pyramids of developing and developed countries; compare and contrast them with that of Uganda.

Teaching/Learning Aids

- Statistical data, graph papers and textbooks, population census reports

Assessment Strategies

- Marking the pyramids drawn and assessing the learners' ability to construct them accurately

Sub-Topic 4: Population Growth

The learner should be able to: • account for population growth rates. • analyse the implication of high population growth rates on the environment. • outline measures taken to solve the problems of high population growth.	• Population growth rates • Implication of high population growth rates on the environment • Measures to solve the problems of high population growth

Methodology

- Using group work, assign learners an exercise to study, make and present reports on the population growth trends.
- Using discussion, clarify the key issues in the reports.
- Give learners an individual exercise to:
  - draw a line graph to portray the population growth trends studied.
  - describe the trends using the graph.
- Guide learners to brainstorm :
  - the implications of high population growth rates in Uganda.
  - the measures being taken to solve the problems of high population growth rates
- Using discussion, clarify the learner's contribution.

Teaching/Learning Aids

- Textbooks, graph papers and population growth statistics

Assessment Strategies

- The line graph and ensuring accuracy in plotting and interpretation of the trends.

Sub-Topic 5: Migration in Uganda

Specific Objectives	Content
The learner should be able to:	

Specific Objectives	Content
• outline the forms of migration	• Forms of migration: - rural – urban - urban-rural - rural – rural - urban – urban
• explain the factors influencing each type of migration.	• Factors influencing each type of migration
• assess the effects of each type of migration on areas of origin and destination.	• Effects of each type migration on origin and destination
• outline steps being taken to solve the negative effects of each type of migration.	• Steps to solve the negative effects of each type of migration

Methodology

- Using group discussion, guide learners to discuss the forms of migration and the factors influencing each type of migration. Clarify the key issues in the learners' contributions
- Give learners an exercise to research and make notes on the:
  - the effects of each type of migration.
  - the steps being taken to solve the negative effects of population migration.

Teaching/Learning Aids

- Chalkboard, the Internet and textbooks

Assessment Strategy

- The notes should have correct explanations and illustrations on the effects and steps taken to solve the negative effects.

SENIOR SIX TERM ONE

Topic 13: Uganda: Agriculture

Duration: 36 Periods

Overview

This is a familiar topic to learners as most of them practise farming. You are advised to utilise their experience to enable them to gain more knowledge so as to understand the role of agriculture as a basis of Uganda's economy.

General Objectives

By the end of the topic, the learner should be able to:

i) identify the major agricultural practices.
ii) explain the factors influencing the agricultural practices.
iii) discuss the challenges facing the agricultural sector of Uganda.

Sub-Topic 1: Importance of Agriculture

Specific Objectives	Content
The learner should be able to:	
• define agriculture.	• Definition of agriculture
• identify the current status of agriculture.	• Current status of agriculture
• discuss the importance of agriculture.	• Importance of agriculture
• explain the problems caused by agriculture.	• Problems caused by agriculture
• explain the measures taken to address the problems caused by agriculture.	• Measures to address the problems caused by agriculture

Methodology

- Using the discussion method, ask learners to:
  - define agriculture
  - describe the current status of agriculture.
- Using guided discussion, assign learners group work to research, write and present reports explaining the importance of agriculture and the problems caused by agriculture.
- Using discussion, clarify on the learners contributions.

- Give learners a written exercise to assess the importance of agriculture in Uganda.

Teaching/Learning Aids

- Textbooks, chalkboard, various crops grown and livestock raised in the localities

Assessment Strategies

- The learners' work should correctly explain and illustrate the contributions of agriculture.

Sub-Topic 2: Farming Systems/Agrarian Systems of Uganda

Specific Objectives	Content
The learner should be able to: • define the term farming system. • identify the different types of farming systems.	• Definition of farming systems • Types of farming systems: - intensive banana-coffee shore system - medium altitude intensive banana-coffee system - western banana-coffee-cattle system - banana-millet-coffee system - annual cropping and cattle-Teso system - annual cropping and cattle - northern system - Montane systems - northern system - annual cropping and cattle - West Nile system - pastoral and some annual crops system
• describe the characteristics of each type of farming system.	• Characteristics of each farming system
• explain the factors influencing the farming systems.	• Factors influencing the farming systems
• examine the changes within the farming systems.	• Changes within individual farming systems

Methodology

- Using guided discussion, ask learners to:
  - define the term farming systems.
  - describe the features of each type of system. Clarify on the key issues.
- Conduct a fieldwork study within the school locality for learners in groups to observe, write and present reports on the farming systems.
- Give learners an exercise to draw a sketch map of Uganda showing the distribution of the farming systems.
- Guide learners to brainstorm on the factors influencing farming systems.
- Discuss to clarify on their contributions.

Teaching/Learning Aids

- Textbooks, local environment, fieldwork tools, the local environment, climatic, soil and vegetation maps of Uganda

Assessment Strategies

- The group reports from the fieldwork exercise should reflect the acquisition of fieldwork skills of observation, recording, data analysis and interpretation.
- Marking the sketch map to ensure the correct outline and correct location of farming systems in Uganda

Sub-Topic 3: Crop Production

Specific Objectives	Content
The learner should be able to identify the major types of crops grown in the country.	• Major types of crops: - food crops, for example, banana - traditional cash crops - non-traditional agricultural export crops

Methodology

- Guide the learners to brainstorm the major types of crops grown in Uganda.
- Using group work, assign them to research, make and present reports on the major types of crops focusing on the conditions for growth and their distributions.
- Discuss the reports to clarify key issues.

- Give a group exercise on photographs showing crop growing and ask the learners to interpret the conditions favouring their growth.

Teaching/Learning Aids

- Chalk boards, textbooks, photographs of crops, data tables

Assessment Strategies

- The group exercise on photographic interpretation to ensure the acquisition of skills of photograph interpretation.

Sub-Topic 4: Animal Rearing

Specific Objectives	Content
The learner should be able to:	
• describe the types of animal husbandry carried out in Uganda	• Types of animal husbandry: - traditional livestock farming, for example, pastoral nomads - commercial livestock farming - poultry - piggery
• explain the characteristics of each type of animal husbandry.	• Characteristics of each type of animal husbandry
• assess the contribution of live stock farming.	• Contributions of livestock farming
• explain the problems facing live stock farming.	• Problems facing livestock farming
• outline measures being taken to solve the problems in the livestock farming sector.	• Measures being taken to solve the problems in the livestock farming sector

Methodology

- Using guided discussion, ask learners to identify the types of animal husbandry in Uganda.
- Conduct a fieldwork study to any one local animal farm and assign learners group work focusing on:
  - the formulation of a topic.
  - the objectives of the study.
  - the description of the various methods used to collect data.
  - the description of the findings of the field work study.

- the problems faced in the study.

- Give learners a written exercise on the contributions of livestock farming in Uganda

Teaching/Learning Aids

- Chalkboards, text books, atlas, the local environment, newspapers, government policy reports

Assessment Strategies

- Group reports focusing on learners' ability to:
  - state the topic.
  - formulate the objectives.
  - describe how they used various methods to collect data.
  - describe the findings of their fieldwork study.
  - outline the problems faced in the study.
- Ensure that the written assignment is well explained and illustrated.

Sub-Topic 5: Irrigation Farming in Uganda

Specific Objectives	Content
The learner should be able to:	
• define irrigation farming.	• Definition of irrigation farming
• identify the types of irrigation farming.	• Types of irrigation farming
• locate irrigation schemes.	• Location of irrigation schemes
• explain the factors leading to the development of irrigation farming.	• Factors for the development of irrigation farming
• assess the contribution of irrigation farming to agricultural development.	• Contribution of irrigation farming to agricultural development
• explain factors limiting irrigation faming.	• Factors limiting irrigation farming
• explain problems facing irrigation farming and their solutions.	• Problems facing irrigation farming and solution

Methodology

- Guide the learners to brainstorm :
  - the definition of irrigation farming.
  - the types of irrigation farming.

- the irrigation schemes in Uganda.

- Using discussion, clarify the learners' contributions.
- Using Macmillan Uganda Secondary School Atlas or any other relevant textbook, assign learners to draw a sketch map and locate the irrigation schemes in Uganda.
- Give learner group work to research, write and present reports:
  - the factors leading to the development of irrigation farming.
  - the contributions of irrigation farming.
  - the factors limiting irrigation farming.
  - the problems facing irrigation farming and their solutions.
- Using discussion, clarify key issues in the reports.

Teaching/Learning Aids

- Chalkboards, textbooks, atlas and photographs on different types of irrigation

Assessment Strategies

- The sketch map should be a correct outline of Uganda with accurate location of the irrigation schemes.
- Group reports on the factors for, contribution of and problems facing irrigation farming.

Sub-Topic 6: Market Gardening

Specific Objectives	Content
The learner should be able to: • define market gardening. • explain factors favouring market gardening in Uganda. • describe the characteristics of market gardening. • outline the types of market gardening. • assess the contributions of market gardening. • explain the problems facing market gardening. • outline the solutions to the problems.	• Definition of market gardening • Factors favouring market gardening in Uganda • Characteristics of market gardening • Types of market gardening: - floriculture - horticulture • Contribution of market gardening • Problems facing market gardening • Measures being to solve the problems

Methodology

- Guide learners to brainstorm:
  - the definition of market gardening.
  - the types of market gardening.
  - the factors favouring the development of market gardening in Uganda.
  - the characteristics of each type of market gardening as you clarify major issues.
- Give learners a group work exercise to research, make and present reports on market gardening in Uganda
- Discuss the group reports as you clarify on key issues.
- Conduct a fieldwork study on any one market gardening farm to study:
  - the contributions of market gardening to the development of Uganda.
  - the problems facing market gardening.
  - the measures being taken to solve the problems.
- Discuss the reports to clarify the key issues in their presentations.
- Give learners a written exercise focusing on the problems encountered during the fieldwork study.

Teaching/Learning Aids

- Chalkboards, textbooks and the local environment

Assessment Strategies

- The group reports on the contributions of marketing to development, problems facing it and measures to solve them.
- The exercise on the problems encountered during the fieldwork study.

Sub-Topic 7: Agricultural Modernisation

Specific Objectives	Content
The learner should be able to: • define the term agricultural modernisation • outline the status of agricultural modernisation. • explain the strategies for agricultural modernisation. • explain the aims of agricultural modernisation. • explain the factors that have favoured agricultural modernisation. • assess the achievements of agricultural modernisation. • explain the problems limiting the agricultural modernisation strategy. • outline the steps being taken to promote agricultural modernisation.	• Definition of agricultural modernisation • Status of agricultural modernisation • Strategies for agricultural modernisation • Aims of agricultural modernisation • Factors favouring agricultural modernisation • Achievements of agriculture modernisation • Problems limiting the agricultural modernisation strategy • Steps to promote agricultural modernisation

Methodology

- Using group work, ask the learners to research, make and present reports about:
  - the definition of the term agricultural modernisation.
  - the status of agricultural modernisation.
- Discuss the reports to clarify the key issues.
- Using guided discovery, assign learners an individual exercise to research and make notes on:
  - the aims of agricultural modernisation.
  - the strategies for agricultural modernisation.
  - the factors for the agricultural modernisation.
  - the achievements of agricultural modernisation.

- the factors limiting agricultural modernisation and possible solutions.

Teaching/Learning Aids

- Textbooks, the Internet and NEMA Reports

Assessment Strategies

- Ensuring that the group reports and the individual notes are focused on the task

Sub-Topic 8: Problems Facing the Agricultural Sector

Specific Objectives	Content
The learner should be able to: • explain the problems facing the agricultural sector. • discuss solution to the problems facing the agricultural sector.	• Problems facing the agricultural sector • Solution to the problems facing agricultural sector

Topic 14: Uganda: Fishing Industry

Duration: 12 Periods

Overview

The fishing industry is one of the leading foreign exchange earners for Uganda; therefore, it impacts on all other forms of development. However, the balance between exploitation of the fisheries resources and their sustenance is delicate and remains a challenge to the nation. Guide learners to acquire a deeper understanding of this topic, so that they are able to appreciate the value of sustainable utilisation and management of the fisheries resources in the country.

General Objective

By the end of the topic, the learner should be able to:

i) explain the factors favouring fishing.
ii) assess the contribution of fishing to the economy.
iii) explain the problems facing the fishing sector and
iv) the possible solutions.

Sub-Topic 1: Factors Influencing Fishing in Uganda

Specific Objectives	Content
The learner should be able to:	
• define fishing.	• Definition of fishing
• outline the status of the fishing sector.	• Status of the fisheries sector
• identify the fishing grounds.	• Fishing grounds
• identify the fish species.	• Fish species
• outline the methods of fishing.	• Methods of fishing
• describe the methods of processing and preservation of fish.	• Fish processing and preservation methods
• explain the marketing and distribution of fish.	• Marketing and distribution of fish
• explain the factors favouring fishing in Uganda.	• Factors favouring fishing in Uganda

Methodology

- Using group work, assign learners to research, write and present reports on :
  - the definition of fishing.

- the identification of the fishing grounds and fish species caught.
- the methods of fishing used.
- the methods of fish processing, preservation, marketing and distribution.
- the factors favouring fishing in Uganda.
- the status of the fisheries sector.

- Discuss to clarify key issues in each report.
- Using atlas study, give the learners an individual exercise to draw the map of Uganda showing the major fishing grounds.
- Conduct a fieldwork study on any one fish landing site and assign learners group work to:
  - state the topic.
  - formulate the objectives.
  - describe how they used various methods to collect data.
  - explain the relationship between the physical features and the human activities in the area of study.

Teaching/Learning Aids

- Textbooks, wall maps, atlases photographs, newspaper cuttings, fish landing site

Assessment Strategies

- Ensure a correct outline of the sketch map and accurate location of the fishing grounds.
- The group reports from the fieldwork exercise focusing on:
  - correct stating of the topic,.
  - formulation of the objectives.
  - description of the various methods used to collect data.
  - explanation of the relationship between the physical features and the human activities in the area of study.

Sub-Topic 2: Importance of Fishing to the Economy of Uganda

Specific Objectives	Content
The learner should be able to: • assess the contribution of fishing to the economy. • discuss the problems facing the fishing sector.	• Contributions of fishing to the economy • Problems facing the fishing sector: - physical - human

Specific Objectives	Content
• outline the solutions to the problems facing the fishing sector.	• Solutions to the problems facing the fishing sector

Methodology

- Introduce the topic and guide learners to brainstorm on the:
  - contributions of fishing to the economy.
  - impacts of fishing on the physical environment.
  - problems affecting the fisheries sector.
  - solutions to the problems. Clarify on their contributions.
- Demonstrate, using statistics the drawing of pie charts, bar graphs and line graphs to illustrate the output of major fishing grounds.
- Using the diagrams drawn, assign learners an individual exercise to assess the output from each fishing ground in Uganda.
- Using the discussion method; clarify their interpretation of the statistical diagrams.

Teaching/Learning Aids

- Textbooks, newspaper cuttings, NEMA reports, chalkboards, UBOS abstract

Assessment Strategies

- Ensuring accuracy of the pie charts, line graphs and bar graphs

Sub-Topic 3: Fish Farming (Aquaculture)

Specific Objectives	Content
The learner should be able to:	
• define the term fish farming.	• Definition of fish farming
• identify areas where fish farming is carried out.	• Areas where aquaculture is being carried out
• explain the reasons for the establishment of fish farms.	• Reasons for the establishment of fish farms
• assess the contribution of fish farming to the farmers and economy.	• Contribution of aquaculture to farmers and economy
• discuss the challenges to fish farming.	• Challenges to aquaculture
• outline possible solutions to the challenges.	• Measures to promote aquaculture

Methodology

- Using guided discovery, assign learners in groups to research, write and present reports on:
  - the definition of the term fish farming.
  - the areas where aquaculture is carried out.
  - the reasons for the establishment of fish farms in Uganda.
  - the contribution of fish farming to the farmers' welfare and the economy as a whole.
- Conduct a fieldwork study tour to any one fish pond to study:
  - factors favouring the aquaculture activity.
  - challenges to fish farming.
  - the possible solutions to the challenges.
- Give learners an exercise on field work focusing on their ability to :
  - formulate the topic.
  - list the objectives of study.
  - select appropriate methods of data collection
  - explain the problems faced while using the data collection method.

Teaching/Learning Aids

- Local environment, chalkboard, Manila paper, fish farm, ICT tools

Assessment Strategies

- Marking the exercise forcing on the assigned task

SENIOR SIX TERM TWO

Topic 15: Mining

Duration: 08 Periods

Overview

In the recent past, mineral surveys have confirmed the existence of large mineral deposits in Uganda. You are advised to utilise the learners' prior knowledge and to engage them in textbook, newspaper and Internet research to get up to-date information on the mining sector.

General Objective

By the end of the topic, the learner should be able to explain the importance of mining to the economy and the factors limiting the exploitation of minerals.

Sub-Topic 1: Mineral Exploitation

Specific Objectives	Content
The learner should be able to:	
• define the term mining.	• Definition of mining
• outline the status of the mining sector.	• Status of mining sector
• identify the methods of mining.	• Methods of mining
• describe the distribution of mineral resources in Uganda.	• Distribution of mineral resources in Uganda
• explain the factors favouring the development of the mining sector in Uganda.	• Factors favouring the development of the mining sector
• Assess the contribution of mining to the development of Uganda.	• Contribution of mining to the development of Uganda: - positive and negative contribution of mining
• explain measures to the negative contributions of mining.	• Measures to negative contribution of mining
• discuss the factors limiting mineral exploitation in Uganda.	• Factors limiting mineral exploitation

Specific Objectives	Content
• outline the possible solutions to the problems.	• Possible solutions to the problems

Methodology

- Using brainstorming, introduce the subtopic and ask learners:
  - the definition of mining.
  - the methods used in mining.
  - the factors favouring the development of mining.
- Using the discussion method, clarify the learners' contributions.
- Using group work, assign learners to research, make and present reports on
  - the status of mining.
  - distribution of mineral deposits in Uganda.
  - contribution of mining to the development of Uganda. Clarify the key issues in the reports.
- Give learners an individual exercise to illustrate and interpret the statistics on mineral exports by value on a suitable statistical diagram..
- Using the discussion method, explain the factors limiting mineral exploitation and the possible solutions to the problems.
- Conduct a fieldwork study on mining focusing on the factors influencing the development of and the problems facing the mining sector.

Teaching/Learning Aids

- Textbooks, newspapers, NEMA reports, the Internet, photographs, local environment

Assessment Strategies

- The group reports should focus on the status of mining in Uganda.
- The individual exercise should focus on the interpretation of the diagram with emphasis on the comparison of exports and earnings.
- Group report on the field study explaining the factors and problems of the mining sector.

Topic 16: Industrialisation

Duration: 12 Periods

Overview

Learners covered aspects of this topic at Ordinary level and at this level in World Problems and Development, the industrial sector is the basis of exploitation and processing of all the natural resources. Today a number of industries have come up due to liberalisation of the economy. You are advised, therefore, to use this background to engage learners in textbook, newspaper and Internet research as well as fieldwork study to get up- to-date information on the industrial sector and its impact on the development of Uganda.

General Objectives

By the end of the topic, the learner should be able to:

i) describe the distribution of industrial centres in Uganda
ii) assess the impact of industrialisation in Uganda.

Sub-Topic 1: Industrial Distribution

Specific Objectives	Content
The learner should be able to:	
• define the term industrialisation.	• Definition of the term industrialisation
• outline the current status of industrialisation in Uganda.	• Current status of industrialisation in Uganda
• identify the types of industries in Uganda.	• Types of industries.
• discuss the factors for the location/distribution of industries.	• Factors for location/distribution of industries in Uganda
• explain the factors limiting industrial development.	• Factors limiting industrial development
• outline steps being taken to promote industrialisation in Uganda.	• Steps taken to promote industrialisation in Uganda

Methodology

- Using brainstorming, introduce the topic and ask learners to:
  - define the term industrialisation.

- identify the types of industries.
- discuss the factors influencing the location of industries.

- Using the discussion method, clarify on the key issues raised by the learners.
- Using group work, assign learners to research, write and present reports on the :
  - status of the industrial sector.
  - factors for the distribution of industries in Uganda.
- Assign learners an individual exercise to draw a map of Uganda showing the location of industrial centres.

Teaching/Learning Aids

- Textbooks, atlases, newspapers
- Samples of industrial products, for example, soap, sugar, NEMA Reports

Assessment Strategies

- Group reports on the status of the industrial sector and the factors for the distribution of industries in Uganda.
- A correct outline of the sketch map of Uganda and accurate location of the industrial centres.

Sub-Topic2: Importance of Industries

Specific Objectives	Content
The learner should be able to: • assess the contribution of industries. • explain the problems limiting industrial development in Uganda. • discuss the possible solutions to the problems of industrial development in Uganda.	• Contribution of industries: - Positive - Negative • Problems limiting industrial development • Solutions to the problems caused by industrial development

Methodology

- Using guided group discussions, guide learners to discuss, write and present reports on:
  - the contribution of the industrial sector in Uganda.
  - the problems limiting industrial growth.

- the possible solutions to the problems.

- Using the discussion method, clarify the learners' group reports.
- Give learners statistics to illustrate the industrial output over years with a suitable statistical method/diagram. Ask learners to interpret the diagram.
- Carry out a fieldwork study on any industry/factory and assign learners tasks based on the fieldwork carried out.

Teaching/Learning Aids

- Industrial products e.g. soap, cloth
- Textbooks
- Local Environment/Industry

Assessment Strategies

- Group reports on:
  - the contribution of the industrial sector in Uganda
  - the problems limiting industrial growth
  - the possible solutions to the problems.
- Accurate statistical diagrams with correct interpretation of the information illustrated.
- The exercise on the fieldwork.

Topic 17: Urbanisation

Duration: 12 Periods

Overview

The rate of urbanisation in Uganda is still low, although there have been new developments in terms of town growth throughout the country. This topic was covered at Ordinary level and in World Problems and Development at Advanced level. You are advised to use this background knowledge and the learners' experience to enable the learner to understand urbanisation in relation to infrastructural development and its impact on the environment.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the concept of urbanisation
ii) assess the consequences of urbanisation.

Sub-Topic 1: Urban Centres

Specific Objectives	Content
The learner should be able to:	
• define urbanisation.	• Definition of urbanisation
• locate main towns.	• Location of urban centres
• explain the factors responsible for the growth and development of urban centres.	• Factors for the growth and development of urban centres
• explain the functions of urban centres.	• Functions of urban centres
• analyse case studies of urban centres.	• Case studies of urban centres

Methodology

- Using brainstorming, introduce the topic and guide learners to brainstorm on:
  - the term urbanisation.
  - the differences between a city, municipality, town council and an urban area.
  - the main urban centres/towns in Uganda.
- Using discussion, clarify the learners' contributions.

- Using Atlas study, assign learners an individual exercise to draw a map of Uganda showing the location of major urban central/towns.
- Using group work, assign the learners an exercise to research, make and present reports on the factors favouring the growth and development of any one urban centre.
- Using the discussion method, clarify on the key factors for growth and development of urban centres.
- Carry out a fieldwork study on an urban centre and assign the learners group work to find out, write and present reports on the functions and problems facing the urban centre.
- Using discussion:
  - clarify their contributions.
  - assign the learners an individual exercise to use statistics, to represent relative sizes of urban centres using proportional circles.

Teaching/Learning Aids

- Photographs, textbooks, NEMA Reports and the local environment

Assessment Strategies

- Ensuring a correct outline of the sketch map of Uganda and accurate location of major urban central/towns.
- Group reports on the factors for growth and development of any one urban centre.
- Group reports on the fieldwork study focusing on the functions and problems facing the urban centre.
- Accuracy of the statistical diagram drawn on the relative sizes of urban centres.

Sub-Topic 2: Effects of Urbanisation

Specific Objectives	Content
The learner should be able to: • explain the effects of urbanisation. • discuss the possible solutions to problems of urban growth.	• Effects of urbanisation: - positive - negative • Solutions to the problems caused by urbanisation.

Methodology

- Using guided discovery, assign the learner an individual exercise to research and make notes on the effects of urbanisation.

- Using discussion, clarify the key issues raised in the learners' notes..
- Conduct a field study on any urban centre and assign learners a group exercise focusing on the effects of urbanisation.
- Using guided discussion:
  - clarify on the key findings in the fieldwork reports.
  - assign learners an individual written exercise on the effect of urbanisation

Teaching/Learning Aids

- Photographs, textbooks, newspapers, local environment

Assessment Strategies

- Pay attention to the learners' ability to explain and illustrate with local examples the effects of urbanisation.

Topic 18: Wildlife Conservation

Duration: 12 Periods

Overview

Wildlife conservation is an environmental issue that affects the lives of everyone. Therefore you are advised to engage learners in textbook research and fieldwork study tours to discover the importance of wildlife conservation and also encourage them to come up with suggestions of possible ways of sustainable utilisation and conservation of wildlife.

General Objectives

By the end of the topic, the learner should be able to:

i) assess the importance of wildlife conservation.
ii) explain the problems facing wildlife conservation and the solutions.

Sub-Topic 1: Wildlife Resources of Uganda

Specific Objectives	Content
The learner should be able to:	
• define wildlife.	• Definition of wildlife.
• define wildlife conservation.	• Definition of wildlife conservation.
• outline the current status of wildlife conservation in the country.	• Current status of wildlife conservation
• explain the terms used in wildlife conservation.	• Wildlife conservation terms: - national parks - wildlife reserves - wildlife sanctuaries - community wildlife areas - forest reserves
• identify areas of wildlife conservation in Uganda.	• Wildlife conservation areas
• explain the factors for wildlife conservation.	• Factors for wildlife conservation
• discuss the reasons/importance for conserving the wildlife resources.	• Reasons/importance for wildlife conservation

Specific Objectives	Content
• explain the problems resulting from wild life conservation. • discuss the problems limiting wildlife conservation. • explain the solutions to the problems limiting wildlife conservation.	• Problems/disadvantages of wildlife conservation • Problems limiting wildlife conservation • Measures taken to solve wildlife conservation problems

Methodology

- Using the brainstorming method, introduce the topic and ask learners to:
  - define the terms wildlife and wildlife conservation.
  - describe the status of wildlife conservation in Uganda.
  - explain wild life conservation terms.
- Using the discussion method, clarify the learners' contributions.
- Using Atlas study, for example, Macmillan Uganda Secondary School Atlas pg 30-31 any other relevant textbooks, ask learners to:
  - correctly draw the sketch map of Uganda.
  - accurately locate the wild life conservation areas.
- Using the brainstorming method, ask learners about the factors favouring wild life conservation areas.
- Using discussion, clarify the learners' contributions.
- Using group discovery, assign learners to research, write and present reports on the contribution of wild life conservation and factors limiting it.
- Using discussion, clarify on the group reports.
- Conduct a fieldwork study to any one wildlife conservation area, and assign learners group work to write and present reports focusing on the factors favouring wildlife conservation.
- Using discussion, clarify the field reports.
- Generate a debate on the challenges involved in wildlife conservation.

Teaching/Learning Aids

- Textbooks, NEMA Reports and atlases, the Internet, brochures from Uganda Wildlife Education Centre and Uganda Wildlife Authority (UWA)

Assessment Strategies

- Ensuring the sketch maps bring out the correct outline of Uganda and an accurate location of wildlife conservation areas.
- The groups reports on the contribution of wildlife conservation and factors limiting it.
- The fieldwork reports on the factors favouring wildlife conservation.
- Pay attention to the learners' ability to articulate the challenges involved in wildlife conservation.

SENIOR SIX TERM THREE

Topic 19: Tourism

Duration: 12 Periods

Overview

This topic is related to Wildlife Conservation which was covered previously. Learners have also covered it at Ordinary level and at this level in World Problems and Development. Basing on that background, you are advised to assist the learners in appreciating the tourist sector as an invisible trade contributing a great deal to the development of Uganda. Guide them to assess the challenges facing the development of the sector and how to overcome them to promote sustainable development.

General Objectives

By the end of the topic, the learner should be able to:

i) discuss the factors favouring the development of tourism.
ii) assess the contribution of the tourism sector to the economy.

Sub-Topic 1: Tourist Attractions and Sites in Uganda

Specific Objectives	Content
The learner should be able to: • define the term tourism. • outline the current status of tourism. • identify the tourist attraction centres. • discuss the factors favouring the development of tourism.	• Definition of tourism • Current status of tourism • Tourism attraction centres • Factors for the development of tourism: - physical - human

Methodology

- Using the guided discussion method, introduce the topic and ask learners to:
  - define tourism.
  - describe the current status of the tourism sector.
  - identify the tourist attraction.

- Using textbook study, for example, NEMA Reports (1994 – 2008) or any other relevant textbooks, assign learners an individual exercise to draw the map of Uganda showing the major tourist attractions.
- Guide the learners to brainstorm on the factors favouring the development of the tourism sector.
- Using discussion, clarify the key points.

Teaching/Learning Aids

- Textbooks, atlases, newspapers, magazines, brochures, local art and crafts, for example baskets, mats, the Internet

Assessment Strategies

- Mark the learners' work to ensure a correct outline of the map of Uganda and accurate location of the tourist attractions.

Sub-Topic 2: Importance of Tourism to Uganda

Specific Objectives	Content
The learner should be able to: • assess the contribution of tourism to the economy. • discuss the problems/factors limiting the development of the tourism sector. • explain the steps being taken to promote the touristic sector.	• Contribution of tourism to the economy: - positive - negative • Factors limiting the development of the tourism sector • Steps/measures taken to promote tourism

Methodology

- Using guided discussion, give learners statistics and assign them an individual exercise to draw a suitable statistical diagram to show the relative importance of tourism in Uganda.
- Guide the learners to brain storm on:
  - the factors limiting the development of the tourism sector.
  - the measures being taken to promote tourism.

Teaching/Learning Aids

- Textbooks, atlases, newspapers, magazines, brochures, local art and crafts, for example baskets, mats.

Assessment Strategies

- Ensuring that the statistical diagram drawn has a title with the scale correctly stated and accurate plotting of the information.

Sub-Topic 3: Eco-Tourism

Specific Objectives	Content
The learner should be able to:	
• define the term eco-tourism.	• Definition of the term eco-tourism
• identify eco-tourism sites.	• Eco-tourism sites in Uganda
• describe other tourism products in Uganda.	• Other tourism products
• explain the role of eco-tourism in the development of Uganda.	• Role of eco-tourism in the development of Uganda

Methodology

- Using guided discussion approach, ask learners to:
  - define the term eco-tourism.
  - identify the eco-tourism sites in Uganda. Clarify the key issues.
- Using group work, assign learners an exercise to research, write and present reports on the contribution of eco-tourism to the development of Uganda.
- Using discussion, clarify the key issues from each report.
- Conduct a fieldwork study on any one tourist centre, and assign learners group work to study, write and present reports on:
  - the tourism attractions.
  - the factors that have favoured the location of the touristic centre.
  - the impact of tourism on the environment.
- Using discussion method, clarify the findings of the group reports.

Teaching/Learning Aids

- Textbooks, atlases, newspapers, magazines, brochures, local art and crafts, for example baskets, mats, the Internet

Assessment Strategies

- The group reports should:
  - spell out the correct statement of the topic.
  - outline the objectives of the study.
  - explain how the data collection methods were applied during the study.

- focus on the contributions of eco-tourism.
- explain the role of eco-tourism in the development of Uganda.

Topic 20: Trade and Commerce

Duration: 10 Periods

Overview

This is a familiar topic to the learners as it affects their daily lives. Use this background to assist them to widen their knowledge on Uganda's exports and imports, and the challenges involved in carrying out the trade activities.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the importance of trade.
ii) discuss the problems limiting trade operations in Uganda and the possible solutions.

Sub-Topic 1: Structure of Uganda Trade

Specific Objectives	Content
The learner should be able to:	
• define the term trade and commerce.	• Definition of terms trade and commerce
• describe the characteristics of Uganda's trade.	• Characteristics of Uganda's trade: - exports - imports - pattern of trade flow
• identify Uganda's trading partners.	• Trading partners with Uganda
• explain the factors favouring trade.	• Factors favouring trade
• explain the factors limiting trade operations.	• Factors limiting trade operations
• outline the steps being taken to solve the problems limiting trade operations.	• Steps to solve the problems limiting trade operations

Methodology

- Using guided discussion, introduce the topic and ask learners to:
  - define the terms trade and commerce.
  - describe the characteristics of Uganda's trade.
  - identify the trading patterns of Uganda.

- Using textbook study, for example, NEMA report (1998– 2008) or any other relevant source of information ,assign learners in groups to research, write and present reports on:
  - the characteristics of Uganda's trade.
  - the factors favouring trade.
  - the factors limiting trade operations and measures taken to promote trade.
- Using discussion, clarify the key issues in the group reports.
- Give learners statistics, and assign them an individual exercise to construct suitable statistical diagrams to portray trade.
- Guide the learners to brainstorm the factors favouring the development of the tourist sector as you clarify key points.

Teaching/Learning Aids

- Textbooks, atlases, newspapers, magazines, sample of imports and exports, ICT, the Internet

Assessment Strategies

- Group reports should focus on :
  - the characteristics of Uganda's trade.
  - the factors favouring trade.
  - the factors limiting trade operations and measures taken to promote trade.
- Ensuring that each statistical diagram portraying trade has a title, scale, is well labelled and accurately drawn, and that the information interpreted appropriately.

Sub-Topic 2: Importance of Trade

Specific Objectives	Content
The learner should be able to: • assess the contribution of trade to the development of Uganda. • explain the measures being taken to solve the problems caused by trade.	• Contribution of trade to development: - negative - positive • Measures to solve the problems caused by trade

Methodology

- Guide learners to brainstorm:
  - the contribution of trade.

- the measures being taken to solve the problems caused by trade.
- Using the discussion method, clarify the key issues.
- Conduct a visit to a trade show/fair and assign learners an individual exercise to enrich their knowledge of the characteristics of Uganda's trade.

Teaching/Learning Aids

- Text books, Atlases, news papers, magazines, sample of imports and exports, ICT

Assessment Strategies

- The learners work should clearly explain and illustrate the characteristics of Uganda.

Topic 21: Environmental Degradation in Uganda

Duration: 14 Periods

Overview

Environmental degradation is a subject that is widely covered in the media and addressed by public policy. The learners have prior knowledge about environmental degradation based on their experiences. You are advised to assist them in broadening their existing knowledge to clearly identify the causes and impacts of environmental degradation, so as to generate possible measures to the problems.

General Objectives

By the end of the topic, the learner should be able to:

i) explain the causes of environmental degradation.
ii) assess the impact of environmental degradation.
iii) outline the measures being taken to protect the environment from degradation.

Sub-Topic 1: Forms of Environmental Degradation

Specific Objectives	Content
The learner should be able to: • define the term environmental degradation. • outline the current status of environment degradation. • locate the major forms of "environmental degradation".	• Definition of environmental degradation • Status of environmental degradation • Forms of environmental degradation a) Land degradation: - definition - status - forms, (for example, soil degradation, vegetation destruction) - causes and effects of each b) Water degradation: - definition - status - causes and effects of each c) Air degradation

Specific Objectives	Content
	- definition - status - causes and effects
• explain the measures being taken to prevent each form of environmental degradation.	• Measures being taken to prevent: - land degradation - water pollution - air pollution
• outline measures being taken to conserve the environment.	• Measures being taken to conserve the environment

Methodology

- Using guided discussion, introduce the topic and assign learners an individual exercise to:
  - define the term environmental degradation.
  - describe the current status of environmental degradation in Uganda.
  - identify the different forms of environmental degradation.
- Using discussion, clarify the major issues in the contributions.
- Conduct a fieldwork study tour to any one area experiencing environmental degradation and assign learners group work to study, write and present reports on:
  - the impact of environmental degradation.
  - the measures being taken to solve the problems.
- Using discussion, clarify the key issues in the reports.

Teaching/Learning Aids

- Local environment, photographs, NEMA posters, textbooks, magazines, etc

Assessment Strategies

- Give individual exercise focusing on:
  - the definition of the term environmental degradation.
  - a description of the current status of environmental degradation in Uganda.
  - the forms of environmental degradation.
- Learners' group reports focusing on the impact of environmental degradation and measures being taken to solve the problems.

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Uganda Advanced Certificate of Education

History

TEACHING SYLLABUS

Contents

SECTION I 339

Introduction 339

UNIT 1: NATIONAL MOVEMENTS AND NEW STATES IN AFRICA 344

SENIOR FIVE TERM I 345

Topic 1: The Development of African Nationalism 345

Sub-Topic 1: The Concept of African Nationalism 345

Sub-Topic 2: Italo-Ethiopian Crisis of 1935..... 346

Sub-Topic 3: Ethiopia: Nation Building (1930-1974)..... 346

Sub-Topic 4: World War II and the Development of African Nationalism... 347

Sub-Topic 5: Decolonisation of Asia and the Development of African Nationalism 348

Sub-Topic 6: The Role of Political Parties in the Development of African Nationalism 348

Sub-Topic 7: Egypt & the Development of African Nationalism 1952 - 1970 349

SENIOR FIVE TERM II..... 350

Topic 2: The Struggle for Self-Government 350

Su-Topic 1: Nationalism in the Gold Coast (Ghana) 350

Sub-Topic 2: The Decolonisation of Africa: Unity or Balkanisation?..... 351

Sub-Topic 3: Nationalism in Tanganyika (1930-1961) 352

Sub-Topic 4: Nationalism in Uganda (1945 – 1962)..... 352

Sub-Topic 5: Nationalism in Kenya (1940 – 1963)..... 353

Sub-Topic 6: The Struggle for Self-Government in Morocco..... 354

Sub-Topic 7: The Struggle for Self-Government in Tunisia..... 354

SENIOR FIVE TERM III..... 356

Sub-Topic 8: The 1947 Madagascar (Malagasy Uprising)..... 356

Sub-Topic 9: The Algerian War of Independence (1954 – 62) 356

Sub-Topic 10: The Angolan War of Liberation (1961-1975)..... 357

Sub-Topic 11: Mozambican War of Liberation (1964 –1975) 358

Sub-Topic 12: The Guinea Bissau War of Independence (1963-1974)..... 359

Sub-Topic 13: The Rwanda Revolutions..... 359

Sub-Topic 14: Zanzibar Revolution of 1964..... 360

SENIOR SIX TERM I 361

Sub-Topic 15: The African Revolution: The White South Afrikaaner Nationalism 361

Sub-Topic 16: Unilateral Declaration of Independence (UDI) in Southern Rhodesia (Zimbabwe) 362

Sub-Topic 17: Separatism and Ethnic Nationalism: The Civil Wars in Sudan since 1955 363

Sub-Topic 18: The Katanga Crisis in Congo (1960-1963)..... 363

Sub-Topic 19: The Eritrean War of Secession (1961 – 1993)..... 364

Sub-Topic 20: The Civil War in Chad 365

Sub-Topic 21: The Civil War in Uganda (1980-1986) 365

Sub-Topic 22: The Biafran Crisis in Nigeria (1967-1970) 366

SENIOR SIX TERM II..... 367

Topic 3: The New States: Modernisation and Internal Problems..... 367

Sub-Topic 1: National Unity and Ideology 367

Sub-Topic 2: Nationalising Education 368

Sub-Topic 3: Control and Modernisation of the Economy 369

Sub-Topic 4: Cultural Problems 369

Topic 4: Regional Economic Groupings and International Relations 371

Sub-Topic 1: The Concept of Pan- Africanism 371

Sub-Topic 2: The Organisation of African Unity (OAU) and the African Union (AU) 372

Sub-Topic 3: Regional Economic Groupings 372

SENIOR SIX TERM III 374

Sub-Topic 4: Neo-Colonialism 374

Sub-Topic 5: The Non Aligned Movement 374

Topic 5: Military Rule in Africa 376

Sub-Topic 1: The Role of the Army in Nation Building 376

Sub-Topic 2: The Libyan Coup of 1969 377

Sub-Topic 3: Military Coups in Ghana since 1966 377

Sub-Topic 4: Military Coups in Nigeria since 1966 378

Sub-Topic 5: The Military Coup in Uganda (1971) 378

Sub-Topic 6: The Algerian Coup of 1965 379

Sub-Topic 7: The Liberian Coup of 1980 379

References 381

UNIT 2: SOCIAL AND ECONOMIC HISTORY OF EAST AFRICA SINCE 1800 382

SENIOR FIVE TERM I 383

Topic 1: Social and Economic Systems of the Pre-Colonial Institutions in East Africa 383

Sub-Topic 1: The Family 383

Sub-Topic 2: The Clan 384

Sub-Topic 3: Age Groups and Age Sets 384

Sub-Topic 4: Initiation Ceremonies in Pre-colonial East African Societies . 385

Sub-Topic 5: The Pre-Colonial East African Societies 385

Sub-Topic 6: African Traditional Religion 387

Sub-Topic 7: Pre-colonial Education in East Africa 387

Sub-Topic 8: Exploitation of Natural Resources 388

Sub-Topic 9: Pre-colonial Trade and Industry 388

Topic 2: Pre-Colonial External Contacts with East Africa 390

Sub-Topic 1: The Ngoni Invasion and Settlement in East Africa (1820-1860) 390

Sub Topic 2: Arab Settlement at the Coast of East Africa 391

Sub Topic 3: The Long Distance Trade 391

Sub-Topic 4: Slave Trade and Slavery in East Africa 392

Topic 3: External Contacts with East Africa during the Colonial Period 393

Sub Topic 1: European Scramble for and Partition of East Africa 393

Sub-Topic 2: The Coming of European Christian Missionaries into East Africa 394

Sub Topic 3: The 1900 Buganda Agreement 394

Sub-Topic 4: African Response to Colonial Rule 395

Topic 4: Social and Economic Developments in East Africa during the Colonial Times 396

Sub-Topic 1: Development of Transport and Communications 396

Sub-Topic 2: The Uganda Railway 1896-1956 397

Sub-Topic 3: The Colonial Economy in East Africa 397

Sub-Topic 4: Trade Unions in East Africa 398

Sub Topic 5: Urbanisation in East Africa 399

Topic 5: Social and Economic Development in East Africa Since Independence 400

Sub-Topic 1: Socio–Economic Challenges in East Africa 400

Sub-Topic 2: The Ujamaa Policy in Tanzania (African Socialism) 401

Sub-Topic 3: Harambee Philosophy in Kenya 401

Sub-Topic 4: The Common Man's Charter in Uganda 402

Sub-Topic 5: Cooperative Movement in East Africa 402

Sub-Topic 6: Neo-Colonialism in East Africa 403

Sub-Topic 7: Foreign Aid in East Africa 404

Sub-Topic 8: Asian Activities in Post-Colonial East Africa 404

Sub-Topic 9: The 1964 Zanzibar Revolution 405

Sub-Topic 10: The 1972 Economic War in Uganda 405

Sub-Topic 11: The East African Community (EAC) 406

References 407

UNIT 3: EUROPEAN HISTORY 1789-1970 408

SENIOR FIVE TERM I 409

Topic 1: The French Revolution of 1789 409

Sub-Topic 1: Causes of the French Revolution of 1789 409

Sub-Topic 2: The Course of the French Revolution (1789-1791) 410

Sub-Topic 3: The Reign of Terror of 1792-1794 411

Sub-Topic 4: France at War with the Rest of Europe (1792-1802) 412

Sub-Topic 5: The Directory Government (1795-1799) 413

Sub-Topic 6: Impact of the French Revolution of 1789 413

SEIOR FIVE TERM II 414

Topic 2: Napoleon Bonaparte 1799-1815 414

Sub-Topic 1: Rise of Napoleon Bonaparte to Power 414

Methodology 414

Sub-Topic 2: The Domestic Policy of Napoleon Bonaparte I 415

Sub-Topic 3: The Foreign Policy of Napoleon Bonaparte I 415

Topic 3: The Vienna Settlement of 1814-1815 and the Congress System of 1818–1830 417

Sub-Topic 1: The Vienna Settlement of 1814 – 1815 417

Sub-Topic 2: The Congress System (Concert of Europe) 1818 - 1830 418

Topic 4: The Revolutions of 1815-1830 in Europe 419

Sub-Topic 1: France 1814-1830 (The Restored Bourbons) 419

Sub-Topic 2: The 1830 Revolutions in Europe 420

Sub-Topic 3: The Case Studies of 1830 Revolutions in Europe 420

Sub-Topic 4: The Orleans Monarchy under Louis Philippe 1830-1848 421

Sub-Topic 5: The 1848 Revolutions in Europe 422

Sub-Topic 6: The Second French Republic of 1850-1870 422

SENIOR FIVE TERM III 424

Topic 5: The Unification Struggles in Europe up to 1871 424

Sub-Topic 1: The Unification of Italy up to 1870 424

Sub-Topic 2: The Unification of Germany up to 1871 425

Topic 6: Germany 1871-1890 426

Sub-Topic 1: Bismarck and the German Empire 426

SENIOR SIX TERM I 427

Topic 7: The Eastern Question (1815-1913) 427

Sub-Topic 1: The Ottoman Empire 427

Sub-Topic 2: The Greek War of Independence of 1821-1833 427

Sub-Topic 3: The Syrian Question of 1831 – 1841 428

Sub-Topic 4: The Crimean War 1854-1856 429

Sub-Topic 5: The Berlin Congress of 1878 429

Sub-Topic 6: The Balkan Crisis of 1908-1913 430

Topic 8: World War I (1914-1918) 431

Sub-Topic 1: World War I (1914-1918) 431

Sub Topic 2: The Versailles Treaty of 1919 432

Sub-Topic 3: The League of Nations of 1920-1939 432

SENIOR SIX TERM II 434

Topic 9: Post World War I Governments in Europe (1917-1939) and Communism Ideology 434

Sub-Topic 1: The Russian Revolutions of 1917 434

Sub-Topic 2: The Weimar Republic of 1918-1934 435

Sub-Topic 3: Nazism in Germany 435

Sub-Topic 4: Fascism in Italy 436

Topic 10: The World Economic Depression of 1929-1935 437

Sub-Topic 1: The World Economic Depression in Europe 437

Topic 10: World War II (1939 – 1945) 438

Sub-Topic 1: World War II (1939 – 1945) 438

Sub-Topic 2: The United Nations Organisation of 1945-1970 439

SENIOR SIX TERM III 440

Topic 11: The Cold War (1945-1970) 440

Sub-Topic 1: The Cold War (1945-1970) 440

Sub-Topic 2: The North Atlantic Treaty Organisation (1949-1970) 441

Sub-Topic 3 : The European Economic Community (1953-1990) 441

Sub-Topic 4 : The Strategic Arms Limitation Talks (SALT) 442

References 444

UNIT 4: WORLD AFFAIRS SINCE 1939 445

SECTION A: THE UNITED STATES OF AMERICA (USA) AND CANADA 446

SENIOR FIVE TERM I 446

Topic 1: The Emergence of the United States of America and Canada as Major Powers in World Politics 446

Sub-Topic 1: The United States of America (USA) 446

Sub-Topic 2: Canada 448

SECTION B: UNION OF SOVIET SOCIALIST REPUBLICS (THE USSR) / COMMONWEALTH OF INDEPENDENT STATES (CIS) 449

Topic 2: The Emergence of the Union of Soviet Socialist Republic (USSR) and the Commonwealth of Independent States in World Politics 449

Sub-Topic 1: The USSR Leadership from Stalin to Gorbachev 449

Sub-Topic 2: The Disintegration of the USSR 450

Sub-Topic 3: The Commonwealth of Independent States (CIS) 451

SECTION C: AFRICA AND THE MIDDLE EAST 452

SENIOR FIVE TERM II 452

Topic 3: The Political, Social and Economic Developments in Africa Since1939 452

Overview 452

Sub-Topic 1: The Rise of African Nationalism 452

Sub-Topic 2: Pan -Africanism 453

Sub-Topic 3: The Organisation of African Unity (OAU) 454

Sub-Topic 4: African Governments 455

Sub-Topic 5: The Apartheid Policy in South Africa 455

Topic 4: Nationalism and Challenges of Integration in the Middle East 457

Sub-Topic 1: The Economic and Political Problems of Turkey 457

Sub-Topic 2 : Arab Nationalism and Unity 458

Sub-Topic 3 : The Discovery of Oil and its Role in the Middle East 458

Sub-Topic 4: The United Arab Republic (UAR) 459

Sub-Topic 5: Islam in the Middle East 459

Sub-Topic 6: The Middle East and the Western World 460

Sub-Topic 8: Political Instability in the Middle East 461

Sub-Topic 9: Economic Instability in the Middle East 462

Sub-Topic 10: The Palestine and Israel Relations 462

SENIOR SIX TERM I 464

SECTION D: SOUTHERN ASIA AND THE FAR EAST 464

Topic 5: The Political, Social and Economic Developments in Southern Asia and the Far East Since 1939 464

Sub-Topic 1: The Impact of World War II Conferences on Asia and the Far East 464

Sub-Topic 2: The Kuomintang and the Communists in China 465

Sub-Topic 3: The Korean Problem 466

Sub-Topic 4: The Political, Social and Economic Developments in India and Pakistan 467

Sub-Topic 5: Japan 468

Sub-Topic 6: Philippines under Ferdinand Marcos 468

Sub-Topic 7: Malaysia 469

Sub-Topic 8: Indonesia 469

Sub-Topic 9: Indo-China 470

Sub-Topic 10: Western Policy in the Region 471

SECTION E: EUROPE (EXCLUDING USSR) 472

Topic 6: Political, Social and Economic Transformation of Europe after World War II 472

Sub-Topic 1: World War II in Europe 472

Sub-Topic 2: The Cold War 473

Methodology 473

Sub-Topic 3: Germany after World War II 473

Sub-Topic 4: The Economic Recovery of Western Europe 475

Sub-Topic 5: New Patterns of Defence Arrangements 475

Sub-Topic 6: The Emergence of Supra-Nationalism in Europe 476

Methodology 477

Sub-Topic 7: Britain from World War II 477

Sub-Topic 8: France 478

Sub-Topic 9: Yugoslavia 478

SECTION F: GENERAL 480

Topic 7: Cross-Cutting Issues in World Politics 480

Sub Topic 1: International Organisations' Significance and Challenges 480

References 482

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UNIT 5: The Theory of Government and Constitutional Development and Practice in East Africa 483

SENIOR FIVE TERM I 484

THEME A: THE THEORY OF GOVERNMENT 484

Topic 1: The Nature and Purpose of a Constitution 484

Sub-Topic 1: The Constitution 484

Sub-topic 2: The Separation of Powers 485

Sub-Topic 3: Sovereignty of the People and the Powers of Parliament 485

Sub-Topic 4: Political Parties in East Africa 486

Sub-Topic 5: Minority Groups in East Africa 487

SENIOR FIVE TERM II 488

Sub-Topic 6: Press and Media in the Constitutional Development of East Africa 488

Sub-Topic 7: Fundamental Human Rights 488

Topic 2: The Concept of a State 490

Sub-Topic 1: The Concept of a State 490

Topic 3: Types of Government 491

Sub-Topic 1: The Concept of Government 491

Topic 4: Unicameral and Bicameral Legislature 493

Sub-Topic 1: The Legislature 493

SENIOR FIVE TERM III 494

Topic 5: The Rule of Law 494

Sub-Topic 1: The Sovereign Law 494

Sub-Topic 2: The Process of Law Making 495

Topic 6: The Local Government 496

Sub-Topic 1: The Local Government 496

THEME B: THE STRUCTURE AND WORKING OF THE EAST AFRICAN GOVERNMENTS 498

Topic 7: Origin and Background of the East African Governments 498

Sub-Topic 1: Systems of Government in Pre-colonial State in East Africa... 498

SENIOR SIX TERM I 500

Topic 8: Constitutional Developments in East Africa 500

Sub-Topic 1: Constitutional Development during the European Colonial Government 500

Sub-Topic 2: The East African Constitutions 501

Topic 9: The Executive 502

Sub-Topic 1: The Head of State 502

Sub-Topic 2: The Cabinet 502

Sub-Topic 3: The Civil Service 503

SENIOR SIX TERM II 505

Topic 10: The Legislature 505

Sub-Topic 1: The Composition of the Legislature (the National Assembly) 505

Sub-Topic 2: Elections in East Africa 506

Sub-Topic 3: The Speaker and other Officials 507

Sub-Topic 4: Government Treasury and Control of Finance 507

Topic 11: National Defence and Maintenance of Law and Order 509

Sub-Topic 1: The Army 509

Sub-Topic 2: The Police 510

Sub-Topic 3: The Judiciary System in East Africa 510

SENIOR SIX TERM III 512

Sub-Topic 4: The Prisons 512

Topic 12: Links between the East African Governments 513

Sub-Topic 1: Early Attempts to Achieve the East African Federation (1918-1967) 513

Sub-Topic 2: The East African Community (1967-1977) 514

References 515

UNIT 6: HISTORY OF AFRICA 1855-1914 517

SENIOR FIVE TERM I 518

PART A: THEMATIC HISTORY OF AFRICA 518

Topic 1: The Pre-Colonial Societies in Africa 518

Sub-Topic 1: Features of the Pre-Colonial African Societies 518

Topic 2: The External Contacts with African Communities 520

Sub-Topic 1: Islam in East Africa 520

Sub-Topic 2: Islam in West Africa 521

Sub-Topic 3: Long Distance Trade in East Africa 521

Sub-Topic 4: Legitimate Trade in West Africa 522

Sub-topic 5: The Slave Trade in West Africa 522

Sub-Topic 6: The Creoles Developments in Seirra Leone 523

Sub-Topic 7: The History of Liberia 523

Sub-Topic 8: The Mfecane Movement (1820-1860) 524

Topic 3: The Scramble for and Partition of Africa 525

Sub-Topic 1: Background to the Scramble 525

Sub-Topic 2: The Berlin Conference of 1884-1885 526

Topic 4: Establishment of Colonial Rule in Africa 527

Sub-Topic 1: The Missionary Factor in Africa 527

Sub-Topic 2: The Role of Chartered Companies in Africa during the 19th Century. 528

Topic 5: The Response to Colonial Rule in Africa 530

Sub-Topic 1: African Response to the Imposition of Colonial Rule 530

Sub-Topic 2: Collaboration 531

Sub-Topic 3: Resistance Wars 531

Topic 6: Colonial Administration 533

Sub-Topic 1: Systems of Colonial Administration 533

Topic 7: Colonial Economy 535

Sub-Topic 1: The Features of the Colonial Economy in Africa 535

PART B: REGIONAL HISTORY OF AFRICA 1855-1914 537

Topic 8: North East Africa 537

Sub-Topic 1: The History of Egypt (1855-1914) 537

Sub-topic 2: The History of Sudan (1855-1914) 538

Sub-Topic 3: The History of Ethiopia 1855-1914 539

Topic 9: History of South Africa 540

Sub-Topic 1: Mineral Discovery 540

Topic 10: History of the Maghreb States 542

Sub-Topic 1: The Foreign Occupation of Algeria, Tunisia, Morocco and Libya 542

References 544

SECTION I

Introduction

History is one of the core and compulsory subjects in the Advanced Level Curriculum. History as a subject belongs to Humanities and it is both a knowledge extension and value subject. It promotes the individual's general understanding of social and personal civic responsibilities.

This Teaching Syllabus has been developed by the National Curriculum Development Centre (NCDC) to help in the teaching of History Advanced Level papers currently done in Uganda's secondary schools. The syllabus has been sequenced, amplified and organised to promote systematic teaching and learning.

The syllabus provides a general objective for each topic, sub-topics, number of periods for each sub-topic, specific objectives, content and methodology. We hope this will help teachers as they make schedules and lesson plans. However, teachers are encouraged not to restrict themselves to the stated methodology but to go beyond and refine them and to be innovative and creative in their teaching.

Purpose of Teaching Advanced Level History

1. To broaden the learners' understanding of the political, social and economic development of history from the earliest times to present.
2. To help learners develop the ability to weigh information and analyse judgments on historical events.
3. To help learners develop and practice skills of gathering information and expressing historical ideas in a coherent and logical manner.
4. To help students develop the ability to relate historical events to the present.

5. To encourage historical research and use of a wide variety of sources of materials.
6. To stimulate thought and discussion through the use of historical case studies.
7. A level History provides a link between O level and university courses.

Target

Learners who have completed the Ordinary level syllabus with at least credit six of the Uganda National Examinations Board (UNEB) can continue with History at A level. There is a strong link between the Ordinary level and A level History curriculum since the six units studied at A level are directly linked to what is studied at Ordinary level.

A good Advanced level teacher for this subject must be a university graduate preferably with History as a major.

Number of Units

The A level History syllabus is divided into six units namely:

Unit 1: National Movements and the New States in Africa.

Unit 2: Social and Economic History of East Africa since 1800

UNIT 3: European History, 1789 – 1970

UNIT 4: World Affairs since 1939

UNIT 5: The Theory of Government and Constitutional Development and Practice in East Africa

UNIT 6: History of Africa, 1855-1914

Mode of Selection

Each student is expected to offer only **two** (2) Units selected as follows:

i) Unit 1 or Unit 2

ii) Unit 3 or Unit 4
iii) Unit 5 or Unit 6

Duration of Course

The History course shall be covered within two (2) years. This is a period of six (6) terms, each lasting a maximum of three months.

Time Allocation

History should be allocated one double lesson (80 minutes) per week for timely completion of the syllabus in two years.

How to Use the Syllabus

As this is a value and knowledge extension subject, the teacher should ensure that value appreciation is stressed during the teaching/ learning process. Teaching and learning strategies have been suggested as indicated. However, the teacher should use creativity and employ any other strategy that can enrich the teaching and learning process.

The teacher is expected to:

i) make a schedule of work basing on the teaching syllabus.
ii) make lesson plans with detailed methodology and assessment methods as highlighted.
iii) ensure that learners are assessed based on the objectives spelt out in the teaching syllabus.
iv) link instructional objectives to the aims of education, the aims of secondary education in Uganda and the general aims of teaching History as a subject.

Mode of Assessment

Teachers are expected to continuously assess the progress of their learners. This should be done beginning with the evaluation of learners during the lesson, at the

end of each topic and at the end of the term. Continuous assessment shall be done through format tests and written exercises during instruction.

Summative Examination Format

There will be six papers of three hours each examined by UNEB.

Paper 1: National Movements and the New States in Africa

Ten questions will be set and candidates will be expected to attempt four questions.

Each question shall be marked out of 25 marks.

The total marks will be 100%.

Paper 2: Social and Economic History of East Africa since 1800

This will have three sections covering three distinct periods in history:

A: The Pre-colonial, B: Colonial and C: Post colonial history.

A candidate is expected to attempt at least **one** question from each section.

Each question shall be marked out of 25 marks.

Total = 100 marks

Paper 3: European History 1789 – 1970

Ten questions will be set and a candidate is expected to attempt four questions.

Each question shall be marked out of 25 marks.

Total = 100 marks.

Paper 4: World Affairs since 1939

Twelve questions will be set.

The paper shall have 2 sections with six questions each.

Each candidate will select 4 questions at least 2 from each section

Each question will be marked out of 25.

Total = 100 marks.

Paper 5: The Theory of Government and Constitutional Development and Practice in East Africa

The paper will have 10 questions.

It will be divided into two sections.

Five questions shall be set in each section.

A candidate will be required to answer four questions with at least **2** from section **A** and **2** from section **B.**

Each question shall be marked out of 25 marks.

Total = 100 marks

Paper 6: History of Africa, 1855 – 1914

Ten questions will be set.

Four questions shall be attempted.

Each question shall be marked out of 25 marks.

Total = 100 marks.

UNIT 1: NATIONAL MOVEMENTS AND NEW STATES IN AFRICA

Objectives of Unit 1

This unit will enable learners to;

i) develop knowledge of national movements that led to the rise of New States in Africa.

ii) understand the historical roots of the challenges faced by the New African States and develop a sympathy for the various efforts being made to overcome them.

iii) appreciate the role played by external factors towards the rise of independent African States.

iv) study African History in depth using examples and themes from the New African States.

v) stimulate thought and discussion through the use of historical case studies which have been selected from several regions of Africa.

vi) develop a sense of patriotism among students using historical data.

SENIOR FIVE TERM I

Topic 1: The Development of African Nationalism

Duration: 36 Periods

Overview

The development of African Nationalism was a dedication by African nationalists to regain independence from the hands of European colonisers. Internal and external factors worked hand in hand for the attainment of African independence. This struggle began in the 1950s and the last African country to get independence from the colonisers was South Africa in 1994.

General Objective

By the end of this topic, the learner should be able to appreciate the events that led to the development of African nationalism.

Sub-Topic 1: The Concept of African Nationalism

Specific Objectives	Content
The learner should be able to: • define the term African nationalism. • identify the features of African nationalism. • explain the internal and external factors that led to the development of African nationalism.	• Definition of African nationalism • Features of African nationalism • Internal and external factors that led to the development of African nationalism

Methodology

- Introduce the topic and sub-topic using the discussion method.
- Instruct the learners on which textbooks to use for further reading through the guided discovery method.

Assessment Strategy

- Give the learners an assignment to find out about the causes for the rise of African nationalism.

Sub-Topic 2: Italo-Ethiopian Crisis of 1935

Specific Objectives	Content
The learner should be able to: • explain the causes of the Italo Ethiopian crisis. • assess the impact of the Italo Ethiopian crisis.	• The causes of the Italian invasion of Ethiopia in 1935 • The impact of the Italo Ethiopian crisis

Methodology

- Introduce the theme of Italo-Ethiopian crisis to the learners using the discussion method.
- Use guided discovery method to trace the possible effects of Italo-Ethiopian crisis.

Assessment Strategy

Give the learners a test to examine the causes and effects of the Italo-Ethiopian crisis

Sub-Topic 3: Ethiopia: Nation Building (1930-1974)

Specific Objectives	Content
The learner should be able to: • identify the career and reforms introduced by Emperor Haile Selassie in Ethiopia. • analyse the causes of the 1974 military coup in Ethiopia. • examine the consequences of the 1974 military coup in Ethiopia.	• The career of Emperor Haile Selassie • Emperor Haile Selassie's reforms in Ethiopia • The causes of the1974 coup de tat in Ethiopia • The consequences of the 1974 coup in Ethiopia

Methodology

- Mention the background of Emperor Haille Sallasie using the discussion method.

- Guided discovery can help the learners during library research.

Assessment Strategy

- Set a test about the causes and the results of the 1974 military coup in Ethiopia.

Sub-Topic 4: World War II and the Development of African Nationalism

Specific Objective	Content
The learner should be able to analyse the different ways in which World War II contributed to the development of African nationalism.	• The recruitment of Africans • The Atlantic Charter of 1941 • The Brazzaville Conference of 1944 • The birth of the United Nations Organisation (UNO) • The rise of super powers • The victory of the labour party • Asian independence

Methodology

- By using the discussion method, take the learners through various ways in which World War II contributed towards the rise of African nationalism.

Assessment Strategy

- Set an exercise that tasks the learners to recount the contribution of ex-servicemen in the rise of African nationalism.

Sub-Topic 5: Decolonisation of Asia and the Development of African Nationalism

Specific Objective	Content
The learner should be able to discuss the contribution of various Asian States to the development of African nationalism.	• The contribution of Asian countries towards the decolonisation of Africa: - India - Indonesia/Bandung Conference - Vietnam - China

Methodology

- Using the discussion method, highlight Asia's role in the decolonisation of African continent.
- using the brainstorming method, gather ideas from the learners about Asia's decolonisation of Africa.

Assessment Strategy

By show of hands, let the learners mention the Asian countries that contributed towards the decolonisation of Africa.

Sub-Topic 6: The Role of Political Parties in the Development of African Nationalism

Specific Objectives	Content
The learner should be able to: • describe the different types of political parties. • identify the role of political parties in the development of African nationalism.	• Types of political parties: - Mass parties - Elitist - Ethnic - Religious • The role of political parties in the development of African nationalism

Methodology

- Using the discussion method introduce the theme of political parties to the learners.
- Ask the learners to find out the merits and demerits of a single party and multiparty government through debating.

Assessment Strategy

A class exercise can be administered to the learners tasking them to find out the reasons for the formation of a single party, its advantages and failures.

Sub-Topic 7: Egypt and the Development of African Nationalism 1952 - 1970

Specific Objectives	Content
The learner should be able to: • explain the causes and effects of the 1952 Egyptian revolution. • assess the achievements of Abdel Gamal Nasser. • examine the causes and effects of the Suez Canal crisis. • account for the success of the 1952 Egyptian revolution. • explain the role of the Egyptian revolution on the growth of African nationalism.	• The causes and effects of the Egyptian revolution of 1952 • The role of Abdel Gamal Nasser • The nationalisation of the Suez Canal • The factors responsible for the success of the revolution • The role of the Egyptian revolution on the growth of African nationalist.

Methodology

- Share the causes of the 1952 Egyptian revolution by use of discussion method.
- Use the guided discovery method for library research to complete this sub-topic.

Assessment Strategy

- Give the learners an exercise to examine the causes and results of the 1952 Egyptian revolution.

SENIOR FIVE TERM II

Topic 2: The Struggle for Self-Government

Duration: 110 Periods

Overview

By 1914, all African countries except Ethiopia and Liberia had been colonized by European powers. At the start of 1960, there arose a struggle for African independence in different forms. Some countries got independence through peace negotiations and others by force

General Objective

By the end of this topic, the learner should be able to understand the challenges faced during the struggle for self-government.

Su-Topic 1: Nationalism in the Gold Coast (Ghana)

Specific Objectives	Content
The learner should be able to: • account for the early attainment of independence in the Gold Coast (Ghana) in 1957. • assess the impact of the attainment of independence in Ghana on the development of African nationalism. • examine the contribution of political parties in the decolonisation of the Gold coast. • assess the contribution of Dr Nkwame Nkrumah towards Ghana's independence. • analyse the contribution of Ghana towards the decolonisation of Africa.	• The background to the attainment of independence in the Gold Coast (Ghana). • The factors that led to the early attainment of independence in Ghana • The effects for early attainment of the independence in Ghana on the development of African nationalism. • The contribution of political parties: United Gold Coast Convention (UGCC) and Convention People's Party (CPP) in the decolonization of Ghana. • The role of Dr Nkwame Nkrumah in decolonization of Ghana. • The role of Ghana in the decolonisation of Africa

Methodology

- Use the discussion method on the introduction of the sub-topic about the early independence of Ghana.

Assessment Strategy

- Exercise about the reasons for early independence of Ghana, should be administered to the learners.

Sub-Topic 2: The Decolonisation of Africa: Unity or Balkanisation?

Specific Objectives	Content
The learner should be able to:	
• describe the term "balkinisation".	• Unity or Balkanisation?
• identify the countries involved in the balkinisation process.	• Countries involved in the Balkanisation process: - French West Africa, - British Central Africa
• explain the contribution of federalism and territorialism in the decolonisation of West Africa.	• Federalism and territorialism in West Africa
• identify multi-racialism and the development of nationalism in British Central Africa.	• Multi-racialism and the development of nationalism in British Central Africa
• examine the colonisation and decolonisation process of Somalia and Cameroon.	• Two colonial traditions: Somalia and Cameroon

Methodology

- Through discussions, introduce the learners to the theme of West African federation.
- Use guided discovery to get learners to research in the library on recommended books.

Assessment Strategy

Task the learners to account for the collapse of the British Central African Federation.

Sub-Topic 3: Nationalism in Tanganyika (1930-1961)

Specific Objectives	Content
The learner should be able to: • identify the factors that led to the development of nationalism in Tanganyika. • describe the role of political parties in the development of nationalism in Tanganyika. • analyse the contribution of personalities in the independence of Tanganyika.	• The factors for the development of nationalism in Tanganyika • The role of main political parties e.g. Tanganyika African National Union (TANU) • The role of personalities in the rise of nationalism in Tanganyika (Mwalimu Julius Nyerere)

Methodology

- Through discussions, help the learners to understand the development of nationalism in Tanganyika.
- Lead a brainstorming session in learning about the role of political parties in Tanganyika.

Assessment Strategy

- Give the learners a simple test about the contribution of political parties towards the development of nationalism in Tanganyika.

Sub-Topic 4: Nationalism in Uganda (1945 – 1962)

Specific Objectives	Content
The learner should be able to: • explain the factors which led to the development of nationalism in Uganda. • describe the role of political parties in the development of nationalism in Uganda. • explain the causes and effects of the 1953-55 Kabaka crisis in Uganda.	• The factors that led to the development of nationalism in Uganda • The role of political parties: - Uganda People's Congress (UPC) - Kabaka Yekka - Democratic Party (DP) - Progressive Party (PP) - Uganda National Congress (UNC) • The 1953-1955 Kabaka crisis

Methodology

- Lead a class discussion to introduce the development of nationalism in Uganda.
- Using the brainstorm method, identify the various political parties that aided the nationalisation of Uganda.

Assessment Strategy

- Give an assignment on the contribution of political parties to the struggle for independence in Uganda.

Sub-Topic 5: Nationalism in Kenya (1940 – 1963)

Specific Objectives	Content
The learner should be able to: • account for the development of nationalism in Kenya. • examine the causes and consequences of the Mau-Mau uprising in Kenya • describe the role of political parties in the development of nationalism in Kenya.	• The factors that led to the development of nationalism in Kenya • Causes and consequences of the 1952-1956 Mau-Mau uprising • The reasons for the defeat of Mau-Mau nationalists • The role of political parties in the development of nationalism in Kenya: - Kenya African National Union, (KANU) - Kenya African Democratic Union (KADU)

Methodology

- Use the brainstorm method to study about the rise of nationalism in Kenya.

Assessment Strategy

- Give the learners a test about the role of political parties in the rise of nationalism in Kenya.

Sub-Topic 6: The Struggle for Self-Government in Morocco

Specific Objectives	Content
The learner should be able to: • explain the role of the monarchy in the attainment of self government in Morocco. • assess the role of personalities in the struggle for the independence of Morocco. • identify the challenges faced during the struggle for self government in Morocco.	• The factors that led to the development of nationalism in Morocco • The role of Sultan Muhammad V in the struggle for the independence of Morocco • Challenges faced during the struggle for self –government in Morocco

Methodology

- Guided discovery can be used for library research on the role of the monarchy in the rise of African nationalism in Morocco.

Assessment Strategy

- Give the learners an exercise to examine the factors that aided the development of nationalism in Morocco.

Sub-Topic 7: The Struggle for Self-Government in Tunisia

Specific Objectives	Content
The learner should be able to: • discuss the role of religion in the struggle for self government in Tunisia. • assess the contribution of personalities in the attainment of Tunisian independence. • identify the challenges faced during the struggle for self-government in Tunisia. • examine the factors that led to independence of Tunisia.	• The role of Islam in the struggle for the independence of Tunisia. • The role of Habib Bourguiba in the struggle for self-government in Tunisia • The challenges faced in the struggle for self-government in Tunisia • The factors that favoured the independence of Tunisia

Methodology

- Brainstorm with the learners to help them understand the challenges faced in the struggle for the independence of Tunisia.
- Lead a guided discussion on the factors that aided the independence of Tunisia.

Assessment Strategy

- Give the learners an assignment on the role of personalities in the struggle for independence of Tunisia.

SENIOR FIVE TERM III

Sub-Topic 8: The 1947 Madagascar (Malagasy Uprising)

Specific Objective	Content
The learner should be able to explain the causes and consequences of the 1947 Malagasy/Madagascar uprising.	• The causes of the uprising in Madagascar • The consequences of the 1947 Malagasy uprising

Methodology

- Use discussion method to cover the causes and the results of the Malagasy war of independence.

Assessment Strategy

- Give the class an exercise about the causes and the results of the Malagasy war of independence.

Sub-Topic 9: The Algerian War of Independence (1954 – 62)

Specific Objectives	Content
The learner should be able to: • explain the causes and effects of the Algerian war of independence. • identify the problems faced by nationalists in Algeria. • Account for the success of Algerian war of independence. • Assess the achievements of Ahmed Ben Bella.	• The causes and results of the Algerian war of independence • The problems faced by nationalists in Algeria • The reasons for the success of the Algerian war of independence by 1962 • The achievements of Ahmed Ben Bella

Methodology

- Use the brainstorm method to teach the reasons for the success of the Algerian war of independence.

Assessment Strategy

- Test the learners on their knowledge about the causes and the results of the Algerian war of independence of 1956-1962

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Sub-Topic 10: The Angolan War of Liberation (1961-1975)

Specific Objectives	Content
The learner should be able to: • examine the causes and consequences of the liberation war in Angola. • assess the career and the personality of Agostino Neto. • examine the factors for the success of Angolan war of 1961-1975. • examine the role of the popular movement for the liberation of Angola (MPLA) in the struggle for self-government.	• The causes and consequences of the Angolan war of liberation • The role of Agustino Neto in the liberation of Angola • The factors responsible for the success of the war. • The role of the popular movement for the liberation of Angola(MPLA)

Methodology

- Use the brainstorm method to teach the reasons for the success of the Angolan war of independence.

Assessment Strategy

- Test the learners on their knowledge about the causes and the results of the Angolan war of independence of 1961-1975.

Sub-Topic 11: Mozambican War of Liberation (1964 –1975)

Specific Objectives	Content
The learner should be able to: • examine the causes and consequences of the Mozambique war of liberation. • identify the problems faced by nationalists in Monzambique. • explain the role of the Front for the Liberation of Mozambique (FRELIMO) in the liberation of Mozambique. • list the factors for the success of FRELIMO. • explain the role of personalities in the struggle for the independence of Monzambique.	• The causes and the results of the Mozambican war of independence • The problems faced by nationalists in Mozambique • The role of the Front for Liberation of Mozambique (FRELIMO) • The factors for the success of FRELIMO • The role of Eduardo Chivambo Mondlane and Samora Moises Machel

Methodology

- Use the discussion method to introduce the liberation wars in Monzambique.
- Guided discovery in library research can be used to learn about Monzambiqaun war.

Assessment Strategy

- Give the learners an assignment about the personalities involved in the struggle for the independence of Monzambique.

Sub-Topic 12: The Guinea Bissau War of Independence (1963-1974)

Specific Objectives	Content
The learner should be able to: • explain the causes and consequences of the war. • assess the role of (African Independence Party of Guinea and Cape Verde) (PAIGC). • explain the role of Amilcar Cabral. • identify the problems faced by the nationalists in the struggle for the independence of Guinea-Bissau. • account for the success of the war.	• The causes and the consequences of the Guinea Bissau war of independence • The role of African Independent Party of Guinea and Cape Verde (PAIGC) • The role of Amilcar Cabral • The problems faced by the nationalists • Reasons for the success of the war

Methodology:

- Use the brainstorm method to teach the reasons for the success of war of independence in Guinea- Bissua

Assessment strategy:

- Give the class an exercise about the causes and the results of the Guinea – Bissau war of independence.

Sub-Topic 13: The Rwanda Revolutions

Specific Objective	Content
The learner should be able to discuss the causes and effects of the 1959 and 1990 Rwanda revolutions.	• The causes of the1959 Rwanda revolution • The effects of the 1959 Rwanda revolution • The causes of the 1990 Rwanda revolution • The effects of the 1990 Rwanda revolution

Methodology

- Use group discussion and note taking to study this theme.

Assessment Strategy

- Give an assignment about the results of 1990 Rwanda revolution.

Sub-Topic 14: Zanzibar Revolution of 1964

Specific Objectives	Content
The learner should be able to: • explain the causes and effects of the 1964 Zanzibar revolution. • account for the success of the 1964 Zanzibar revolution.	• The causes and effects of the 1964 Zanzibar revolution • The reasons for the success of the Zanzibar revolution

Methodology

- Use discussions to explain the causes of the Zanzibar revolution.
- Brainstorm the factors for the success of the 1964 Zanzibar revolution.

Assessment Strategy

- Give a test on the causes and results of the 1964 Zanzibar revolution.

SENIOR SIX TERM I

Sub-Topic 15: The African Revolution: The White South Afrikaaner Nationalism

Specific Objectives	Content
The learner should be able to:	
• account for the development of Afrikaaner nationalism.	• The factors responsible for the development of Afrikaaner nationalism
• describe the manifestations of the Apartheid policy in Southern Africa.	• The manifestations of Apartheid policy in Southern Africa
• evaluate the efforts made by various political parties to end Apartheid policy.	• The role of political parties in ending the Apartheid rule e.g. African National Congress (ANC), Pan African Congress (PAC) South West African People's Organisation (SWAPO), South West African National Union (SWANU)
• examine the role of Front-line states and international organisations in ending the Apartheid rule.	• The role of the Front-line states and international organisations in ending apartheid: - Organisation of African Unity (OAU) - United Nations Organisation (UNO)
• discuss the effects of the apartheid policy in Southern Africa.	• The results of Apartheid policy in South Africa
• assess the role of Nelson Mandela in the struggle against Apartheid rule.	• The role of Nelson Mandela

Methodology

- Using the guided discovery, ask the learners to list the manifestations of the Apartheid policy in South Africa and Namibia.

- Using the discussion, let the learners examine the impact of the Apartheid policy in South Africa.

Assessment Strategy

- Give the learners an exercise to analyse the contribution of external powers towards Apartheid policy.

Sub-Topic 16: Unilateral Declaration of Independence (UDI) in Southern Rhodesia (Zimbabwe)

Specific Objectives	Content
The learner should be able to:	
• account for the formation and collapse of UDI in the development of nationalism in Zimbabwe.	• The reasons for the declaration and formation of UDI
• explain the factors that led to the development of nationalism in Southern Rhodesia (Zimbabwe).	• The factors that led to development of nationalism in Zimbabwe
• assess the role of the elites in the decolonisation of Zimbabwe.	• The contribution of elites towards the liberation of Zimbabwe like; Joshua Nkomo, Robert Mugabe, Bishop Muzorewa
• list the political parties that helped in attainment of Zimbabwe independence.	• The African response towards the UDI: this include the formation of political parties like: - Zimbabwe African National Union (ZANU) - Zimbabwe African People's Union (ZAPU)
• identify the reasons for the collapse of UDI.	• The factors responsible for the collapse of UDI

Methodology

- Use the lecture method to teach the reasons for the formation of UDI and its collapse in Zimbabwe.

Assessment Strategy

- Give learners an exercise to account for the formation and collapse of UDI.

Sub-Topic 17: Separatism and Ethnic Nationalism: The Civil Wars in Sudan since 1955

Specific Objectives	Content
The learner should be able to: • explain the causes of Sudan civil wars since 1955. • identify attempts made to end the civil wars in Sudan. • discuss the challenges faced in trying to end the civil wars in Sudan. • Assess the results of Sudan civil war since 1955.	• The causes of the Sudan civil war • The attempts made to end the civil war • The challenges in ending the Sudan civil wars • The consequences of the civil wars in Sudan

Methodology

- Guide the learners to brainstorm the challenges encountered in ending Sudanese civil war.

Assessment Strategy

- Task the learners to account for the outbreak of the Sudanese civil war since 1955 and its effects in Sudan.

Sub-Topic 18: The Katanga Crisis in Congo (1960-1963)

Specific Objectives	Content
The learner should be able to: • discuss the causes of the Katanga crisis. • account for the failure of the Katanga secession attempt. • assess the results of Katanga crisis.	• The causes of the Katanga crisis • The reasons for the failure of the Katanga secession attempt • The consequences of the Katanga crisis

Methodology

- Use discussions to bring out the causes and results of the Katanga secession crisis.

Assessment Strategy

- Give the learners an assignment on the causes and results of the Katanga crisis.

Sub-Topic 19: The Eritrean War of Secession (1961 – 1993)

Specific Objectives	Content
The learner should be able to: • discuss the causes of the Eritrean war of secession. • identify the challenges faced in ending the Eritrean war of secession. • account for the success of the Eritrean war of secession. • assess the consequences of Eritrean war of secession of (1961-1993).	• The causes of the Eritrean war of secession (1961-1993) • The challenges faced in ending the Eritrean war of secession • The factors for the success of the Eritrean war of secession • The consequences of the (1961-1993) Eritrean war secession

Methodology

- Guide a brainstorming session to study the factors for the success of the Eritrean secession struggles.
- Guide group discussions and ask the learners to present in plenary the effects of this war in Eritrea.

Assessment Strategy

- Give an exercise on the causes and results of the Eritrean war of secession.

Sub-Topic 20: The Civil War in Chad

Specific Objectives	Content
The learner should be able to: • examine the causes of the civil war in Chad. • describe the steps taken to end the civil war in Chad. • discuss the challenges faced in ending the civil war in Chad. • assess the results of Chad civil war.	• The causes of the civil war in Chad • The steps taken to end the civil war in Chad • The challenges faced in ending of the civil war in Chad • The consequences of the civil war.

Methodology

- Use the discussion method to teach the causes of the civil war in Chad.

Assessment Strategy

- Give the learners an assignment about the steps taken to end the civil war in Chad.

Sub-Topic 21: The Civil War in Uganda (1980-1986)

Specific Objectives	Content
The learner should be able to: • examine the causes of 1980-1986 civil war in Uganda. • account for its success. • examine the results of the war. • assess the achievements of National Resistance Movement(NRM) since 1986.	• The causes of 1986 civil war in Uganda • Reasons for its success • The results of the war • The achievements of NRM since 1986

Methodology

- Use the brainstorm method to teach the learners about the civil wars in Uganda of 1980-1986.

Assessment Strategy

- Give an assignment to learners to assess the achievements of NRM since 1986.

Sub-Topic 22: The Biafran Crisis in Nigeria (1967-1970)

Specific Objectives	Content
The learner should be able to: • examine the causes of the Biafran crisis. • account for the failure of the Biafra secession attempts. • assess the results of Biafran crisis.	• The causes of the Biafra crisis of 1967-1970 • The factors for the failure of the Biafra secession attempts • The consequences of the Biafran crisis of 1967-1970

Methodology

- Lead a discussion to help the learners to understand the causes of the Biafran crisis.

Assessment Strategy

- Give the learners an intensive exercise to conclude the topic. This should include various questions from all the sub-topics covered.

SENIOR SIX TERM II

Topic 3: The New States: Modernisation and Internal Problems

Duration: 26 Periods

Overview

This topic is about the formation of unity within Africa. National unity can be achieved by observing the contribution of various sectors like ideology, political parties, religion and language.

General Objective

By the end of this topic, the learner should be able to appreciate the challenges faced by the new states in the process of modernisation.

Sub-Topic 1: National Unity and Ideology

Specific Objectives	Content
The learner should be able to:	
• identify the various ideologies adopted by the New African States like socialism and capitalism.	• The concepts of socialism and capitalism
• analyse the contribution of these ideologies to the attainment of national unity in Tanzania and Guinea	• Socialism in Tanzania and Guinea
• examine the role of political parties in development of Tanzania and Guinea.	• The role of political parties (one party versus multi-party)
• identify the contribution of Islam in political growth of Senegal and Morocco.	• The role of Islam in Senegal and Morocco
• discuss the major tribes in Malawi and Ethiopia.	• Ethnicity: Malawi and Ethiopia
• examine the role of language in national unity e.g. in Tanzania.	• The role of language in national unity: Swahili in Tanzania

Methodology

- Introduce the national unity and how it can be forged in Africa through the discussion.
- Share the advantages and disadvantages of single party and multiparty political systems through brainstorming sessions.

Assessment Strategy

- Give learners a test on the theme of socialism in Tanganyika.

Sub-Topic 2: Nationalising Education

Specific Objectives	Content
The learner should be able to: • identify the problems of the colonial education system. • explain the role of education in modernisation. • examine the value of syllabus review. • list other forms of education.	• The problems of the colonial education system • The role of education in modernisation of Uganda. • Africanising syllabi and personnel • Informal and other forms of education: - Universal education - Literacy campaigns - Balanced education: academic, technical and agricultural education

Methodology

- Use discussions to teach the learners about the weaknesses of colonial education.

Assessment Strategy

- Give the learners an assignment on the role played by education in the development of the country.

Sub-Topic 3: Control and Modernisation of the Economy

Specific Objectives	Content
The learner should be able to: • assess the impact of foreign control of the economies of the new states • examine the Asian trade monopoly in East Africa. • evaluate the role of Foreign aid in East Africa. • List the methods of attaining the economic sustainability. • examine the role of agriculture in national development. • list forms of agriculture in a national development. • identify the steps taken to modernise the economies of the New African states.	• Foreign powers and investment: foreign firms and banks • Asian monopoly of trade in East Africa • Role of foreign aid in East Africa • Autonomy from foreign control through self-reliance • Benefits of cash crop and food production • Small scale peasant agriculture and co-operative farming • Diversification of agriculture • Development of import substitution industries • Nationalisation of commerce and industry

Methodology

- Through discussions, introduce the learners to the role of foreign investments in the new African states.
- Teach the role of agriculture in the national development using brainstorming session.

Assessment Strategy

- Give a test tasking the learners to assess the achievements of foreign investments in Africa.

Sub-Topic 4: Cultural Problems

Specific Objectives	Content
The learner should be able to: • identify the various cultural problems in the new states.	• Cultural problems like: - African culture - Social inequality

Specific Objectives	Content
	- Cultural differences
• explain the causes and effects of the cultural problems in the new states.	• The causes and results of cultural problems in Africa
• describe the steps being taken to solve these problems in the new states.	• Steps taken to address the above problems
• assess the impact of European colonialism on African culture.	• The result of European colonisation on African culture

Methodology

- Generate a list of social problems in Africa through brainstorming sessions.
- Using guided discovery, ask the learners to make notes on unemployment and rural-urban migration in Africa during the library research.

Assessment Strategy

- Set an exercise to examine the causes and results of rural-urban migration in Africa.

Topic 4: Regional Economic Groupings and International Relations

Duration: 26 Periods

Overview

Regional groups like the Pan-African Movement (PAM) and the Organisation of African Unity (OAU) were very instrumental in the return of African independence. After 1960, many other organisations were formed to foster development in Africa. These included; East African Community (EAC), ECOWAS, SADC and COMESA, among others.

General Objective

By the end of this topic, the learner should be able to discuss the spirit of Pan-Africanism and regional economic co-operation.

Sub-Topic 1: The Concept of Pan- Africanism

Specific Objectives	Content
The learner should be able to: • define Pan- Africanism. • identify the objectives of Pan-Africanism. • explain the obstacles that affected the development of Pan-Africansm. • analyse the achievements of Pan-Africanism.	• Definition of Pan- Africanism • Objectives of Pan - Africanism • Obstacles faced by the Pan African Movement • Achievements of Pan-Africanism

Methodology

- Through the guided discovery, the learners can make notes on obstacles and the solutions of Pan- African movement.

Assessment Strategy

- Give the learners a test requiring them to assess the achievements of the Pan-African Movement since 1945.

Sub-Topic 2: The Organisation of African Unity (OAU) and the African Union (AU)

Specific Objectives	Content
The learner should be able to: • explain the events that led to the formation of the OAU. • list the ideological groupings that led to formation of OAU. • identify the objectives of the OAU. • discuss the challenges faced by the OAU. • assess the achievements of the OAU. • account for the formation of AU. • distinguish between OAU and AU. • identify the problems being faced by AU. • examine the achievements of AU.	• Background to the formation of the OAU • Ideological groupings - Casablanca - Monrovia - Mali Federation - Ghana-Guinea Union - The Arab League • The objectives of the OAU • Challenges faced by the OAU • Achievements of the OAU • The reasons for the formation of AU. • Compare OAU and AU • The problems encountered by AU • The achievements of AU

Methodology

- Introduce the OAU and AU to the learners through discussions.

Assessment Strategy

- Give the learners an assignment and a test on the theme of the OAU and AU.

Sub-Topic 3: Regional Economic Groupings

Specific Objectives	Content
The learner should be able to: • identify the various regional economic groupings in Africa.	• Regional economic groupings: - East African Community (EAC)

Specific Objectives	Content
	- Economic Community of West African States (ECOWAS) - Common Market for Eastern and Southern Africa (COMESA) - Southern African Development Commission (SADC)
• explain the objectives of the various regional economic groupings in Africa.	• Objectives of the economic regional groupings
• discuss the challenges faced by the various economic groupings.	• The challenges faced by regional economic groups
• assess the achievements of the various regional economic groupings.	• Achievements of regional economic groupings in Africa

Methodology

- Lead a guided group discussion on the East African Community, and ask learners to present their findings in plenary presentations.
- Guided discovery and library research can help the learners to study and make notes about ECOWAS and the other regional economic groupings.

Assessment Strategy

- Give the learners an exercise to assess the achievements of the different economic groupings.

SENIOR SIX TERM III

Sub-Topic 4: Neo-Colonialism

Specific Objectives	Content
The learner should be able to: • define neo-colonialism. • describe the manifestations of neo-colonialism in Africa. • assess the impact of neo-colonialism on the New African States. • identify the various responses by new states to neo-colonialism.	• Definition of neo-colonialism • The manifestations of neo colonialism in the new states "Mother Country" complex: - Military alliance - International finance - Subversion • The impact of neo colonialism • The responses towards neo colonialism.

Methodology

- Teach the learner about the background of neo-colonialism and its introduction through discussion sessions.
- Brainstorming can help to generate a list of the different forms of neo-colonialism in Africa.

Assessment Strategy

- Task the learners to describe the manifestations of neo-colonialism in Africa.

Sub-Topic 5: The Non Aligned Movement

Specific Objectives	Content
The learner should be able to: • define the concept of non-alignment. • establish the background of Non-Aligned Movement.	• Definition of non-alignment • Background to Non-Aligned Movement - the Bandung Conference of 1955

Specific Objectives	Content
• identify the objectives of the Non-Aligned Movement (NAM). • discuss the challenges faced by the NAM. • assess the achievements of the NAM.	• Objectives of the Non-Aligned Movement • Challenges faced by the Lusaka Declaration • The achievements of the Non-Aligned Movement

Methodology

- Introduce and explain the Non-Aligned Movement to the learners through discussions.
- Using guided discovery, the learners can use library research to make notes on features of the Non-Aligned Movement in Africa.

Assessment Strategy

- Give the learners a test on the theme of the Non-Alignment Movement in Africa

Topic 5: Military Rule in Africa

Duration: 30 Periods

Overview

The post-independence leadership in Africa was left to civilians who could not meet the expectations of the people. As a result, the army staged military coup d'états and formed military governments in several countries including Nigeria in 1966, Ghana in 1972 and Uganda in 1971, among others.

General Objective

By the end of this topic, the learner should be able to assess the impact of military rule in Africa.

Sub-Topic 1: The Role of the Army in Nation Building

Specific Objectives	Content
The learner should be able to: • define and show the features of the army. • explain the contribution of the army to nation building. • account for the involvement of the army in African politics. • differentiate between a people's army and a professional army.	• The definition and features of a peoples' army and a professional army • The role of the army in nation building • The reasons for army intervention in African politics • The difference between a people's army and professional army.

Methodology

- Use discussions to introduce to the learners the role of the army in Africa.

Assessment Strategy

- Give the learners a test to determine their understanding about the role of army in Africa.

Sub-Topic 2: The Libyan Coup of 1969

Specific Objectives	Content
The learner should be able to: • discuss the causes of the Libyan coup de tat of 1969. • account for the success of the 1969 coup in Libya. • assess the results of 1969 coup de tat in Libya.	• The causes of the 1969 Libyan coup • The reasons for the success of the Libyan coup • The consequences of the 1969 Libyan coup

Methodology

- Use discussions to teach about the background of the Libyan coup of 1969.
- Use guided discovery during library research to help learners to make notes on the reasons for the success of the Libyan coup of 1969.

Assessment Strategy

- Give the learners an exercise about the causes and success of the Libyan coup of 1969.

Sub-Topic 3: Military Coups in Ghana since 1966

Specific Objective	Content
The learner should be able to explain the causes and consequences of military coups in Ghana.	• The causes of military coups in Ghana (1966, 1972, 1978, 1979, 1981) • The consequences of the 1966-1981 coups in Ghana

Methodology

- Guide a brainstorming session on the results of 1972 military coup d'état Ghana.
- Organise group discussion about the causes and effects of the 1966 Ghana revolution.

Assessment Strategy

- Give the learners an assignment on the reasons for the success of the 1972 military coup in Ghana.

Sub-Topic 4: Military Coups in Nigeria since 1966

Specific Objective	Content
The learner should be able to examine the causes and consequences of military coups in Nigeria.	• The causes of the January 1966 and July 1966 coups • The consequences of the January and July 1966 Nigerian coups

Methodology

- Divide the learners into groups and get each group to make a presentation on the causes of the 1966 Nigerian military coup d'état.
- Use brainstorming in the study of effects of the Nigerian Military coup.

Assessment Strategy

- Give the learners an exercise to determine the causes and the effects of the Nigerian coup of 1966.

Sub-Topic 5: The Military Coup in Uganda (1971)

Specific Objectives	Content
The learner should be able to: • discuss the causes of the 1971 military coup de tat in Uganda. • list the consequences of the 1971 coup in Uganda. • discuss the causes and consequences of the 1972 Economic War in Uganda. • explain the factors responsible for the collapse of the military government in Uganda in 1979. • examine the contribution of	• The causes of the 1971 military coup in Uganda • The consequences of the 1971 coup in Uganda • The causes and consequences of the 1972 Economic War • The factors responsible for the downfall of President Idi Amin Dada • The role of the Uganda National Liberation Front (UNLF) and

Specific Objectives	Content
Uganda National Liberation Front (UNLF) and Tanzania People's Defence Forces (TPDF) in liberation of Uganda in 1979.	Tanzania People's Defence Forces (TPDF) in the liberation of Uganda in 1979

Methodology

- Guide discussions on the causes and results of 1971 military coup in Uganda.

Assessment Strategy

- Give the learners an assignment on the factors responsible for the collapse of the military government in Uganda in 1979.

Sub-Topic 6: The Algerian Coup of 1965

Specific Objective	Content
The learner should be able to explain the causes and consequences of the 1965 coup in Algeria.	• The causes of the 1965 Algerian coup • The consequences of the 1965 Algerian coup

Methodology

- Let learners study the causes and results of Algerian coup of 1965 through guided discovery.

Assessment Strategy

- Give the learners a test about the 1965 Algerian military coup d'état.

Sub-Topic 7: The Liberian Coup of 1980

Specific Objectives	Content
The learner should be able to: • discuss the causes of Liberian coup de tat of 1980. • consequences of the military coup in Liberia.	• The causes of the 1980 coup in Liberia • The consequences of the 1980 coup in Liberia

Methodology

- Use discussions to teach about the causes and results of the Liberian military coup of 1980.

Assessment Strategy

- Administer a test about the 1980 military coup d'état in Liberia.

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UNIT 2: SOCIAL AND ECONOMIC HISTORY OF EAST AFRICA SINCE 1800

Objectives of Unit 2

This unit will enable learners to:

i) broaden their understanding of the social- economic pre-colonial organisation of East African communities.
ii) understand the East African pre-colonial activities in the early 19th Century.
iii) analyse the economic and social changes that took place in East Africa during the colonial period.
iv) analyse the post colonial socio-economic changes in East Africa.
v) stimulate thought and discussion through historical case studies selected from East Africa.

SENIOR FIVE TERM I

PART A: THE PRE-COLONIAL PERIOD

Topic 1: Social and Economic Systems of the Pre-Colonial Institutions in East Africa

Duration: 62 Periods

Overview

The background of the pre-colonial social and economic life in East Africa is very vital information to have if the post-1800 history of East Africa is to be understood.

General Objective

By the end of this topic, the learner should be able to discuss the social and economic systems and institutions in pre-colonial East African.

Sub-Topic 1: The Family

Specific Objectives	Content
The learner should be able to: • define a family. • identify the different types of families. • explain the role of the family in African traditional life.	• Definition of the family • Types of families • The roles of the family in the African traditional life

Methodology

- Explain the definition of a family and its different types using the discussion method.
- Using the brainstorm method, make a list of the roles of the family.

Assessment Strategy

- Give the learners an exercise to summarise the sub-topic.

Sub-Topic 2: The Clan

Specific Objectives	Content
The learner should be able to: • define a clan. • assess the significance of a clan in pre-colonial society. • identify the different roles of a clan.	• Definition of a clan • The significance of the clan system in the pre-colonial society • The different roles of a clan in the traditional society

Methodology

- Through guided discovery, ask the learners to write notes on a clan in library research.

Assessment Strategy

- Give the student an exercise about traditional clan system.

Sub-Topic 3: Age Groups and Age Sets

Specific Objectives	Content
The learner should be able to: • define an age set and age group. • explain the role of age groups and age sets in pre-colonial East African societies.	• Definition of an age set and age group • The role of age groups and age sets in pre-colonial East African societies

Methodology

- Let learners use guided discovery to make library research on the role of age groups in traditional African societies.

Assessment Strategy

- Give a test on the role of age sets in traditional African societies.

Sub-Topic 4: Initiation Ceremonies in Pre-colonial East African Societies

Specific Objectives	Content
The learner should be able to: • explain the origins of initiation ceremonies. • assess the significance of these ceremonies.	• Origins of initiation ceremonies • Significance of initiation ceremonies in pre-colonial East African societies

Methodology

- Using the discussion method, teach the learners about the origins of initiation ceremonies.

Assessment Strategy

- Give learners an exercise to explain the importance of initiation ceremonies in pre-colonial East African societies.

Sub-Topic 5: The Pre-Colonial East African Societies

Specific Objectives	Content
The learner should be able to: • discuss the origin of East African pre-colonial societies. • analyse the social and economic organisation of pre-colonial East African societies. • compare the organisation of different pre-colonial societies.	• The social and economic organisation of the following societies: - Baganda - Nyamwezi - Kikuyu - Chagga - Iteso - Banyoro - Nandi - Maasai - The Gala • Similarities and differences in the organisation of pre-colonial East African states

Methodology

- Use discussions to explain the type of societies that existed in pre-colonial East Africa.

Assessment Strategy

- Give learners an assignment to examine the social and economic organisation of Buganda kingdom.

SENIOR FIVE TERM II

Sub-Topic 6: African Traditional Religion

Specific Objectives	Content
The learner should be able to: • examine the various forms of African traditional religion in East Africa. • describe the characteristics of African traditional religion. • analyse the importance of African traditional religion in African societies.	• The forms of African traditional religion in East Africa • The features of African traditional religion • The importance of African traditional religion in pre-colonial East Africa

Methodology

- Guide learners through discussions on the forms and characteristics of African traditional religion.

Assessment Strategy

- Give the learners a Test about African traditional religion.

Sub-Topic 7: Pre-colonial Education in East Africa

Specific Objectives	Content
The learner should be able to: • explain the nature of African traditional education. • assess the significance of African traditional education in East Africa.	• The nature of African traditional education • The importance of African traditional education

Methodology

- Using discussions, teach the learners about the features of pre-colonial East African Education.

Assessment Strategy

- Give the learners an exercise about pre-colonial East African Education.

Sub-Topic 8: Exploitation of Natural Resources

Specific Objectives	Content
The learner should be able to: • identify the different forms of land tenure systems in East Africa. • describe the various types of land use in East Africa. • explain the influence of cultural practices on the environment.	• The forms of land tenure system in East Africa • The types of land use in East Africa: - gathering - hunting - fishing - crop farming - nomadic pastoralism • Influence of cultural practices on the utilisation of natural resources

Methodology

- Through group discussions and plenary presentations, explain the different forms of land tenure systems in East Africa.

Assessment Strategy

- Assess the learners through tests, exercises and assignments.

Sub-Topic 9: Pre-colonial Trade and Industry

Specific Objectives	Content
The learner should be able to: • identify the different trading commodities used in pre-colonial East Africa. • describe the organisation of trade between local communities. • explain the importance of the local industry in pre-colonial East Africa.	• Trading commodities in East Africa, salt, iron, ivory, tobacco • Organisation of trade in pre-colonial East Africa • The importance of the local industry in pre-colonial East Africa

Methodology

- Use group discussions to bring out the forms of pre-colonial trade and industry.

Assessment Strategy

- Give the learners a test about pre-colonial trade and industry.

Topic 2: Pre-Colonial External Contacts with East Africa

Duration: 30 Periods

Overview

The period of migrations across Africa affected East Africa as the inhabitants witnessed an influx of outsiders both from within Africa and beyond. This caused both social and economic consequences in the area.

General Objective

By the end of this topic, the learner should be able to understand the impact of pre-colonial contacts on the social and economic History of East Africa.

Sub-Topic 1: The Ngoni Invasion and Settlement in East Africa (1820-1860)

Specific Objectives	Content
The learner should be able to: • explain the background of the Ngoni migration into East Africa and their settlement patterns. • discuss the reasons for their migration into East Africa. • assess the impact of the Ngoni migration and settlement in East Africa.	• The background of the Ngoni migration and their settlement patterns • The reasons why they migrated into East Africa • The impact of the Ngoni migration into East Africa

Methodology

- Using discussions, teach the background and reasons for the migration of Ngoni into East Africa.

Assessment Strategy

- Give the learners a test about Ngoni migrations.

Sub Topic 2: Arab Settlement at the Coast of East Africa

Specific Objectives	Content
The learner should be able to: • explain the origin of the Arabs. • discuss the reasons for the coming of the Arabs into East Africa. • explain the role of Seyyid Said. • account for the coming of Seyyid Said to the East African coast. • analyse the changes in Zanzibar brought by Seyyid Said.	• The origin of the Arabs • The reasons for the coming of the Arabs into East Africa • The role of Seyyid Said • The reasons why Seyyid Said shifted to the East African coast • The social and economic developments in Zanzibar brought by Seyyid Said

Methodology

- Using guided discovery, ask the learners to write notes as they do library research on the reasons for the coming of Said Seyyid to Zanzibar.

Assessment Strategy

- Give the learners an exercise about the Arabs in Zanzibar.

Sub Topic 3: The Long Distance Trade

Specific Objectives	Content
The learner should be able to: • examine the factors which led to the development of long distance trade in East Africa. • discuss the organisation of long distance trade. • describe the role of different societies in long distance trade. • identify the problems faced during long distance trade.	• The factors responsible for the development of the long distance trade • The organisation of the long distance trade • The roles played by East African societies in the long distance trade - The role of Seyyid Said. - Mirambo - Tippu Tip • Problems faced in the long distance trade

Specific Objectives	Content
• assess the impact of long distance trade on the East African people	• The impact of long distance trade on the East African people

Methodology

- Use role play in teaching the role played by East African societies in the long distance trade.

Assessment Strategy

- Give the class an assignment about the problems faced by long distance traders.

Sub-Topic 4: Slave Trade and Slavery in East Africa

Specific Objectives	Content
The learner should be able to: • explain the origins of slave trade. • describe the organisation of slave trade in East Africa. • discuss the factors which led to the development of slave trade in East Africa. • assess the effects of slave trade in East Africa. • account for the abolition of slave trade in East Africa. • explain the factors which delayed the abolition of slave trade.	• The origins of slave trade business in East Africa • The organisation of slave trade in East Africa • The factors that led to development of slave trade in East Africa • The consequences of slave trade in East Africa • Reasons for abolition of slave trade in East Africa • The factors that delayed the abolition of slave trade

Methodology

- By using the brainstorm method, teach the results of slave trade in East Africa.

Assessment Strategy

- Give the learners a test on slave trade in East Afric

PART B: COLONIAL PERIOD

Topic 3: External Contacts with East Africa during the Colonial Period

Duration: 38 Periods

Overview

In the 19th Century, East Africa witnessed the coming in of Europeans who had a long lasting impact on the continent. The scramble for and partition of Africa opened up the East African gates for Europeans leading to a massive influx of explorers, the missionaries, the chartered companies and the imperialists, among others. Their main impact was the colonisation of the African continent.

General Objective

By the end of this topic, the learner should be able to understand the influence of external contacts on the history of East Africa during the colonial period.

Sub Topic 1: European Scramble for and Partition of East Africa

Specific Objectives	Content
The learner should be able to:	
• describe the background to the European scramble for and partition of East Africa.	• The background of the European scramble for and partition of East Africa
• examine the methods used by Europeans in imposition of colonial rule.	• The methods used in establishing colonial rule
• discuss the causes of the scramble for and partition of East Africa.	• The reasons for the European scramble for and partition of East Africa
• assess the impact of scramble for and partition of East Africa.	• The impact of scramble for and partition of East Africa

Methodology

- Guide learners to discuss the background and causes for the scramble for and partition of East Africa and its impact.

Assessment Strategy

- Give learners an exercise about the European scramble for and partition of East Africa.

Sub-Topic 2: The Coming of European Christian Missionaries into East Africa

Specific Objectives	Content
The learner should be able to: • explain the reasons for the coming of missionaries to East Africa. • assess the impact of Christian missionaries on East Africa. • explain the causes and effects of the religious wars in Buganda. • account for the emergence of independent church movements in East Africa. • assess the impact of the independent churches on East Africa.	• The reasons for the coming of Christian missionaries into East Africa • The impact of the Christian missionaries on East Africa • The causes and effects of the religious wars in the Kingdom of Buganda (1888-1892) • The factors responsible for the emergence of independent churches in East Africa • The impact of independent churches on the East Africans

Methodology

- Guide the learners to brainstorm the impact of European Christian missionaries in East Africa.

Assessment Strategy

- Give the learners a test on the coming of the European Christian missionaries to East Africa.

Sub Topic 3: The 1900 Buganda Agreement

Specific Objectives	Content
The learner should be able to: • describe the terms of the 1900 Buganda agreement.	• The terms of the 1900 Buganda agreement

Specific Objectives	Content
• assess the significance of the1900 Buganda agreement.	• The significance of the 1900 Buganda agreement on the history of Uganda

Methodology

- Use role play to describe the terms of the 1900 Buganda Agreement.

Assessment Strategy

- Give the learners an assignment on 1900 Buganda Agreement.

Sub-Topic 4: African Response to Colonial Rule

Specific Objectives	Content
The learner should be able to:	
• describe the different forms of African response towards European colonial rule.	• African/reaction to colonial rule: - resistance - collaboration
• account for the different African responses to the European colonial rule.	• Reasons for both collaboration and resistance.
• discuss the causes and effects of the Maji- Maji uprising in Tanganyika (1905-1907).	• The causes and effects of the Maji Maji rebellion in Tanganyika
• discuss the causes and effects of Mau-Mau rebellion in Kenya.	• The causes and effects of the Mau Mau rebellion of 1952 in Kenya

Methodology

- Guide a class discussion on the factors responsible for collaboration and resistance.

Assessment Strategy

- Give the learners a test on African response towards European colonial rule.

Topic 4: Social and Economic Developments in East Africa during the Colonial Times

Duration: 36 Periods

Overview

Colonialists brought many social and economic developments to East Africa especially the infrastructure, for example roads, railways, hospitals and schools, among others. These were largely meant to benefit the colonialists although the Africans too benefited albeit to a smaller extent.

General Objective

By the end of this topic, the learner should be able to appreciate the social and economic developments in East Africa during the colonial period.

Sub-Topic 1: Development of Transport and Communications

Specific Objectives	Content
The learner should be able to: • describe the development of the transport and communication sector in East Africa. • assess the impact of transport and communication on the social and economic development of East Africa. • identify the challenges faced in the development of transport and communication in East Africa.	• The development of roads, ports, railway transport, air transport, posts and telecommunications in East Africa • The significance of the transport and communication sector in East Africa • The challenges faced in the development of transport and communication in East Africa

Methodology

- Use discussions to teach about the transport system of East Africa.

Assessment Strategy

- Give the learners an exercise about the transport systems of East Africa.

Sub-Topic 2: The Uganda Railway 1896-1956

Specific Objectives	Content
The learner should be able to: • describe the background to the construction of the Uganda Railway. • explain the reasons why the Uganda railway was constructed. • discuss the problems faces during the construction of the Uganda railway. • assess the impact of the Uganda railway on East Africa.	• The background to the construction of the Uganda Railway • The reasons for the construction of the Uganda railway (1896-1956) • The problems faced during the construction of the Uganda Railway • The effects of the1896 construction of the Uganda Railway

Methodology

- Using guided discovery, ask the learners to write notes about the reasons for the construction of the Uganda Railway and its problems.

Assessment Strategy

- Ask the learners to write about the Uganda Railway.

Sub-Topic 3: The Colonial Economy in East Africa

Specific Objectives	Content
The learner should be able: • analyse the features of the colonial economy in East Africa. • account for the success of settler farming in Kenya. • discuss the effects of land and labour laws in Kenya. • describe the features of colonial industrialisation in Kenya.	• The features of the colonial economy in East Africa • The reasons for the success of settler farming in Kenya • The effects of policies that governed land and labour laws in colonial Kenya • Features of colonial industries in Kenya

Specific Objectives	Content
• account for the construction of industries in Kenya. • effects of colonial establishment of industries in East Africa.	• The reasons for the establishment of industries in Kenya • The consequences of colonial economic policies in East Africa

Methodology

- Use discussions to introduce colonial economy features to the learners.

Assessment Strategy

- Give the learners a test about the colonial economy.

Sub-Topic 4: Trade Unions in East Africa

Specific Objectives	Content
The learner should be able to: • account for the formation of trade unions in East Africa during the colonial period. • discuss the challenges faced by trade unions in East Africa. • assess the impact of trade unions in East Africa.	• The reasons for the formation of trade unions in East Africa • The challenges faced by trade unions in East Africa • The impact of trade unions in East Africa

Methodology

- Guide the learners in a discussion to identify the factors which led to the formation of trade unions in East Africa.

Assessment Strategy

- Give the learners an exercise on trade unions in East Africa.

Sub Topic 5: Urbanisation in East Africa

Specific Objectives	Content
The learners should be able to: • account for the growth of towns in East Africa. • describe the development of towns in East Africa. • assess the impact of urbanisation in East Africa.	• The reasons for the development of towns • The growth of towns in East Africa • The impact of urbanisation in East Africa

Methodology

- Use guided discovery to describe the development of towns in East Africa.

Assessment Strategy

- Give the learners an assignment about the factors leading to rapid urban development in East Africa.

PART C: POST-COLONIAL PERIOD

Topic 5: Social and Economic Development in East Africa since Independence

Duration: 58 Periods

Overview

East Africa has had challenges and developments since independence, including, among others, Ujamaa Socialism in Tanganyika, Harambee in Kenya and cooperative movements in East Africa.

General Objective

By the end of this topic, the learner should be able to understand the social and economic developments in East Africa since independence.

Sub-Topic 1: Socio–Economic Challenges in East Africa

Specific Objectives	Content
The learner should be able to: • describe the socio-economic challenges faced by the East African countries since independence. • identify the steps being taken to address the socio-economic challenges in East Africa.	• Challenges to East African states since independence: - Corruption - Unemployment - Development planning - Land tenure systems • Steps being taken to address the socio-economic challenges in East Africa

Methodology

- Lead a brainstorming session to study the challenges faced by East Africans.

Assessment Strategy

- Give the learners a test on the challenges faced by East African states.

Sub-Topic 2: The Ujamaa Policy in Tanzania (African Socialism)

Specific Objectives	Content
The learner should be able to: • explain the philosophy of the Ujaama policy in Tanzania. • discuss the objectives of the Ujamaa policy in Tanzania. • examine the significance of the Ujamaa policy in Tanzania. • identify the shortcomings of the Ujamaa policy in Tanzania.	• The philosophy of the Ujamaa policy (African socialism) • Objectives of the Ujaama policy in Tanzania • Consequences of the Ujamaa policy in Tanzania • Shortcomings of the Ujamaa policy

Methodology

- Through discussions, help the learners to understand the Ujamaa policy, its objectives and significance in East Africa.

Assessment Strategy

- Give the learners a test relating to the Ujamaa socialism ideology in Tanganyika.

Sub-Topic 3: Harambee Philosophy in Kenya

Specific Objectives	Content
The learner should be able to: • explain the Harambee philosophy in Kenya. • discuss the objectives of the Harambee philosophy in Kenya • assess the impact of the Harambee philosophy in Kenya. • examine the weaknesses of the Harambee philosophy in Kenya.	• Define the term "Harambee philosophy" • The objectives of the Harambee philosophy in Kenya • The impact of Harambee on Kenya • The weaknesses of the Harambee philosophy in Kenya

Methodology

- By using the guided discovery method, let the learners make library notes about the Harambee philosophy in Kenya.

Assessment Strategy

- Set an assignment to examine the weaknesses of the Harambee philosophy in Kenya.

Sub-Topic 4: The Common Man's Charter in Uganda

Specific Objectives	Content
The learner should be able to: • define the Common Man's Charter. • discuss the objectives of the Common Man's Charter. • assess the impact of the Common Man's Charter on Uganda.	• The background to the Common Man's Charter • The objectives of the Common Man's Charter • The impact of the Common Man's Charter on Uganda

Methodology

- Guide learners in a discussion to describe the background and objectives of the Common Man's Charter in Uganda.

Assessment Strategy

- Give the learners a test about the Common Mans Charter in Uganda.

Sub-Topic 5: Cooperative Movement in East Africa

Specific Objectives	Content
The learner should be able to: • define the term cooperative movement. • discuss the objectives of cooperatives in East Africa. • describe the development of the cooperative movement in East Africa. • assess the impact of the cooperative Movement in East	• The background and the cooperative movements in East Africa • The objectives of the cooperative movements in East Africa. • The development of the cooperative movements in East Africa • The impact of the cooperative movements in East Africa

Specific Objectives	Content
Africa. • examine the challenges faced by the cooperative movement in East Africa.	• The weaknesses of the movement.

Methodology

- Guide the learners in a discussion about the objectives of the cooperative movements in East Africa.
- Use role play to bring out the challenges faced by the cooperative movement in East Africa.

Assessment Strategy

- Give a class exercise about cooperative movements.

Sub-Topic 6: Neo-Colonialism in East Africa

Specific Objectives	Content
The learner should be able to: • define the concept of neo-colonialism. • describe the different forms of neo-colonialism. • discuss the impact of neo-colonialism in East Africa. • examine the measures taken by the East African governments to solve the problem of neo-colonialism.	• The definition of neo-colonialism • The forms of neo-colonialism • The impact of neo-colonialism in East Africa • The measures taken to solve the problems of neo-colonialism

Methodology

- Use group discussions and plenary presentations to define and explain the different forms of neo-colonialism in East Africa.

Assessment Strategy

- Give the learners a test about neo-colonialism in East Africa.

Sub-Topic 7: Foreign Aid in East Africa

Specific Objectives	Content
The learner should be able to: • define foreign aid • discuss the advantages and disadvantages of foreign aid in East Africa. • assess impact of foreign aid on East Africa	• The definition and types foreign aid in East Africa • The advantages and disadvantages of foreign aid • The results of foreign aid in East Africa

Methodology

- Use guided discovery to explain to the learners the implication of foreign aid and its impact on East Africa.
- Through Internet research, let the learners make notes on the benefits and results of foreign aid in East Africa.

Assessment Strategy

- Give the learners a test about foreign aid in East Africa.

Sub-Topic 8: Asian Activities in Post-Colonial East Africa

Specific Objectives	Content
The learner should be able to: • describe the activities of the Asians in post- colonial East Africa. • assess the impact of the Asian activities in East Africa.	• The activities of Asians in post-colonial East Africa • The impact of their activities in East Africa

Methodology

- Explain the Asian activities in East Africa.

Assessment Strategy

- Ask learners to account for the coming of the Asians in East Africa.

Sub-Topic 9: The 1964 Zanzibar Revolution

Specific Objectives	Content
The learner should be able to: • discuss the causes of the 1964 Zanzibar revolution. • assess the impact of the 1964 Zanzibar revolution. • explain the reasons for the success of the revolution.	• The causes of the 1964 Zanzibar revolution • The consequences of the revolution • The reasons for the success of the revolution

Methodology

- Use guided discussions about the causes and results of the 1964 Zanzibar revolution.

Assessment Strategy

- Give the learners an assignment about the reasons for the success of 1964 Zanzibar revolution.

Sub-Topic 10: The 1972 Economic War in Uganda

Specific Objectives	Content
The learner should be able to: • discuss the causes of the1972 Economic War. • examine the results of the 1972 Economic War in Uganda.	• The causes of the 1972 Economic War in Uganda • The consequences of 1972 Economic War in Uganda

Methodology

- Using discussions help the learners to understand the causes and results of the 1972 Economic War in Uganda.

Assessment Strategy

- Give the learners a test about the 1972 Economic War in Uganda.

Sub-Topic 11: The East African Community (EAC)

Specific Objectives	Content
The learner should be able to:	
• describe the origin of the East African Community.	• The origin of the East African Community
• discuss the objectives of the East African Community.	• The objectives of the East African Community
• examine the successes and failures of the East African Community by 1977.	• The successes and failures of the East African Community by 1977
• account for the collapse of the East African Community in 1977.	• The reasons for the collapse of the East African Community in 1977
• explain the need for the revival of the East African Community.	• The reasons for the revival of East African Community in 1999
• describe the steps taken to revive the East African Community.	• The steps taken to revive the East African Community since 1999
• explain the challenges faced during the revival of the East African Community.	• The challenges faced during the revival of the East African Community.

Methodology

- Using discussions, present the origin, objectives and achievements of the East African Community.

Assessment Strategy

- Set a test on the sub-topic of the East African Community.

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UNIT 3: EUROPEAN HISTORY 1789-1970

Objectives of Unit 3

This unit will enable learners to:

i) compare the history of Europe with that of Africa.

ii) analyse the causes of historical events in Europe.

iii) understand the consequences of European events.

SENIOR FIVE TERM I

Topic 1: The French Revolution of 1789

Duration: 38 Periods

Overview

The French revolution was a climax of class antagonism in France. The peasants suffered greatly at the hands of nobles and upper clergymen. The French revolution was engineered by philosophers and activated by members of the middle class and foreign powers. King Louis and his noble class lost the revolution. It had a number of causes, events and far reaching results.

General Objective

By the end of this topic, the learner should be able to understand the changes brought about by the French Revolution of 1789 and its impact on the world.

Sub-Topic 1: Causes of the French Revolution of 1789

Specific Objectives	Content
The learner should be able to: • define the 1789 French Revolution • state the background of 1789 French revolution. • explain the causes of the 1789 French Revolution: - long term causes - short term causes.	• The definition of the French Revolution • The background of the 1789 French Revolution • The causes of the 1789 French Revolution: ***Long term causes:*** - Autocracy of the regime - The role of the Catholic Church - The influence of the French political philosophers - The role of the British political system - The bankruptcy of the French regime - The role of Louix XVI and his wife - The class system

Specific Objectives	Content
	- External wars ***Short term causes:*** - Natural calamities - The meeting of the Estates General and so on

Methodology

- Introduce the French revolution to the learners through discussions.

Assessment Strategy

- Assign the learners a task of visiting library and make some notes about the French revolution.

Sub-Topic 2: The Course of the French Revolution (1789-1791)

Specific Objectives	Content
The learner should be able to assess the significance of the major events in the course of the French Revolution from 1789 to 1791.	• The major events in the course of the 1789 French Revolution: - The Estates General meeting of 5th May 1789 - The Tennis Court Hall Oath of June 1789 - The Royal Session of 23rd June 1789 - The storming of the Bastille on 14th July 1789 - The decrees of 4th August 1789 - The declaration of the rights of man and citizen charter on 27th July 1789 - The match of the women to Versailles on 5th October 1789 - The Civil Constitution of the Clergy in 1790 - The flight of the King to Varennes in June 1791

Specific Objectives	Content
	- The 1791 new French Constitution

Methodology

- Guide learners in group discussions to study the major events in the course of the French revolution.

Assessment Strategy

- Ask the learners to read and make notes about the women's' match to Versailles

Sub-Topic 3: The Reign of Terror of 1792-1794

Specific Objectives	Content
The learner should be able to: • describe the concept of the Reign of Terror. • explain the causes of Reign of Terror. • assess the effects of the Reign of Terror in France.	• The concept of the Reign of Terror • The causes of the Reign of Terror • The effects of the Reign of Terror - The role of Louis XVI and his wife - The class system - external wars

Methodology

- Through guided discovery, help the learners to learn about the causes of the Reign of Terror.

Assessment Strategy

- Administer a test about the Reign of Terror in France.

Sub-Topic 4: France at War with the Rest of Europe (1792-1802)

Specific Objectives	Content
The learner should be able to: • identify the wars between France and the rest of Europe from 1792-1802. • discuss the causes and consequences of the wars between France and the rest of Europe. • describe the wars between France and Austria in 1792. • examine the Italian campaign of 1796 (formation of the second coalition from 1798-1802).	• The wars between France and the rest of Europe from 1792 -1802 • The consequences of wars between France and the rest of Europe. • The wars between France and Austria in 1792 (the formation of the first European coalition) • The Italian campaign of 1796 (formation of the second coalition from 1798-1802)

Methodology

- Use guided discovery to help the learners to identify the wars that took place between France and the rest of Europe.

Assessment Strategy

- Give the learners a test about the wars in France between 1792-1802.

Sub-Topic 5: The Directory Government (1795-1799)

Specific Objectives	Content
The learner should be able to: • describe the structure of the Directory Government. • assess the performance of the Directory Government. • examine the achievements of the Directory Government. • examine the weaknesses of the Directory Government.	• The structure of the Directory Government • The performance of the Directory Government • The achievements of the Directory Government • The weaknesses of the Directory Government

Methodology

- By using the chalk and talk method, bring out the structure of the Directory Government.

Assessment Strategy

- Give the learners an assignment about the achievements of the directory government.

Sub-Topic 6: Impact of the French Revolution of 1789

Specific Objectives	Content
The learner should be able to: • account for the success of the French revolution of 1789. • assess the impact of the French revolution of 1789 on France and Europe.	• The reasons for the success of the 1789 French revolution • The impact of the French revolution of 1789 on France and Europe

Methodology

- Guide learners to discuss the reasons for the success of 1789 French revolution.

Assessment Strategy

- Ask the learners to assess the effects of 1789 French revolution.

SEIOR FIVE TERM II

Topic 2: Napoleon Bonaparte 1799-1815

Duration: 28 Periods

Overview

Napoleon is a product of the French revolution. Many of his reforms tried to solve the weakness of the ancient regime. He was very aggressive and left power in 1814 in disgrace.

General Objective

By the end of this topic, the learner should be able to discuss the influence of Napoleon Bonaparte on Europe and the world at large.

Sub-Topic 1: Rise of Napoleon Bonaparte to Power

Specific Objectives	Content
The learner should be able to: • trace the origin of Napoleon Bonaparte I. • explain the factors for the rise of Napoleon Bonaparte I to power in France in 1799.	• The origin of Napoleon Bonaparte I • The factors for the rise of Napoleon Bonaparte I to power in France in 1799

Methodology

- Guide learners in discussions about the background and factors responsible for the rise of Napoleon I to power in France.

Assessment Strategy

- Give the learners an assignment about the factors for the rise of Napoloen I to power.

Sub-Topic 2: The Domestic Policy of Napoleon Bonaparte I

Specific Objectives	Content
The learner should be able to: • identify the domestic policies of Napoleon I. • assess the significance of Napoleon I's domestic policies. • examine the weaknesses of Napoloen I's domestic policies.	• The domestic policies of Napoleon I • The achievements of Napoleon I's domestic policies • The weaknesses in Napoleon I's domestic policies

Methodology

- Guide learners in discussions about the Napoleon's domestic policies, their achievements and weaknesses.

Assessment Strategy

- Give the learners an assignment about the domestic policies of Napoloen I.

Sub-Topic 3: The Foreign Policy of Napoleon Bonaparte I

Specific Objectives	**Content**
The learner should be able to: • account for the aggressive foreign policy of Napoleon I on Europe. • identify the major aspects of Napoleon I's foreign policy. • examine the significance of Napoleon I's foreign policy. • discuss the factors responsible for Napoleon I's downfall.	• Napoleon I's aggressive foreign policy • The aspects of Napoleon I's foreign policy; - The Trafalgar War - The Continental System of 1806 - The Peninsular Wars of 1808-1813 - The Moscow Campaign of 1812 - The Battle of Nations of 1813 • The significance of Napoleon I's foreign policy • The factors for the downfall of Napoleon Bonaparte 1 from power

Methodology

- Lead a brainstorming session on the significance of Napoleon I in France.

Assessment Strategy

- Administer a test about the foreign policy of Napoleon I.

Topic 3: The Vienna Settlement of 1814-1815 and the Congress System of 1818–1830

Duration: 10 Periods

Overview

The congress system and Vienna Settlement / Congress of Vienna are the aftermath of the Napoleonic era. In 1815, the first meeting to discuss the effects of Napoleonic wars was the congress system. By 1830 before the collapse of the congress system, about six congresses had been held.

General Objective

By the end of this topic, the learner should be able to understand the role of international diplomacy in the maintenance of peace and stability in Europe and the world at large.

Sub-Topic 1: The Vienna Settlement of 1814 – 1815

Specific Objectives	Content
The learner should be able to: • describe the background to the Vienna Congress of 1814 – 1815. • explain the objectives of the Vienna Congress of 1814 – 1815. • discuss the terms of the Vienna Congress (the Vienna Settlement of 1815). • assess the impact of the Vienna Settlement of 1815 on Europe.	• The background to the Vienna Congress of 1814 – 1815 • The objectives of the Vienna Congress of 1814 – 1815 • The terms of the Vienna Congress of 1814 – 1815 (The Vienna Settlement of 1815) • The impact of the Vienna Settlement of 1815 on Europe

Methodology

- Use discussions to introduction of the sub-topic of Vienna settlement.

Assessment Strategy

- Give the learners an assignment about the Vienna settlement..

Sub-Topic 2: The Congress System (Concert of Europe) 1818 - 1830

Specific Objectives	Content
The learner should be able to: • describe the origin of the congress system of 1818 – 1830. • identify the major congresses between 1818 and1830. • assess the impact of the congress system on Europe. • account for the collapse of the congress system by 1830.	• The origin of the congress system • The major congresses: - Aix La Chapelle in1818 - Troppau in 1820 - Laibach in 1821 - Verona in 1822 - St. Petersburg 1825 - London 1827 • The impact on Europe • The reasons for the collapse of the congress system

Methodology

- Use discussion to bring out the background and the introduction of the congress system.

Assessment Strategy

- Give the learners a test about the congress system.

Topic 4: The Revolutions of 1815-1830 in Europe

Duration: 12 Periods

Overview

This was a revolutionary period following the mistakes committed in the 1814 - 1815 Vienna Settlement in Europe. It is the history of France after the restored Bourbon Monarchy of 1815-1830. It came to power when France had had many revolutions. That is why it became the first elected government in France. This government was quite democratic and Louis Philippe tried to rule France according to the 1815 constitutional charter. His great weakness was to favour the middle class and poor foreign policy that eventually led to his down fall in 1848.

General Objective

By the end of this topic, the learner should be able to understand the root cause of the revolutionary situations in Europe and how such situations could be avoided in Africa.

Sub-Topic 1: France 1814-1830 (The Restored Bourbons)

Specific Objectives	Content
The learner should be able to; • describe the 1814 constitutional charter. • assess the policies of Louis XVIII from 1814-1824. • describe the background of Charles X (1824- 1830). • assess the policies of Charles X (1824- 1830) • account for the collapse of the restored Bourbon monarchy in France in 1830.	• The 1814 Constitutional Charter • The policies of Louis XVIII • The background of Charles X • The policies of Charles X • The reasons for the collapse of the Bourbon monarchy in France

Methodology

- Explain to the learners the 1814-1830 revolutionary situation in France.

Assessment Strategy

- Give the learners an assignment about the factors responsible for the collapse of the Bourbon Monarchy.

Sub-Topic 2: The 1830 Revolutions in Europe

Specific Objectives	Content
The learner should be able to: • provide the background for 1815-1830 revolutions in Europe. • examine the causes of 1815-1830 revolutions in Europe. • assess the results of 1815-1830 revolutions in Europe.	• The background of 1815-1830 revolutions in Europe • The causes of 1815-1830 revolutions in Europe. • The results of 1815-1830 revolutions in Europe.

Methodology

- Use discussion method to teach the general causes and the results of the 1830 revolutions in Europe.

Assessment Strategy

- Task the learners to account for the outbreak of the 1830 revolutions in Europe.

Sub-Topic 3: The Case Studies of 1830 Revolutions in Europe

Specific Objectives	Content
The learner should be able to: • List the countries where the 1830 revolutions took place. • explain the causes of the 1830 revolutions in Europe. • assess effects of the 1830 revolutions in Europe. • account for the success of some of the 1830 revolutions in Europe.	• The 1830 revolutions in Europe namely: - France - The Italian States - Poland - Belgium • The causes of the 1830 revolutions in Europe • The results of 1830 revolutions in Europe • The reasons for the success of the 1830 revolutions in France and Belgium

Specific Objectives	Content
• discuss the factors for the failure of some of the 1830 revolutions in Europe.	• The factors responsible for the failure of the 1830 revolutions in the Italian states and Poland

Methodology

- Guide a brainstorming session for learners to generate a list of causes of the outbreak of the 1830 revolutions in France.

Assessment Strategy

- Give the learners a test about the 1830 revolutions in Europe.

Sub-Topic 4: The Orleans Monarchy under Louis Philippe 1830-1848

Specific Objectives	Content
The learner should be able to:	
• provide a background to the government of Orleans monarchy.	• The background of Orleans monarchy government in France
• account for the rise of Louis Philippe to power.	• Reasons that aided Louis Philippe to rise to power
• discuss the reforms of consolidation to power by Louis Philippe.	• The reforms of consolidation to power by Louis Philippe
• identify the foreign policies of Louis Philippe.	• The foreign policy of Louis Phillip
• account for the downfall of Louis Philippe from power in 1848.	• The downfall of Orleans monarchy in 1848

Methodology

- Use discussions to bring out the background of the factors responsible for the rise of Louis Philippe to power.

Assessment Strategy

- Give the learners an assignment to examine the foreign policy of Louis Philippe.

Sub-Topic 5: The 1848 Revolutions in Europe

Specific Objectives	Content
The learner should be able: • List the countries that were involved sin 1848 revolutions. • examine the causes of the 1848 revolutions in Europe. • discuss the features of the 1848 revolutions • account for the failure of the 1848 revolutions in Europe. • mention why some countries never experienced the 1848 revolutions. • assess the effects of the 1848 revolutions in Europe.	• The 1848 revolutions in: - France - Austria – Hungary - Prussia - The Italian states • The causes of the 1848 revolutions in Europe. • The characteristics of the 1848 revolts • The reasons for the absence of the 1848 revolutions in some parts of Europe. • The reasons for the success of the 1848 revolutions in some European countries. • The reasons for the failure of the 1848 revolutions in some parts of Europe. • The consequences of the 1848 revolutions

Methodology

- Through guided discovery and library research, let the learners make notes on reasons why some European countries never experienced the 1848 revolutions.

Assessment Strategy

- Give the student a test on the theme of the 1848 revolutions.

Sub-Topic 6: The Second French Republic of 1850-1870

Specific Objectives	Content
The learner should be able to: • provide a background for the formation of a second French Empire of 1852-1870. • account for its formation.	• The background to the formation of a second French Empire of 1852-1870

Specific Objectives	Content
• describe its foreign policies. • account for its downfall in 1870.	• Reasons for its formation • The foreign policy of the second French Republic • The downfall of second French Republic

Methodology

- Use guided discovery method to teach about the 2nd French Empire of 1850-1870.

Assessment Strategy

- Task the learners to account for the formation of the second French Empire of 1850-1870.

SENIOR FIVE TERM III

Topic 5: The Unification Struggles in Europe up to 1871

Duration: 16 Periods

Overview

The unification struggles have their background in the Napoleonic wars and the 1815 Vienna Settlement. Italy and Germany had supported Napoleon I in his wars across Europe in 1799-1814. Therefore at the Vienna Settlement of 1815, the independence of Italy and Germany was placed under the control of Austria until 1870 and 1871 respectively.

General Objective

By the end of this topic, the learner should be able to appreciate the importance of unity in nation building.

Sub-Topic 1: The Unification of Italy up to 1870

Specific Objectives	Content
The learner should be able to: • describe the nature of the Italian states before 1870. • discuss the problems that hindered the unification of the Italian states. • describe the stages in the unification of the Italian states up to 1870. • explain the role of the various personalities in the unification of the Italian states. • discuss the factors that facilitated the unification of the Italian states.	• The nature of the Italian states before 1870 • The problems that hindered the unification of the Italian states. • The stages in the unification of the Italian states up to 1870 • The personalities involved in the Italian unification struggle: - Guiseppe Mazzini - Guiseppe Garibaldi - Victor Emmanuel - Camillo Cavour - Pope Pius IX - Orsini • The factors that facilitated the unification of the Italian states

Methodology

- Using discussions, explain to the learners the nature of Italian states before 1850.

Assessment Strategy

- Give the learners an exercise on unification struggles of Italy.

Sub-Topic 2: The Unification of Germany up to 1871

Specific Objectives	Content
The learner should be able to: • describe the nature of the German states before 1871. • discuss the obstacles that hindered the unification of the German states before 1871. • examine the stages in the unification of the German states. • explain the role of the German nationalists in the unification of the German states. • discuss the factors that facilitated the unification of the German states.	• The nature of the German states before 1871 • The obstacles to the unification of the German states • The stages in the unification of the German states • The role of the German nationalists in the unification struggles: - Fredrick William IV - William I - Otto Von Bismarck - Von Roon - Von Maltke • Factors that facilitated the unification of the German states

Methodology

- Using discussions, explain the factors that hindered Germany's unification.
- Give learners group work about the role of the personalities in the struggle for German unification.

Assessment Strategy

- Give the learners an exercise about the role of external powers in the unification struggle for Germany.

Topic 6: Germany 1871-1890

Duration: 06 Periods

Overview

Basically this period is about Otto Von Bismarck and his military, social, political and economic reforms in Germany and the world at large.

General Objective

By the end of this topic, the learner should be able to appreciate Otto Von Bismarck's alliance system in maintaining European peace between 1871 and 1890.

Sub-Topic 1: Bismarck and the German Empire

Specific Objectives	Content
The learner should be able to: • explain the background to the domestic and foreign policies of Otto Von Bismarck between 1871 and 1890. • discuss the domestic policy of Otto Von Bismarck 1871-1890. • assess the foreign policy of Otto Von Bismarck 1871 – 1890. • explain the importance of the 1884 – 1885 Berlin Conference. • account for Bismarck's downfall.	• The background to Bismarck's: - domestic policy - foreign policy • The domestic policy of Bismarck 1871-1890 • The foreign policy of Bismarck 1871 – 1890 • The 1884 – 1885 Berlin Conference • The factors for Bismarck's downfall

Methodology

- Using the discussion method explain the domestic and foreign policies of the Germany Empire.

Assessment Strategy

- Give the learners a test about the 1871-1890 Germany Empire.

SENIOR SIX TERM I

Topic 7: The Eastern Question (1815-1913)

Duration: 30 Periods

Overview

The Eastern Question is about Asia and the European powers scrambling for the declining empire of Turkey in 19th Century Europe and Balkan Peninsular.

General Objective

By the end of this topic, the learner should be able to understand the challenges faced by the European powers in solving the Eastern Question and how such challenges could be handled in Africa.

Sub-Topic 1: The Ottoman Empire

Specific Objectives	Content
The learner should be able to: • define the concept of the Eastern Question. • account for the decline of the Ottoman Empire.	• The definition of the concept of the Eastern Question • The factors for the decline of the Ottoman Empire

Methodology

- Use discussions to explain the concept of the Eastern Question.

Assessment Strategy

- Give an assignment about the concept of the Ottoman Empire and the factors responsible for its decline.

Sub-Topic 2: The Greek War of Independence of 1821-1833.

Specific Objectives	Content
The learner should be able to: • explain the causes and effects of the Greek war of independence. • describe the course of the Greek war of independence from 1821	• The causes of the Greek war of independence • The course of the Greek war of independence • The reasons for the success of

Specific Objectives	Content
to 1833. • account for the success of the Greek war of independence in 1833. • The consequences of the Greek war of independence.	the Greek war of independence • The consequences of the Greek war of independence.

Methodology

- By using guided discovery and library research, ask the learners to write notes about the course of the Greek war of independence.

Assessment Strategy

- Give the learners a test about the Greek war of independence.

Sub-Topic 3: The Syrian Question of 1831 – 1841

Specific Objectives	Content
The learner should be able to: • explain the concept of the Syrian Question. • discuss the causes and effects of the Syrian Question. • assess the significance of the Straits Convention of 1841.	• The definition of the concept of the Syrian Question • The causes and effects of the Syrian Question of 1831-1841 • The significance of the Straits Convention of 1841

Methodology

- Use discussions to teach about the concept of the Syrian Question and its causes.

Assessment Strategy

- Give the learners an assignment about the significance of the Syrian Question of 1831-1841.

Sub-Topic 4: The Crimean War 1854-1856

Specific Objectives	Content
The learner should be able to: • explain the background to the outbreak of the Crimean war of 1854-56. • discuss the causes and effects of the Crimean war of 1854-56. • describe the course of the Crimean war of 1854-56. • examine the significance of the 1856 Paris Peace Treaty.	• The background to the outbreak of the Crimean war of 1854-1856 • The causes and effects of the Crimean war of 1854-56 • The course of the Crimean war of 1854-56 • The significance of 1856 Paris Peace Treaty

Methodology

- Through discussions, teach about the background of the Crimean war and its causes.

Assessment Strategy

- Give the learners a test about the Crimean war.

Sub-Topic 5: The Berlin Congress of 1878

Specific Objectives	Content
The learner should be able to: • explain the events that led to the 1878 Berlin Congress. • discuss the terms of the Berlin Congress of 1878. • assess the significance of the Berlin Congress of 1878 on Europe.	• The events that led to the Berlin Congress of 1878: - The Bulgarian Crisis of 1875 - Revolts in Bosnia of 1875 - San Stefano Treaty 1877 • The terms of the Berlin Congress of 1878 • The significance of the Berlin Congress of 1878

Methodology

- Use discussion to explain the events that led to 1878 Berlin Congress.

Assessment Strategy

- Give the learners an exercise about the 1878 Berlin Congress.

Sub-Topic 6: The Balkan Crisis of 1908-1913

Specific Objective	Content
The learner should be able to explain the causes and effects of the Balkan Crisis of 1908-1913.	• The causes of the Balkan crisis of 1908-1913 • The effects of the Balkan crisis of 1908-1913

Methodology

- Using the brainstorm method, generate a list of the effects of 1908-1913 Balkan Crisis.

Assessment Strategy

- Give the learners a test about the 1908-1913 Balkan Crisis.

Specific Objectives	Content

Topic 10: World War II (1939 – 1945)

Duration: 12 Periods

Overview

This was a continuation of World War I which resulted from the mistakes made in the Versailles Peace Settlement. The mistreatment of Germany in particular resulted into the outbreak of World War II in 1939. The failure of the League of Nations in 1939 at the outbreak of World War II led to the establishment of United Nations Organisation in 1945 to ensure international peace and stop the possibility of the outbreak of World War III.

General Objective

By the end of the topic, the learner should be able to understand the changes brought about by the occurrence of World War II.

Sub-Topic 1: World War II (1939 – 1945)

Specific Objectives	Content
The learner should be able to: • explain the background to World War II of 1939 – 1945. • examine the causes of World War II of 1939 – 1945. • explain the role of the Axis Alliance in the outbreak of World War II. • discuss the factors responsible for the defeat of the Axis powers in World War II. • analyse the results of World War II.	• The background to the outbreak of World War II of 1939 –19 45 • The causes of World War II of 1939 – 1945 • The role of the Axis powers in the outbreak of the World War II • The factors for the defeat of the Axis powers in World War II • The consequences of World War II

Methodology

- Using discussions, teach the learners about the background and the causes of World War II.

Assessment Strategy

- Give learners a test about the theme of World War II.

Sub-Topic 2: The United Nations Organisation of 1945-1970

Specific Objectives	Content
The learner should be able to: • explain the background to the formation of United Nations Organisation(UNO) • explain the objectives of the United Nations Organisation. • identify the organs of the United Nations Organisation. • examine the achievements of the United Nations Organisation by 1970. • discuss the challenges faced by the United Nations Organisation • Examine the failures of the United Nations Organisation.	• The background to the formation of the United Nations Organisation • The objectives of the United Nations Organisation • The organs of UNO • The achievements of the United Nations Organisation by 1970 • The challenges faced by the United Nations Organisation by 1970 • The failures of the United Nations Organisation by 1970

Methodology

- Guide a brainstorming session to generate a list of aims for the establishment of United Nations Organisation.

Assessment Strategy

- Give the learners an assignment about the problems faced by United Nations Organisations.

SENIOR SIX TERM III

Topic 11: The Cold War (1945-1970)

Duration: 20 Periods

Overview

This topic tackles the post-World War II history of modern Europe. World War II created two superpowers namely: America (Capitalist) and Russia (Socialist). The two superpowers determined the events of world history since then.

General Objective

By the end of the topic, the learner should be able to understand the influence of the Cold War on the world by 1970.

Sub-Topic 1: The Cold War (1945-1970)

Specific Objectives	Content
The learner should be able to: • explain the concept of the Cold War. • examine the causes and consequences of the Cold War by 1970	• The concept of the Cold War • The causes and consequences of the Cold War by 1970

Methodology

- Teach the background and causes of Cold War using discussions.

Assessment Strategy

- Give the learners an exercise about Cold War politics.

Sub-Topic 2: The North Atlantic Treaty Organisation (1949-1970)

Specific Objectives	Content
The learner should be able to: • describe the background to the formation of the North Atlantic Treaty Organization(NATO). • explain the objectives of the North Atlantic Treaty Organisation. • examine the achievements of the North Atlantic Treaty Organisation by 1970 • discuss the challenges that confronted the North Atlantic Treaty Organisation by 1970.	• The background to the formation of the North Atlantic Treaty Organisation • The objectives of the North Atlantic Treaty Organisation. • The achievements of the North Atlantic Treaty Organisation by 1970 • The failures and challenges of the North Atlantic Treaty Organisation by 1970

Methodology

- Using guided discovery and library research let the learners write notes about the challenges that were being faced by NATO.

Assessment Strategy

- Give the learners a test about the theme of NATO.

Sub-Topic 3: The European Economic Community (1953-1990)

Specific Objectives	Content
The learner should be able to: • explain the background to the formation of the European Economic Community(EEC). • identify the objectives for the formation of the European Economic Community. • examine the achievements of the European Economic	• The background to the formation of the European Economic Community. • The objectives of the European Economic Community • The achievements of the European Economic Community by 1970

Community by 1990. • discuss the challenges that confronted the European Economic Community by 1970.	• The challenges to the European Economic Community by 1970

Methodology

- Guide group discussions for the learners to learn about the background, objectives, achievements and challenges of the European Economic Community.

Assessment Strategy

- Give the learners an exercise about the challenges of the European Economic Community.

Sub-Topic 4 : The Strategic Arms Limitation Talks (SALT)

Specific Objectives	Content
The learner should be able to: • explain the concept of the Strategic Arms Limitation Talks (SALT).	• The concept of the strategic Arms Limitation Talks (SALT)
• examine the objectives of the Strategic Arms Limitation Talks.	• The objectives of the strategic Arms Limitation Talks
• describe the main aspects of SALT I and SALT II.	• The aspects of the Strategic Arms Limitation Talks: - SALT 1 1972 - SALT 2 1979
• discuss the challenges faced by the strategic Arms Limitation Talks after World War II.	• The challenges faced by the Strategic Arms Limitation Talks after World War II
• examine the impact of the Strategic Arms Limitation Talks on Europe.	• The impact of the Strategic Arms Limitation Talks on Europe after World War II

Methodology

- Explain the concept and objectives of SALT using class discussion.

Assessment Strategy

- Give the class an assignment about the effects of Strategic Arms Limitation Treaty.

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UNIT 4: WORLD AFFAIRS SINCE 1939

Objectives of Unit 4

This unit will enable learners to:

i) promote the understanding of international relations.

ii) trace the origin and evolution of present day political systems.

iii) Provide a study of the social, political and economic developments in the world affairs since 1939.

SECTION A: THE UNITED STATES OF AMERICA (USA) AND CANADA

SENIOR FIVE TERM I

Topic 1: The Emergence of the United States of America and Canada as Major Powers in World Politics

Duration: 16 Periods

Overview

This topic is about the emergence of the United States of America (USA) and Canada as major powers in world politics. The constitutions of these two countries plus their internal and domestic policies are key factors that made them dominate world affairs.

General Objective

By the end of this topic, the learner should be able to understand the major social, economic and political developments in the United States of America (USA) and Canada and the impact of these events on world affairs.

Sub-Topic 1: The United States of America (USA)

Specific Objectives	Content
The learner should be able to: • explain the background of the American Constitution. • describe the features / characteristics of the American Constitution. • assess the performance of America's presidents from F. D. Roosevelt.	• The origins of the USA Constitution • The characteristics of the USA constitution • The achievements of American presidents from F D. Roosevelt: - Domestic policy

Specific Objectives	Content
• trace the racial and minority problems in the USA and explain the population structure and the immigration policy of USA. • explain America's role in World politics and the results of her involvement on world affairs.	- Foreign policy • The origin of the racial and minority problems in the USA: - The Anti Racial Movements in the USA: (the Little Rock Crisis) • The America's role in world politics as for example; - The USA immigration policy - The USA foreign policy since 1941 in: o The Middle East o Indo China (Vietnam) o The Cuban missile crisis

Methodology

- Introduce the topic and sub-topic through class discussions.
- Instruct the learners which textbooks to be use through guided discovery.
- Using guided discovery, ask the learners to list some of the American presidents they know.
- Using the discussions, introduce to learners the theme of assessing the achievements and foreign policy of American presidents.
- Using guided discussion, introduce the learners to the racial problems in the USA.
- Using guided discovery, trace the possible causes and the impact of racial movements in the USA.

Assessment Strategy

- Ask the learners to define a constitution and outline the features of the United States of America constitution.
- Give the learners a test asking them to examine the achievements of American presidents since 1933.
- Give the learners a test to describe the causes and effects of racial movements in the USA.
- Give the learners an assignment to discuss the role of the USA in world politics.

Sub-Topic 2: Canada

Specific Objectives	Content
The learner should be able to: • describe the political and Economic background of Canada. • list the economic problems in Canada after World War II. • assess the role of Canada in the Commonwealth, UNO, NATO • evaluate the role of Canada in the foreign aid. • explain the factors responsible for the emergence of Canada as a major power in world politics.	• The political and economic background of Canada • Canada's economic problems after World War II • Canada's foreign policy and her role in: - the Commonwealth - the UNO - NATO • Aid to foreign countries • The emergence of Canada as a major power: - External factors - Internal factors

Methodology

- Introduce the topic to the learners using discussions.
- Use guided discovery to determine how Canada became a world power.

Assessment Strategy

- Give the learners assignments on Canada's political and economic background and how it emerged as a world power.

SECTION B: UNION OF SOVIET SOCIALIST REPUBLICS (THE USSR) / COMMONWEALTH OF INDEPENDENT STATES (CIS)

Topic 2: The Emergence of the Union of Soviet Socialist Republic (USSR) and the Commonwealth of Independent States in World Politics

Duration: 24 Periods

Overview

This topic is about the emergence of the Union of Soviet Socialist Republic (USSR) and the Commonwealth of Independent States, and the political, social and economic impact they have had on the world order.

General Objective

By the end of this topic, the learner should be able to appreciate the influence of USSR/CIS on Europe and the World.

Sub-Topic 1: The USSR Leadership from Stalin to Gorbachev

Specific Objectives	Content
The learner should be able to: • explain the origin of the USSR. • identify the USSR leaders from Joseph Stalin. • discuss the contribution of USSR leaders from Stalin to Gorbachev. • assess the impact of USSR	• The background and origin to the USSR • USSR leadership: - Joseph Stalin (1924 –1953) - Nikita Kruschev (1956 – 1964) - Leonid Breznev (1964 – 1982) - Mikhail Gorbarchev (1985 – 1990) • The contribution of leadership to the USSR. • Foreign policy:

Specific Objectives	Content
foreign policy on the world.	- The role of USSR in the UN - The impact of the USSR foreign policy on international relations - USSR and the Third World

Methodology

- Use learner-centered methods like brainstorming, guided discovery and discussions to help the learners understand the achievements of USSR leadership from Joseph Stalin to Mikhail Gorbachev.

Assessment Strategy

- Task the learners to do an assignment about the achievements of any of the USSR leaders.

Sub-Topic 2: The Disintegration of the USSR

Specific Objectives	Content
The learner should be able to: • examine the factors that led to the disintegration of the USSR. • explain the effects of the USSR disintegration on the world politics. • discuss the role of Mikhail Gorbachev in the disintegration of USSR. • explain the causes of the economic crisis in Russia since 1991.	• The factors for the disintegration of the USSR • Effects of the disintegration of the USSR on world politics • The role of Mikhail Gorbachev in the disintegration of the USSR • The economic crisis in Russia (USSR) since 1991

Methodology

- Use guided discovery by instructing the learners on which textbooks to use for further reading.
- Use discussions to explain the reasons for and effects of the disintegration of the USSR.

Assessment Strategy

- Give the learners a test on the causes and effects of the disintegration of USSR.

Sub-Topic 3: The Commonwealth of Independent States (CIS)

Specific Objectives	Content
The learner should be able to: • find out the background for the formation of Commonwealth independent states. • identify the reasons for the formation of the Commonwealth of Independent States. • assess the achievements of the Commonwealth of Independent States since 1991. • examine the economic problems of the Commonwealth of Independent States. • describe the career of Boris Yeltsin.	• The background to the Commonwealth of Independent States • The reasons for the formation of the Commonwealth of Independent States • The achievements of the Commonwealth of Independent States since 1991 • The problems of the Commonwealth of Independent States • The career of Boris Yeltsin

Methodology

- Use student-centred methods like guided discovery and discussion to teach this sub-topic.

Assessment Strategy

- Give the learners a test about the reasons for the formation of the Commonwealth of Independent States, the problems they faced and their achievements.

SECTION C: AFRICA AND THE MIDDLE EAST

SENIOR FIVE TERM II

Topic 3: The Political, Social and Economic Developments in Africa Since1939

Duration: 20 Periods

Overview

This topic covers nationalism in Africa , the internal and external factors that helped in the rise of nationalism. The topic also includes the challenges that Africa faced during the rise of nationalism.

General Objective

By the end of this topic, the learner should be able to understand the development of African Nationalism and the need for African unity.

Sub-Topic 1: The Rise of African Nationalism

Specific Objectives	Content
The learner should be able to: • explain the factors responsible for the rise of African Nationalism by 1945. • explain the factors that facilitated the attainment of independence in Africa. • identify the challenges faced in the independence struggles in Africa. • examine the problems of post independent African states.	• The factors responsible for the rise of African Nationalism by 1945 • The factors that facilitated the attainment of independence in Africa • The challenges faced in the independence struggles in Africa • The problems of the post independent African states: - Neo colonialism - Racism - Military coups - HIV /AIDS - Civil wars

Specific Objectives	Content
	- Refugee crisis - Terrorism - Unemployment - Famine and hunger

Methodology

- Introduce the topic and sub-topic using the discussion method.
- Using guided discovery, instruct the learners on which textbooks to use for further reading.
- By use of brainstorm method, teach the learners challenges affecting modern African states.

Assessment Strategy

- Give the learners an assignment about the causes of the rise of African nationalism
- Task the learners to list problems and solutions affecting modern African states.

Sub-Topic 2: Pan -Africanism

Specific Objectives	Content
The learner should be able to: • define Pan-Africanism. • state the objectives of the Pan – African Movement (PAM). • list the factors for the growth of Pan-African movement. • describe the contribution of Pan-African conferences. • identify the challenges faced by the Pan-African Movement since 1945. • examine the achievements of the Pan-African movement.	• The definition of Pan-Africanism • The objectives of Pan-Africanism • The growth of Pan-Africanism • The significance of: - the Manchester conference in 1945 - the 1958 Accra conferences • The challenges to the growth of Pan-Africanism • The achievements of the Pan-African movement

Methodology

- Get learners to use guided discovery and library research on the theme of

Pan-Africanism, and make notes.
- Using the discussion method, take the learners through the various ways in which Pan-Africanism contributed to nationalism.

Assessment Strategy

- Give the learners a test about the objectives of Pan-Africanism and the challenges it faced.

Sub-Topic 3: The Organisation of African Unity (OAU)

Specific Objectives	Content
The learner should be able to: • explain the origin of the OAU • discuss the objectives of the OAU • describe the organs of the OAU • list the new groupings of African States • identify the challenges of OAU. • assess the achievements and failures of the OAU between 1963-2002. • state the significance of OAU since 1963.	• The origin of the OAU • The objectives of OAU • The organs of OAU • The new groupings of African states: - The Monrovia group - The Cassablanca group • The challenges that the OAU faced • The achievements and failures of the OAU • The Significance of the OAU since 1963

Methodology

- Using discussion, introduce the OAU to the learners.
- Using guided discovery and library research, ask the learners to read textbooks that can help them understand the topic.
- Use talk and chalk up to the end of the sub-topic.

Assessment Strategy

- Give the learners an assignment on the challenges that the OAU faced.

Sub-Topic 4: African Governments

Specific Objectives	Content
The learner should be able to: • define the types of government in Africa. • state the advantages and disadvantages of each type of government.	• The types of government in Africa • Single party systems: - Advantages - Disadvantages • Multi-party systems: - Advantages - Disadvantages

Methodology

- Using discussions, introduce the multi-party and single party systems of government to the learners.
- Using the debating method, task the learners to find out the merits and demerits of multi-party and single party systems of government.

Assessment Strategy

- Give the learners a class exercise to determine the reasons for the formation of a single party or multi-party government.

Sub-Topic 5: The Apartheid Policy in South Africa

Specific Objectives	Content
The learner should be able to: • define the concept of the Apartheid. • trace the origin of the Apartheid policy in South Africa. • describe the various apartheid practices in South Africa. • explain the African response to apartheid. • identify the obstacles to the ending of apartheid.	• Definition of apartheid • The reasons why Apartheid was introduced in South Africa • The methods of the apartheid practices in South Africa • The African response to the apartheid policy in South Africa: - Internal reactions - External reactions • The obstacles faced in ending of the apartheid system in South Africa

Specific Objectives	Content
• explain the factors leading to the end of apartheid in South Africa.	• The factors which led to the end of apartheid in South Africa: - The role of the OAU - The role of the UNO - The role of ANC/Nelson Mandela - The role of the Frontline states

Methodology

- Using guided discovery, let the learners list the various apartheid practices in South Africa.
- Through discussions, help the learners to identify the obstacles faced in ending apartheid in South Africa.
- Explain the factors that led to the end of apartheid.

Assessment Strategy

- Task the learners to account for the origin of the apartheid policy in South Africa.

Topic 4: Nationalism and Challenges of Integration in the Middle East

Duration: 52 Periods

Overview

This topic is about the causes and effects of Middle East conflicts and how such conflicts can be resolved.

General Objective

By the end of this topic, the learner should be able to understand the causes and effects of Middle East conflicts and how such conflicts can be resolved.

Sub-Topic 1: The Economic and Political Problems of Turkey

Specific Objectives	Content
The learner should be able to: • describe and trace the history of Turkey since 1939. • discuss the factors that led to the growth and expansion of Turkey since 1939. • identify the problems that Turkey has faced since 1939.	• The history of Turkey since 1939 • The factors that led to the growth and expansion of Turkey • The problems of Turkey since 1939.

Methodology

- Using the discussion method, help the learners to understand the history of Turkey.
- Using the brainstorm method, gather ideas from the learners on the continued problems of Turkey.

Assessment Strategy

- Give the learners a class exercise about the causes of conflict in the Middle East.

Sub-Topic 2 : Arab Nationalism and Unity

Specific Objectives	Content
The learner should be able to: • identify the countries involved in Arab nationalism. • examine the causes of Arab nationalism. • trace the results of Arab nationalism. • explain the challenges undermining Arab unity and integration in the Middle East. • assess the benefits of Arab unity in the Middle East.	• The countries that make up the Arab League • The causes of Arab nationalism • The effects of Arab nationalism - Arab unity and relations between the countries in the Middle East • The challenges to Arab unity in the Middle East • The benefits of Arab unity in the Middle East

Methodology

- Through discussions, teach the learners about the background of Arab nationalism and unity.
- Through guided discovery during library research, let the learners make notes on the causes and impact of Arab nationalism and unity.

Assessment Strategy

- Give the learners an assignment on the theme 'Arab Nationalism and Unity'.

Sub-Topic 3 : The Discovery of Oil and its Role in the Middle East

Specific Objectives	Content
The learner should be able to: • identify the leading oil producers in the Middle East. • assess the impact of the oil industry in the Middle East.	• The leading countries in oil production in the Middle East • The impact of the oil industry in the Middle East

Methodology

- Introduce the role of oil in the Middle East through discussions.

- The learners can use guided discovery during library research to make notes on the impact of the oil industry in the Middle East.

Assessment Strategy

- Give the learners an assignment about the impact of the oil industry in the Middle East.

Sub-Topic 4: The United Arab Republic (UAR)

Specific Objectives	Content
The learner should be able to: • trace the background and origin of UAR. • explain the reasons for the formation of the United Arab Republic (UAR). • discuss the factors that led to the collapse of the UAR. • identify the impact of the collapse of UAR.	• The origin of the UAR • The reasons for the formation of the UAR • The factors responsible for the collapse of the UAR • The impact of the collapse of the UAR on the Middle East.

Methodology

- Through discussions, teach the learners about the causes and failures of the United Arab Republic.
- Guide a brainstorming session to study the challenges faced by the UAR.

Assessment Strategy

- Give the learners a test about the factors that led to the collapse of the UAR.

Sub-Topic 5: Islam in the Middle East

Specific Objectives	Content
The learner should be able to: • trace the origin of Islam in the Middle East. • examine the role of Islam in the creation of Arab unity in the Middle East.	• The origin of Islam in the Middle East • The role of Islam in the creation of Arab unity

Specific Objectives	Content
• assess the impact of Islam on Arab relations with Middle East countries.	• The impact of Islam on the countries in the Middle East including Israel

Methodology

- Teach the learners about the role of lslam in the creation of Arab unity and its impact using the lecture method.

Assessment Strategy

- Task the learners to account for the impact of lslam on the countries of the Middle East.

Sub-Topic 6: The Middle East and the Western World

Specific Objectives	Content
The learner should be able to: • state the reasons for the intervention of the Western countries in the Middle East. • assess the impact of the involvement of the Western countries in the Middle East.	• The reasons for the intervention of Western countries in the Middle East: - American intervention - The role of Britain in the Middle East - Soviet policy in the Middle East - Cold war in the Middle East - The Common Wealth countries interest in the Middle East • The impact of the Western countries' involvement in the Middle East affairs

Methodology

- Use discussions to bring out the reasons for the intervention of Western countries in the Middle East.

Assessment Strategy

- Give the learners an assignment about the impact of Western involvement in the Middle East.

Sub-Topic 8: Political Instability in the Middle East

Specific Objectives	Content
The learner should be able to: • state the reasons for the intervention of western countries in the Middle East. • discuss the causes and effects of the political instability in the Middle East. • identify solutions to the political instability in the region.	• Western countries in the Middle East. • Causes and effects of political instability in the Middle East: - Lebanon (1975-1991) - Cyprus (1975) - Persia / Iran (1979) - Iran / Iraq war (1980-1988) - The Gulf War (1990-1991) - The Gulf War (2003) - Iraq under Saddam Hussein (1979-2003) • Solutions to the instabilities in the region

Methodology

- Use discussion to teach the causes and effects of political instability in the Middle East.
- The brainstorm method can help in the study about the countries involved in the Middle East political conflicts.

Assessment Strategy

- Give the learners an assignment about the causes and results of conflict in the Middle East.

Sub-Topic 9: Economic Instability in the Middle East

Specific Objectives	Content
The learner should be able to: • explain the major economic problems affecting the Middle East. • discuss the major causes of economic problems in the Middle East. • assess the impact of the economic problems on the Middle East. • discuss the solutions to the economic problems of the Middle East.	• The economic problems affecting the Middle East • The causes of the economic problems in the Middle East • The impact of the economic instability in the Middle East on the rest of the world • The solutions to the economic problems in the Middle East

Methodology

- Through guided discovery, ask the learners to make notes on the causes and impact of economic instability on the Middle East.
- Introduce economic instability in the Middle East to the learners through discussions.

Assessment Strategy

- Give the learners an assignment on the causes and impact of economic instability in the Middle East.

Sub-Topic 10: The Palestine and Israel Relations

Specific Objectives	Content
The learner should be able to: • account for the creation of the state of Israel (the partition of Palestine). • explain the impact of the creation of the state of Israel in the Middle East.	• The partition of Palestine into Palestine and Israel: - causes for the partition - effects of the partition • The impact of the creation of the State of Israel: - The first Arab-Israel war 1948-1949 - The second Arab-Israel

Specific Objectives	Content
	war 1956 (the Suez crisis) - The third Arab-Israel war (the six days war) - The fourth Arab-Israel war of 1973 (the Yom Kippur war of 1973) - The oil gun weapon war (1972-1978) - The Camp David accord of 1978

Methodology

- Using discussions, introduce the theme of Palestine-Israel relations to the learners.
- Guided discovery method can help the learners to trace the creation of the state of Israel and the impact of its creation.

Assessment Strategy

- Give the learners a test to examine the impact of the creation of the state of Israel.

SENIOR SIX TERM I

SECTION D: SOUTHERN ASIA AND THE FAR EAST

Topic 5: The Political, Social and Economic Developments in Southern Asia and the Far East Since 1939

Duration: 52 Periods

Overview

This topic covers the political, social and economic development in Southern Asia and the Far East since 1939. The issues covered include, the impact of World War II, the Kuomintang and Communist China, Korean problems, issues in India, Pakistan, Japan, Malaysia, Indonesia and Indo-China, the Philippines under Marcos and the Western (European) policy in the region.

General Objective

By the end of the topic, the learner should be able to appreciate the unfolding events in Southern Asia and the Far East since 1939 and the impact of such events on international relations.

Sub-Topic 1: The Impact of World War II Conferences on Asia and the Far East

Specific Objectives	Content
The learner should be able to: • explain the reasons for conducting the various World War II conferences in southern Asia. • list the aims of these conferences. • describe the terms of the various conferences. • assess the impact of the	• The background to the World War II conferences • The aims of the various World War II conferences • The terms of the various World War II conferences • The significance of the various World War II conferences on

Specific Objectives	Content
conferences on Asia..	Southern Asia: - The Atlantic Charter 1941 - The Casablanca conference(1943) - The Tehran conference (November 1943) - The Yalta conference (February 1945) - The Potsdam conference (July 1945)

Methodology

- Using discussions, introduce the topic on the background to the World War II conferences.
- The learners can use guided discovery during library research.

Assessment Strategy

- Give the learners a test on the impact of the World War II conferences on Asia and the Far East.

Sub-Topic 2: The Kuomintang and the Communists in China

Specific Objectives	Content
The learner should be able to: • examine the social and economic record of China in the Kuomintang. • account for the rise of Communism in China and the collapse of the Kuomintang government. • examine the causes and the results for the rise of Communism in China. • trace the reasons for the success of 1949 revolution in China. • assess the personality of Mao Tsetsung in China.	• China and the social-economic record of Kuomintang • The rise and fall of Communist revolution in China 1949 (Kuomintang rule) • The causes and effects for the rise of Communism in china. • The reasons for the success of the 1949 Communism revolution in China. • Mao Tsetung: - His background - His contribution to China

Specific Objectives	Content
• describe Communism in China after Mao Tsetsung. • identify the problems of the China's foreign policy.	• Communism in China after Mao Tsestung • The problems of China's foreign policy (Taiwan)

Methodology

- By using the discussion method, take the learners through various ways in which the Kuomintang contributed to the success of the Chinese revolution.
- Using the brainstorm method, gather ideas from the learners on Mao Tsetung's contribution to the success of the Chinese revolution.

Assessment Strategies

- Ask the learners to mention the role played by Mao Tsetung in the success of the Chinese revolution and its impact on Asia.

Sub-Topic 3: The Korean Problem

Specific Objectives	Content
The learner should be able to: • trace the origin of the Korean question. • discuss the causes and effects of the Korean war of 1950 – 1953. • account for the partition of Korea. • explain the impact of the partition of Korea. • discuss the obstacles to the re-unification of Korea. • examine the prospects of the re-unification of Korea.	• The background to the Korean question • The causes and effects of the 1950-1953 Korean war • The causes of the partition of Korea • The effects of the partition of Korea • The obstacles to the re-unification of Korea • The prospects of the re-unification of Korea

Methodology

- Use discussions to introduce the sub-topic about the Korean problem.
- The chalk and talk method should be consistent up to the end of this sub-topic.

Assessment Strategy

- Give the learners an exercise on the reasons, causes and effects of the Korean

war of 1950-1953.

- Give the learners an assignment on the obstacles to the reunification of Korea.

Sub-Topic 4: The Political, Social and Economic Developments in India and Pakistan

Specific Objectives	Content
The learner should be able to:	
• discuss the causes and effects of the partition of India in 1947.	• The causes and effects of the partition of India in 1947
• explain the social, political and economic problems of India since 1947.	• The social, political and economic problems of India since her independence
• account for the Indo-Pakistan conflict.	• The reasons for the Indo-Pakistan conflict
• assess the impact of the Indo-Pakistan conflict on the region.	• The effects of the Indo-Pakistan conflict: - The partition of Pakistan into eastern (Bangladesh) and western (Pakistan)
• examine the causes and effects of the civil war in Pakistan (Bangladesh).	• The causes and the results of the civil war in Pakistan.
• assess the contribution of Indian leaders like Jawahalal Nehru and Indira Ghandi.	• The contribution of Indian leaders like; Jawaharlal Nehru: his background and contribution to India Indira Gandhi: her background and her contribution to India

Methodology

- Through discussions, help the learners to understand the political, social and economic developments in India and Pakistan.
- The brainstorm method can help the learners learn about the role of Jawaharlal Nehru and Indira Gandhi in India politics.

Assessment Strategies

- Task the learners to account for the partition of India in 1947.
- Give the learners a test about the reasons for the Indo-Pakistan conflict.

Sub-Topic 5: Japan

Specific Objectives	Content
The learner should be able to: • explain Japan's involvement in international affairs since 1939. • examine the role of Japan in World War II. • analyse the impact of World War II on Japan. • examine the factors responsible for the economic recovery of Japan after World War II.	• Japan's involvement in international affairs • Japan's role in World War II • The impact of World War II on Japan • The factors responsible for the economic recovery of Japan after World War II

Methodology

- Through discussions, help the learners to understand Japan's role in World War II.
- Let the learners use guided discovery in the library by reading textbooks that can widen their scope on the sub-topic.

Assessment Strategy

- Give the learners an exercise about Japan and World War II.

Sub-Topic 6: Philippines under Ferdinand Marcos

Specific Objectives	Content
The learner should be able to: • assess the contribution of Ferdinand Marcos to the Philippines. • account for the instability in the Philippines by 1986. • examine the results of the 1986 instability in Philippines • explain the factors for the downfall of Ferdinand Marcos in 1986.	• Ferdinand Marcos' contribution to the Philippines • The reasons for instability in the Philippines in 1986 • The effects of the instability in the Philippines • The factors for the downfall of Ferdinand Marcos

Methodology

- Use discussions to introduce the sub-topic about the Philippines under Marcos.

- Use the talk and chalk method consistently up to the end of this sub-topic.

Assessment Strategies

- Give the learners an exercise about the contribution of Ferdinand Marcos to the development of the Philippines.
- Give the learners an assignment on the factors which led to instability in the Philippines.

Sub-Topic 7: Malaysia

Specific Objectives	Content
The learner should be able to: • examine the social, political and economic developments in Malaysia since 1939. • account for the economic recovery of Malaysia after World War II.	• The social, political and economic developments in Malaysia since 1939 • Reasons for the economic recovery of Malaysia after World War II

Methodology

- Using discussions, introduce the learners to the sub-topic of the social, political and economic developments in Malaysia.
- The learners can use guided discovery during library research on books you recommend to them.

Assessment Strategy

- Give the learners an assignment to account for the growth and development of Malaysia.

Sub-Topic 8: Indonesia

Specific Objectives	Content
The learner should be able to: • examine the social, political and economic developments in Indonesia since 1939. • analyse the causes and effects of the political instability in Indonesia after independence.	• The social, political and economic developments in Indonesia since 1939 • The causes and effects of political instability in Indonesia since independence (1939)

Methodology

- Use discussions to introduce the sub-topic on the social, political and economic developments in Indonesia.
- Use talk and chalk consistently up to the end of the sub-topic.

Assessment Strategy

- Give the learners an assignment about the causes and effects of political instability in Indonesia since 1939.

Sub-Topic 9: Indo-China

Specific Objectives	Content
The learner should be able to: • trace the background to the Indo-China situation. • assess the impact of the 1954 Geneva settlement and its problems. • examine the causes and consequences of the civil war in Vietnam. • account for the Vietnamese invasion of Cambodia in 1976.	• The background of the Indo-China situation • The impact of the 1954 Geneva settlement and its problems • The causes and consequences of civil wars in Vietnam • Vietnam's invasion of Cambodia in 1976: - causes - effects

Methodology

- Using the discussion method, mention the background of Indo-China and the 1954 Geneva settlement.
- Guided discovery can help the learners during library research.

Assessment Strategy

- Give the learners a test on the reasons and effects of the Vietnamese invasion of Cambodia.

Sub-Topic 10: Western Policy in the Region

Specific Objectives	Content
The learner should be able to:	
• account for the intervention of western countries' in the region.	• The reasons for American intervention in Indo-China / Vietnam
• list the factors that led to the withdrawal of America from Vietnam	• The factors which led to American withdrawal from Vietnam
• examine the effects of American withdraw from Vietnam war.	• The impact of the American withdrawal from the Vietnam war
• state the western policy in the region.	• The western policy in the region
• trace the origin of South East Asia Treaty Organisation (SEATO).	• The aims for the formation of SEATO
• examine the success and failures of SEATO.	• The achievements and failures of SEATO
• give reasons for its failure.	• The reasons for the failure of SEATO

Methodology

- Teach the learners about the causes of the involvement of USA and other western countries in the region.
- Guided discovery method can be used for library research to complete the sub-topic.

Assessment Strategy

- Give the learners an exercise to examine the American withdrawal from the region.

SECTION E: EUROPE (EXCLUDING USSR)

Topic 6: Political, Social and Economic Transformation of Europe after World War II

Duration: 52 Periods

Overview

This topic is about Europe during World War II and the causes and effects of the war. It is also about NATO, the Cold War in Europe and the countries affected by the Cold War.

General Objective

By the end of this topic, the learner should be able to analyse the course of historical events in Europe and their impact on the world.

Sub-Topic 1: World War II in Europe

Specific Objectives	Content
The learner should be able to: • analyse the political aspects of World War II in Europe. • discuss the causes and effects of World War II. • account for the victory of allied powers in World War II. • examine the factors responsible for the defeat of the Axis powers. • describe the terms used during world war II conferences.	• The political aspects of World War II in Europe • The causes and effects of World War II • The reasons for the victory of the allied powers in World War II • The reasons for the defeat of the axis powers in World War II • The terms of the various World War II conferences in Casablanca - Moscow - Tehran - Quebec - Crimea - Berlin - Yalta - Potsdam

Methodology

- Use guided discovery and discussions to help the learners understand the topic.

Assessment Strategy

- Give the learners an assignment and a test about the causes of World War II and its effect in Europe.

Sub-Topic 2: The Cold War

Specific Objectives	Content
The learner should be able to: • trace the origin of the Cold War in Europe. • explain the characteristics of the Cold War in Europe. • examine the causes and consequences of the Cold War in Europe.	• The origin of the Cold War • The characteristics of the Cold War • The causes and effects of the Cold War in Europe

Methodology

- Using discussions, help the learners to understand the causes and effects of World War II.
- Using guided discovery, instruct the learners on which textbooks to use for further reading.

Assessment Strategy

- Use continuous assessment such as exercises, tests and assignments to find out whether the learner understood the topic.

Sub-Topic 3: Germany after World War II

Specific Objectives	Content
The learner should be able to: • account for the occupation of Germany by the allied powers after World War II.	• The occupation of Germany by allied powers after World War II

Specific Objectives	Content
• examine the factors that led to the partition of Germany after World War II.	• The causes of the partitioning of Germany after World War II
• explain the effects of the partition of Germany.	• The effects of the partitioning of Germany after World War II
• explain why it took long for Germany to re-unify.	• The factors responsible for the delay in the re-unification of Germany
• explain the factors that facilitated the re-unification process.	• The factors that facilitated the re-unification of Germany
• explain the impact of Germany re-unification in 1970 on Europe.	• The impact of Germany re-unification on Europe
• account for the economic recovery of West Germany after World War II.	• The economic recovery of West Germany after World War II
• assess the contribution of Chancellor Conrad Adenuaer to Germany.	• The contribution of Chancellor Conrad Adenauer to Germany
• explain the successes of Chancellor Conrad Adenuaer.	• The successes of Chancellor Conrad Adenauer
• Assess the failures of Chancellor Conrad Adenuaer.	• The failures of Chancellor Conrad Adenauer in Germany
• explain the effects of World War II on Germany.	• The effects of World War II on Germany

Methodology

- Using discussions, take the learners through the factors that led to the partition of Germany and the effects of the partition after World War II.
- Using the brainstorm method, gather ideas from the learners about Chancellor Conrad Adenauer's contribution to Germany.

Assessment Strategy

- Give the learners an assignment about Germany after World War II.

Sub-Topic 4: The Economic Recovery of Western Europe

Specific Objectives	Content
The learner should be able to: • discuss the economic problems faced by Western Europe after World War II. • account for the recovery of Western Europe after World War II. • assess the role of the American Marshal Aid Plan in the recovery process of Western Europe. • Discuss the successes and failures of the American Marshal Aid plan.	• The economic problems of Europe after World War II • The recovery of Western Europe after World War II • The role of the American Marshal Aid Plan in the recovery process of Western Europe • The successes and failures of the American Marshal Aid plan

Methodology

- Using the discussion method, take the learners through the various ways in which the American Marshal Aid Plan helped in the recovery of the European economy.
- Using brainstorming, gather ideas from learners about the impact of the American Marshal Aid Plan on the economy of Europe. Correct and supplement their contributions.

Assessment Strategy

- Give the class an exercise about the reasons for the quick recovery of Western Europe after World War II.

Sub-Topic 5: New Patterns of Defence Arrangements

Specific Objectives	Content
The learner should be able to: • account for the emergence of new defence alliances in Europe (NATO, Warsaw Pact) • assess the impact of the new	• The emergence of new defence alliances in Europe: - NATO - Warsaw Pact • The impact of NATO on Europe:

Specific Objectives	Content
defence arrangements in Europe. • account for the collapse of the Warsaw Pact in Europe.	- Achievements - Failures • The impact of the Warsaw Pact on Europe - Achievements - Failures • The factors that led to the collapse of the Warsaw Pact

Methodology

- Using discussions, explain the impact of NATO on Europe, the impact of the Warsaw pact and the factors responsible for the collapse of the Warsaw pact.
- The learners can use guided discovery during library research to complete the sub-topic.

Assessment Strategy

- Give the class an exercise about the successes and failures of NATO and the Warsaw Pact.

Sub-Topic 6: The Emergence of Supra-Nationalism in Europe

Specific Objectives	Content
The learner should be able to: • account for the emergence of supra-nationalism organisations in Europe. • explain the effects of the supra-nationalism organisations in Europe. • assess the impact of the LOME Conventions since 1975 including the EEC - ACP partnership.	• The emergence of supra-nationalism organisations in Europe: - ECSC - EDC - EEC - EURATON • The effects of the supra-nationalism organisations in Europe • The impact of the LOME conventions since 1975 including the EEC- ACP partnership

Methodology

- Using discussions, explain the reasons for the emergence of supra-nationalism in Europe.
- The learners can use guided discovery during library research to complete this topic.

Assessment Strategy

- Give the learners an assignment to account for the successes and failures of the EEC and ACP partnership.

Sub-Topic 7: Britain from World War II

Specific Objectives	Content
The learner should be able to: • explain Britain's policy in Europe. • examine the causes and consequences of the Falklands War with Argentina in 1982. • discuss British membership in the EEC. • assess the economic, political and social problems in Britain after World War II. • assess the achievements in Britain under Margaret Hilda Thatcher.	• Britain's policy in Europe • The Falklands War with Argentina in 1982 • Britain and the EEC • The economic, political and social problems in Britain after World War II • Britain under Margret Hilda Thatcher: - Achievements - Failures

Methodology

- Use discussions to introduce the sub-topic with particular reference to Britain's policy in Europe after 1945.
- Use the chalk and talk method consistently up to the end of the sub-topic.

Assessment Strategy

- Give the learners a test about Britain's policy in Europe after 1945.

Sub-Topic 8: France

Specific Objectives	Content
The learner should be able to: • explain French policy in Europe. • discuss the role of France in the EEC. • account for the collapse of the Fourth Republic in France. • assess the contribution of Charles de Gaulle to France	• French policy in Europe • France and the EEC • The collapse of the Fourth French republic. • Charles de Gaulle: - Career - Achievements

Methodology

- Using discussions, explain the French policy in Europe to the learners.
- Using guided discovery, help the learners to discuss the role of France in the EEC and account for the collapse of the fourth French republic.

Assessment Strategy

- Give the learners a test about the sub-topic of France after 1945.

Sub-Topic 9: Yugoslavia

Specific Objectives	Content
The learner should be able to: • discuss the social, political and economic developments in Yugoslavia since 1945. • examine the career and achievements of Marshal Josip Broz Tito in Yugoslavia up to 1980. • account for the political instability in Yugoslavia since 1980. account for the collapse of Yugoslavia Federation in 1981	• The political, social and economic developments in Yugoslavia since 1945 • The career of Marshal Broz Josip Tito: - Achievements - Failures • Political instability in Yugoslavia since 1980 • The reasons for the collapse of the Yugoslavia Federation in 1981

Methodology

- Teach the learners about the political, social and economic development of Yugoslavia using the discussion method.
- Using guided discovery, advise the learners which textbooks can widen their scope on the sub-topic.
- Use the chalk and talk method consistently up to the end of the topic.
- Use the discussion method to explain the background of Marshal Josip Broz Tito.
- The learners can use guided discovery during library research.

Assessment Strategy

- Give the learners a test to assess their understanding of the sub-topic of Yugoslavia.

SECTION F: GENERAL

Topic 7: Cross-Cutting Issues in World Politics

Duration: 6 Periods

Overview

This topic initiates the learners into understanding the main international conflicts in the world and how diplomacy is being practiced to ensure peace and stability globally.

General Objective

By the end of this topic, the learner should be able to appreciate the role of international diplomacy in the maintenance of peace and stability in Europe and the world.

Sub Topic 1: International Organisations' Significance and Challenges

Specific Objectives	Content
The learner should be able to: • examine the role of international organisations in international relations. • assess the importance of international bodies that have worldwide significance.	• The role of international organisations in international relations • The importance of international bodies in the social, economic and political aspects of the international community: - The UNO and its charter - ICRC - WHO - FAO - UNHCR - IMF

Methodology

- Using the discussion method, introduce the various international organisations to the learners.
- Guided discovery method can be used to explain the role of international

organisations in international relations.

Assessment Strategy

- Give the learners a test that requires them to examine the role of international organisations in international relations.

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UNIT 5: THE THEORY OF GOVERNMENT AND CONSTITUTIONAL DEVELOPMENT AND PRACTICE IN EAST AFRICA

Objectives of Unit 5

This unit will enable learners to:

i) appreciate the theory of government and constitutional development and practice in East Africa.

ii) prepare for future leadership.

iii) understand their rights, roles and responsibilities as citizens of a specific country.

iv) compare the systems of leadership in East Africa.

v) understand the theory of government with examples selected from different countries of the world.

SENIOR FIVE TERM I

THEME A: THE THEORY OF GOVERNMENT

Topic 1: The Nature and Purpose of a Constitution

Duration: 40 Periods

Overview

This topic is about the concept of a constitution and a learner appreciating constitutional governance of East Africa. Constitutional governance was introduced in East Africa at the time of independence

General Objective

By the end of this topic, the learner should be able to understand the concept of a constitution and appreciate constitutional governance of East Africa.

Sub-Topic 1: The Constitution

Specific Objectives	Content
The learner should be able to: • define the term constitution. • explain the types of constitutions. • compare the different types of constitutions. • discuss the significance of a constitution in a nation.	• Definition of the term constitution • Types of constitutions: - Unwritten - Written • Similarities and differences between the unwritten and written constitutions • Significance of a constitution

Methodology

- Use discussions to introduce to the learners the definition of a constitution

and to explain its role in governance.

Assessment Strategy

- Give the learners a test to explain the role of the constitution in governance.

Sub-Topic 2: The Separation of Powers

Specific Objectives	Content
The learner should be able to: • define the concept of separation of powers. • describe the different organs of government. • explain the functions and powers of the different organs of government. • assess the advantages and disadvantages of the separation of powers.	• Definition of the concept of separation of powers. • The organs of government in East Africa: - Executive - Legislature - Judiciary • The functions and powers of the organs of government in East Africa • Advantages and disadvantages of separation of powers

Methodology

- Use discussion to introduce the sub-topic.
- Use guided discovery by instructing the learners on which textbooks to use for further reading.

Assessment Strategy

- Task the learners to explain the advantages and disadvantages of separation of powers.

Sub-Topic 3: Sovereignty of the People and the Powers of Parliament

Specific Objectives	Content
The learner should be able to: • define the term sovereignty. • describe how the rule of law is practised in East Africa.	• Definition of the concept of sovereignty • The practice of the rule of law in East Africa

Specific Objectives	Content
• explain how the sovereign law was upheld in Uganda between 1962 and 1979.	• The practice of the rule of law in Uganda: - Uganda between 1962 and 1970 - Uganda under Idi Amin from 1971 to 1979
• discuss the role of parliament in the maintenance of the rule of law.	• The role of parliament in the maintenance of the rule of law.

Methodology

- Using discussions, highlight the meaning of sovereignty and explain to the learners the causes of the abuse of law in Uganda between 1971 and 1979.
- Guided discovery can be used during library research to complete the sub-topic.

Assessment Strategy

- Give the class an exercise to evaluate the role of parliament in the maintenance of the rule of law.

Sub-Topic 4: Political Parties in East Africa

Specific Objectives	Content
The learner should be able to: • define the concept of a political party. • account for the formation of political parties in East Africa. • describe the different types of political parties.	• The definition of a political party • The reasons for the formation of political parties in East Africa • Types of political parties: - Elitist parties - Multi-parties - Single parties - No party system
• examine the merits and demerits of the different systems of political parties. • discuss the challenges faced by political parties in East Africa.	• The merits and demerits of the different systems of political parties • The challenges faced by political parties in East Africa

Methodology

- Use the discussion method to introduce the theme of political parties to the learners.
- Using the debating method, task the learners to find out the merits and demerits of a single party and a multi-party government.

Assessment Strategy

- Give the learners a class exercise to evaluate the reasons for the formation of a single party or a multi party government. They should include the advantages and disadvantages of either government.

Sub-Topic 5: Minority Groups in East Africa

Specific Objectives	Content
The learner should be able to: • define the concept of minority groups. • identify the different minority groups in East Africa. • explain the problems faced by the minority groups in East Africa. • discuss the solutions to the problems faced by the minority groups in East Africa.	• The definition of minority groups • Minority groups in East Africa: - Orphans - Disabled - Deaf - Blind • The problems of the minority groups in East Africa • The solutions to the problems of the minority groups in East Africa

Methodology

- Using the discussion method, introduce the sub-topic to the learners.
- Guided discovery method can be used during library research to complete the sub-topic.

Assessment Strategy

- Give the learners an assignment on the problems and solutions of minority group.

SENIOR FIVE TERM II

Sub-Topic 6: Press and Media in the Constitutional Development of East Africa

Specific Objectives	Content
The learner should be able to: • mention the background and origin of the press in East Africa. • trace the role of the media in constitutional development of East Africa. • identify the challenges of the press in East Africa since 1939.	• The background to the origin of the press in East Africa • The role of the media in the constitutional development of East Africa • The challenges of the press and the media in East Africa since 1939

Methodology

- Guided discovery method can be used to teach learners about the role of media in East Africa.

Assessment Strategy

- Task the learners to analyse the role of the media in the constitutional development of East Africa.

Sub-Topic 7: Fundamental Human Rights

Specific Objectives	Content
The learner should be able to: • define the concept of fundamental human rights. • identify the fundamental human rights in East Africa. • explain how fundamental human rights have been respected in East Africa. • List the roles of the Human Rights Commission in East Africa. • discuss the various forms of	• The definition of fundamental human rights • The promotion and respect of fundamental human rights • How fundamental human rights have been respected in East Africa • The roles of the Human Rights Commissions in East Africa • The abuse of the various forms

Specific Objectives	Content
human rights abuse in East Africa. • Identify the challenges of Human Rights implementation in East Africa.	of human rights in East Africa • The challenges of Human Rights implementation in East Africa.

Methodology

- Use discussions to introduce the sub-topic.
- The learners can use guided discovery in the library to determine which textbooks to read to complete the sub-topic.

Assessment Strategy

- Task the learners to account for the abuse of human rights in East Africa.

Topic 2: The Concept of a State

Duration: 18 Periods

Overview

This topic is about the concept of a state, the types of states, their merits and demerits

General Objective

By the end of this topic, the learner should be able to understand and appreciate the different forms of states in East Africa.

Sub-Topic 1: The Concept of a State

Specific Objectives	Content
The learner should be able to: • define the concept of a state. • identify the different types of states. • define the concept of monarchy and republican government. • describe the features of a monarchical state and republicanism. • examine the merits and demerits of each type of state.	• The definition of the concept of a state • Types of states: - Monarchical - Republican • The definitions of a monarchical state and a republican state • The features of a monarchical state and a republican state. • The merits and the demerits of each type of state.

Methodology

- Discussions will help the learners to understand the concept of a state.
- Brainstorming will help the learners understand the features of the various types of states.

Assessment Strategy

- Task the learners to account for the merits and demerits of a monarchy or a republican state.

Topic 3: Types of Government

Duration: 10 Periods

Overview

This topic is about the concept of government, types of governments and the comparison of different types of governments.

General Objective

By the end of this topic, the learner should be able to understand and appreciate the different forms of government in East Africa.

Sub-Topic 1: The Concept of Government

Specific Objectives	Content
The learner should be able to: • define the concept of government. • identify the various types of government. • describe the features of the various types of governments. • examine the merits and demerits of the various types of government. • compare the different types of government.	• The definition of the concept of government. • Types of government: - Democratic - Totalitarian - Federal - Unitary • The features of the various types of government. • The merits and demerits of the various types of government. • Comparison of the different types of government: - Democratic and totalitarian - Federal and unitary

Methodology

- Discussions will help the learner understand the concept of government.
- Guided discovery can be used during library research on the features of governments in East Africa.

Assessment Strategy

- Give the learners an assignment to examine the various types of governments.

Topic 4: Unicameral and Bicameral Legislature

Duration: 08 Periods

Overview

This topic is about the concept of a legislature, its purpose, types of legislature and the significance of each type of legislature.

General Objective

By the end of this topic, the learner should be able to understand the structure and importance of the legislature in East Africa.

Sub-Topic 1: The Legislature

Specific Objectives	Content
The learner should be able to: • define the concept of legislature. • describe the different types of legislature. • explain the purpose of the different types of legislature. • examine the merits and demerits of different types of legislature.	• The definition of the concept of legislature • The types of legislature: - Unicameral (one chamber) - Bicameral (two chamber) • The purpose of the different types of legislature • The merits and demerits of the different types of legislature.

Methodology

- The discussion method can greatly help the learners to understand the concept of legislature and the different types of legislature.
- The brainstorm method will help the learners understand the different types of legislature and their merits and demerits.

Assessment Strategy

- Give the learners an exercise about the merits and demerits of unicameral and bicameral legislature.

SENIOR FIVE TERM III

Topic 5: The Rule of Law

Duration: 18 Periods

Overview

This topic is about the sovereign law, its features, its significance and how it is promoted. The topic also covers the process of law making, implementation and the challenges faced in the implementation of the law.

General Objective

By the end of this topic, the learner should be able to understand the law-making process in East Africa.

Sub-Topic 1: The Sovereign Law

Specific Objectives	Content
The learner should be able to: • define the concept of sovereign law. • describe the features of the sovereign law. • discuss how the rule of law is promoted. • analyse the contribution of external powers in promoting the rule of law in East Africa. • explain the significance of the rule of law.	• The definition of the concept of sovereign law • The features of the sovereign law • The promotion of the rule of law • The contribution of external powers in the rule of law in East Africa • The significance of the rule of law

Methodology

- Introduce the concept of sovereign law to the learners using discussions.
- Guided discovery in library research can be used to study about the rule of law.

Assessment Strategy

- Give the learners an assignment about the features of sovereign law and the promotion of the rule of law.

Sub-Topic 2: The Process of Law Making

Specific Objectives	Content
The learner should be able to: • describe the stages of law making. • discuss the features of a good law. • explain the challenges faced in the course of law making. • explain the role of the judiciary in the implementation of the law. • explain the process of implementation of the law in East Africa. • discuss the challenges faced in the implementation of the law in East Africa.	• The stages of law making • The features of a good law • The challenges in the course of law making • The role of the judiciary in the implementation of the law • The implementation of the law in East Africa • The challenges faced in the implementation of the law in East Africa

Methodology

- Through the use of discussion, the learners will be able to understand the process of law making.
- Guided discovery will help the learners understand the features of a good law and the challenges of making laws.

Assessment Strategy

- Task the learners to analyse the challenges faced in the implementation of the law in East Africa.

Topic 6: The Local Government

Duration: 10 Periods

Overview

This topic deals with the concept of local government, its structures and functions as well as the relationship between the local and the central government.

General Objective

By the end of this topic, the learner should be able to understand the system of local government in East Africa.

Sub-Topic 1: The Local Government

Specific Objectives	Content
The learner should be able to: • define the concept of local government. • describe the structure of the local government in East Africa. • explain the functions of the local government in East Africa. • discuss the powers and responsibilities of the various local government authorities in East Africa. • explain how local government authorities are elected. • discuss the relationship between the local government and the central government. • explain how local governments have been reformed since independence.	• The definition of the concept of local government • The structure of the local government in East Africa • The functions of the local government in East Africa • The powers and responsibilities of the various local government authorities in East Africa • The election of local government authorities • The relationship between local and the central government • The reforms of the local government since independence

Methodology

- Through discussions, the learners will understand the concept and structures of local government.
- Brainstorming is useful in handling the functions of local governments in East Africa.

Assessment Strategy

- Give the learners an exercise to discuss the structures of local governments in East Africa.

THEME B: THE STRUCTURE AND WORKING OF THE EAST AFRICAN GOVERNMENTS

Topic 7: Origin and Background of the East African Governments

Duration: 10 Periods

Overview

The topic is about the system of government in pre-colonial East Africa. The structure and working of East African governments is also considered.

General Objective

By the end of this topic, the learner should be able to understand the systems of government in pre-colonial East Africa.

Sub-Topic 1: Systems of Government in Pre-colonial State in East Africa

Specific Objectives	Content
The learner should be able to: • identify the system of government in pre-colonial East African societies. • describe the features of the different systems of government in pre-colonial states in East Africa. • compare the centralised and non-centralised societies in East Africa. • explain how law and order was maintained in the pre-colonial societies in East Africa.	• The system of government in Pre-colonial East Africa • The features of centralised and non-centralised system of government in pre-colonial states in East Africa • The comparison between centralised and non-centralised societies in East Africa • How law and order was maintained in the pre-colonial states in East Africa

Methodology

- Through the discussion method, introduce the structure and working of the East African governments.
- The brainstorm method can be used to share the features of a decentralised system of government.

Assessment Strategy

- Give the learners a test to identify the system of government in pre-colonial East Africa and to explain what a centralised government is.

SENIOR SIX TERM I

Topic 8: Constitutional Developments in East Africa

Duration: 20 Periods

Overview

This topic covers the constitutional developments in East Africa during the colonial period. The topic also covers the objectives of independent constitutions, reasons for constitutional changes and effects of the abrogation of the constitutions of East Africa with special reference to Uganda.

General Objective

By the end of this topic, the learner should be able to appreciate constitutional developments in East Africa.

Sub-Topic 1: Constitutional Development during the European Colonial Government

Specific Objectives	Content
The learner should be able to: • explain the constitutional developments in colonial East Africa. • describe the composition of the Legislative Council in colonial East Africa. • discuss the role of the Legislative Council in constitutional development in East Africa. • assess the effects of constitutional development on the peoples of East Africa.	• Constitutional developments in colonial East Africa • The composition of the Legislative Council in colonial East Africa • The role of the Legislative Council in the constitutional developments in East Africa • The effects of the constitutional development on the peoples of East Africa

Methodology

- Introduce the learners to the stages of constitutional developments in East Africa using the discussion method.
- The brainstorm method can help in teaching the learners the role of the

legislative council in the constitutional developments in East Africa.

Assessment Strategy

- Task the learners to outline the effects of constitutional development in East Africa.

Sub-Topic 2: The East African Constitutions

Specific Objectives	Content
The learner should be able to: • explain the objectives of the independence constitution in East Africa. • discuss constitutional amendments in East Africa. • account for the abrogation of the independence constitution in Uganda. • examine the impact of the abrogation of independence constitution in Uganda.	• The objectives of the independence constitution in East Africa • Constitutional amendments in East Africa: - Uganda - Kenya • Abrogation of the 1962 independence constitution in Uganda • The impact of the abrogation of the independence constitution in Uganda

Methodology

- Using the discussion method, introduce the learners to the sub-topic on the East African constitutions and the objectives of these constitutions.
- The guided discovery method can be used for library research to complete this topic.

Assessment Strategy

- Give the learners a class exercise to explain the reasons and effects of the 1962 Constitution.

Topic 9: The Executive

Duration: 22 Periods

Overview

This topic is about the functions of the executive in a nation. It includes the head of state, cabinet and the civil service.

General Objective

By the end of this topic, the learner should be able to understand the functions of the executive in a nation.

Sub-Topic 1: The Head of State

Specific Objectives	Content
The learner should be able to: • explain how the head of state assumes office. • discuss the powers and responsibilities of the head of state.	• The assumption of office by a head of state • The powers and responsibilities of a head of state

Methodology

- Using the discussion method, introduce the sub-topic on the head of state to the learners.
- Guided discovery can be used for library research to complete the sub-topic.

Assessment Strategy

- Give the class an exercise on the qualifications and the powers and responsibilities of a head of state.

Sub-Topic 2: The Cabinet

Specific Objectives	Content
• define the concept of the cabinet. • describe the structure of the cabinet.	• The definition of the concept of the cabinet • The structure of the cabinet

Specific Objectives	Content
• explain how the cabinet assumes office. • discuss the duties and responsibilities of cabinet ministers. • explain the relationship between the cabinet, the parliament and the local government. • discuss the principle of the collective responsibilities of the cabinet.	• The assumption of office by the cabinet. • The duties and responsibilities of the cabinet ministers • The relationship between the cabinet, the parliament and the local Government • The principles of the collective responsibility of the cabinet.

Methodology

- Using the discussion method, introduce the learners to the sub-topic on the structure of the cabinet.
- Guided discovery can be used during library research.

Assessment Strategy

- Task the learners to account for the principle of collective responsibility

Sub-Topic 3: The Civil Service

Specific Objectives	Content
The learner should be able to: • define the concept of civil service. • describe the structure of the civil service. • explain the qualities of a civil servant in East Africa. • explain the appointment of a civil servant in East Africa. • discuss the duties and responsibilities of civil servants. • explain the role of parliament in the civil service. • explain the relationship between the civil servant and the local government.	• The definition of the concept of civil service • The structure of the civil service • The qualities of civil servants • The appointment of civil servants in East Africa • The duties and responsibilities of civil servants in East Africa • The role of parliament in civil service in East Africa • The relationship between the civil servant and the local government

Specific Objectives	Content
• discuss the role of the central government in the civil service in East Africa. • discuss the duties of provincial administration in the civil service.	• The role of central government in the civil service in East Africa • The duties of provincial administration in the civil service

Methodology

- Use the discussion method to help the learners understand the structure of a civil service and the responsibilities of a civil servant.
- The brainstorm method will help the learners to learn about the qualities of a civil service.

Assessment Strategy

- Task the learners to account for the role of parliament in the appointment of civil servants.

SENIOR SIX TERM II

Topic 10: The Legislature

Duration: 28 Periods

Overview

This topic is about the legislature, its composition and importance in a nation. It also covers the concept of elections as well as the significance and challenges of elections in East Africa. This topic is also about the position of the speaker and other officials of parliament. The topic concludes with government revenue, its sources and control.

General Objective

By the end of this topic, the learner should be able to understand the functions of the legislature in a nation.

Sub-Topic 1: The Composition of the Legislature (the National Assembly)

Specific Objectives	Content
The learner should be able to: • define the term legislature. • describe the structure of the legislature. • explain how the members of the legislature are elected. • explain the role of the legislature in promoting good governance in East Africa.	• Definition of the term legislature • The structure of the legislature • Election of the members of the legislature: universal adult suffrage and electoral colleges • The role of the legislature in promoting good governance

Methodology

- Use the discussion method to help the learners understand the structures of the legislature.
- Use the chalk and talk method consistently up to the end of this sub-topic.

Assessment Strategy

- Give the class an exercise about the role of the legislature in promoting good governance.
- Task the learners to explain how the members of the legislature are elected

Sub-Topic 2: Elections in East Africa

Specific Objectives	Content
The learner should be able to: • define the concept of elections. • identify the types of elections in East Africa. • explain the advantages and disadvantages of each type of election. • discuss the significance of elections in East Africa. • describe the features of free and fair elections. • explain the challenges of free and fair elections.	• The definition of the concept of election • Types of elections in East Africa: - Universal adult suffrage - Electoral colleges. • The advantages and disadvantages of each type of election • The significance of elections in East Africa • The features of free and fair elections in East Africa • The challenges to the achievement of free and fair elections in East Africa

Methodology

- Use discussions to introduce the sub-topic about elections in East Africa.
- Use the chalk and talk method consistently up to the end of this sub-topic.
- Use the brainstorm method to help the learners learn about the challenges to free and fair elections.

Assessment Strategies

- Give the learners an assignment on the importance of elections in East Africa.

Sub-Topic 3: The Speaker and other Officials

Specific Objectives	Content
The learner should be able to: • explain the role of the speaker of parliament. • discuss the appointment of the speaker of parliament. • explain the duties and responsibilities of the speaker and deputy speaker of parliament. • identify the other officials in parliament and their roles.	• The role of the speaker of parliament • The appointment of the speaker of parliament • The duties and responsibilities of the speaker and deputy speaker in parliament • The role of other officials in parliament: - Clerk to parliament - Sergeant-at-arms

Methodology

- Using the discussion method, the learners can understand how a speaker of parliament is appointed.
- The brainstorming method will help the learners understand the roles of a speaker of parliament and other officials.

Assessment Strategy

- Task the learners to examine the duties of a speaker of parliament.

Sub-Topic 4: Government Treasury and Control of Finance

Specific Objectives	Content
The learner should be able to: • define the term government treasury. • discuss the sources of government finance. • explain how government controls its finance. • state the aims of national budgets. • discuss the importance of	• The definition of the concept of government treasury • The sources of government finances • How government controls its finances • The aims of national budgets • The importance of a national budget in East Africa

Specific Objectives	Content
national budgets in East Africa. • discuss government policy on financial matters. • discuss the challenges faced by government financial institutions in East Africa.	• Government policy on financial matters • The challenges faced by government financial institutions in East Africa

Methodology

- Guided discovery can be used for library research on the sources of government revenue and control of public funds.
- The discussion method can be used to tackle the challenges faced by government financial institutions.

Assessment Strategy

- Give the learners an assignment to examine the importance of national budgets

Topic 11: National Defence and Maintenance of Law and Order

Duration: 26 Periods

Overview

This topic is about the role of armed forces in defence and maintenance of law and order, the challenges faced by the armed forces and the reforms that have been implemented to improve the services of the army in East Africa.

General Objective

By the end of this topic, the learner should be able to understand the contribution of armed forces in the defence and maintenance of law and order in East African countries.

Sub-Topic 1: The Army

Specific Objectives	Content
The learner should be able to: • define the concept of the army. • describe the role of the army in the defence and maintenance of law and order. • discuss the challenges faced by national armies in East Africa. • explain the reforms that have been carried out to improve the services of the army.	• The definition of the concept of the army • The role of the army in the defence and maintenance of law and order • The challenges faced by national armies in East Africa • The reforms to improve the services of the army

Methodology

- The guided discovery method can be used for library research on the sub-topic.
- The learners can learn about the role of armed forces in East Africa through discussions.

Assessment Strategy

- Give the class an exercise on the challenges of armed forces in East Africa.

Sub-Topic 2: The Police

Specific Objectives	Content
The learner should be able to: • define the term police force. • describe the composition of the police force. • explain the role of the police in the maintenance of law and order. • discuss the challenges faced by the police force in the maintenance of law and order. • explain the reforms carried out to improve the services of the police force.	• The definition of the term police force • The composition of the police force • The role of the police in the maintenance of law and order • The challenges faced by the police force in the maintenance of law and order • The reforms carried out to improve the services of the police force

Methodology

- Use the brainstorm method to teach the class about the role of police in East Africa.

Assessment Strategy

- Give a test about the theme of police organs in East Africa.

Sub-Topic 3: The Judiciary System in East Africa

Specific Objectives	Content
The learner should be able to; • describe the system of court in East Africa. • explain the functions of judiciary. • discuss the problems faced by the judges and magistrates in East Africa. • show the independence of judiciary in East Africa. • explain the merits and demerits of the court system. • discuss the laws applicable to East African states.	• The structure of the government • The functions of the judiciary • The problems faced by judges and the magistrates • The independence of judiciary system in East Africa • The merits and demerits of court system in East Africa • Types of laws applicable in East Africa

Methodology

- Guided discovery and library research can be used.

Assessment Strategy

- An assignment about the role of judiciary in a government can be administered on the learners.

SENIOR SIX TERM III

Sub-Topic 4: The Prisons

Specific Objectives	Content
The learner should be able to: • define the term prisons • account for the establishment of prisons in the East African countries. • explain the functions of the prisons in the East African countries. • discuss the challenges faced by the prisons in East Africa. • explain the steps taken to improve the prison services in the East African countries.	• The definition of the concept of prisons • The establishment of prisons in the East African countries • The functions of the prisons in the East African countries • The challenges faced by the prisons in East Africa • The steps taken to improve the prison services in the East African countries

Methodology

- Use the study trip and note-taking method to teach the learners about the nature of prisons in East Africa

Assessment Strategy

- Give the learners an assignment to assess the role of prisons in their country.

Topic 12: Links between the East African Governments

Duration: 16 Periods

Overview

This topic is about early attempts towards achieving the East African Union and the reasons for the failure of such attempts.

General Objective

By the end of this topic, the learner should be able to understand the role of regional cooperation in the development of East Africa.

Sub-Topic 1: Early Attempts to Achieve the East African Federation (1918-1967)

Specific Objectives	Content
The learner should be able to: • define the concept of the East African Federation. • account for the early attempt to create the East African Federation. • discuss the attempts that were made to achieve the East African Federation between 1918 and 1967. • explain the factors that hindered the realisation of the East African Federation.	• The definition of the concept of the East African Federation • The early attempts to create the East African Federation • The steps taken to achieve the East African Federation between 1918-1967 • The factors that hindered the realisation of the East African Federation between 1918 and 1967

Methodology

- Introduce the learners to the early attempts to achieve the East African Federation through discussions.
- Guided discovery during library research can be used to study the East African Community.
- Use the chalk and talk method consistently up to the end of this sub-topic.

Assessment Strategy

- Give the learners an exercise on the reasons for the establishment of the East African Federation.

Sub-Topic 2: The East African Community (1967-1977)

Specific Objectives	Content
The learner should be able to: • define the concept of the East African Community (EAC). • explain the aims and objectives of the East African Community. • describe the structure of the East African Community. • discuss the administration of the common services of the East African Community. • assess the impact of the formation of the East African Community. • discuss the challenges faced by the East African Community up to 1977.	• The definition of the concept of the East African Community. • The aims and objectives of the East African Community. • The structure of the East African Community • The administration of the common service of the East African Community • The impact of the formation of the East African Community • The challenges faced by the East African Community up to 1977

Methodology

- Use the library research to teach about the East African Community since 1967.

Assessment Strategy

- Give an assignment to the class about the assessment of achievements of the East African Community since 1967.

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UNIT 6: HISTORY OF AFRICA 1855-1914

Objectives of Unit 6

This unit will enable learners to:

i) understand the organisation of African societies before colonialism and the process by which African societies lost their independence in the period 1855 – 1914.

ii) appreciate the impact of European colonial rule on African societies.

iii) analyse the African initiative in response to the new situation.

iv) analyse situations in their communities as future community leaders.

SENIOR FIVE TERM I

PART A: THEMATIC HISTORY OF AFRICA

Topic 1: The Pre-Colonial Societies in Africa

Duration: 48 Periods

Overview

This topic covers pre-colonial African states, that is, states that existed before the colonial occupation of Africa. They were of two types namely centralised and decentralised/**acephalous** states. This topic will analyse their political, social and economic organisation

General Objective

By the end of this topic, the learner should be able to appreciate the pre–colonial African political, social and economic institutions.

Sub-Topic 1: Features of the Pre-Colonial African Societies

Specific Objectives	Content
The learner should be able to: • describe the characteristics of the pre-colonial societies in Africa. • analyse the political, social and economic organisation of both centralised and decentralised societies in pre-colonial Africa.	• The features of stateless and centralised societies in Africa • The social, political and economic organisation of the pre-colonial societies like Buganda, Bunyoro, Dahomey, Asante, Benin, Zulu, Ndebele, Iteso, Kikuyu, Ibo, Chagga, Nyamwezi and Nandi

Methodology

- Use the discussion method to introduce the topic and sub-topic.

- Using guided discovery, instruct the learners on which textbooks to use for further reading.

Assessment Strategy

- Give the learners an assignment on the features of pre-colonial African states.

Topic 2: The External Contacts with African Communities

Duration: 48 Periods

Overview

This topic is about contacts the Africans had with outside countries and how the contacts affected Africa's social, political and economic institutions. Such contacts included Islam, long distance trade, the Mfecane, legitimate trade and the Creoles, among others.

General Objective

By the end of this topic, the learner should be able to understand the impact of the external forces on the political, social and economic systems in 19th century Africa.

Sub-Topic 1: Islam in East Africa

Specific Objectives	Content
The learner should be able to: • trace how Islam was introduced in East Africa. • list the factors that favoured the introduction of Islam in East Africa. • explain the factors that limited the spread of Islam in East Africa. • examine the effects of the introduction of Islam in East Africa.	• Introduction of Islam in East Africa • The factors that favoured the introduction of Islam in East Africa • The factors that limited the spread of Islam in East Africa • The effects of the spread of Islam in East Africa

Methodology

- Use the discussion method to introduce the topic and sub-topic.
- Using guided discovery, instruct the learners which textbooks to use for further reading.

Assessment Strategy

- Give the learners an assignment on the features of pre-colonial African states.

Sub-Topic 2: Islam in West Africa

Specific Objectives	Content
The learner should be able to: • explain the occurrence of the Jihads Movement in West Africa • examine the role of Jihadists in West Africa. • discuss the causes of the Jihads movements in West Africa. • analyse the impact of the Jihads movements in West Africa. • account for the success of the Jihad Movement in West Africa.	• The reasons for the outbreak of the Jihad movements in West Africa • The role of the Jihadists like Uthman Dan Fodio, Omar Sehu, Alhaji Umar • The causes of the Jihads movements • The effects (positive and negative) of the Jihad movements in West Africa • The factors that led to the success of the 19th Century Jihads in West Africa

Methodology

- Using the discussion method, take the learners through the various ways in which Islam succeeded in West Africa.

Assessment Strategy

- Set an exercise that tasks the learners to analyse the impact of Islam and its success in West Africa.

Sub-Topic 3: Long Distance Trade in East Africa

Specific Objectives	Content
The learners should be able to: • describe the organisational features of the long distance trade. • account for the growth and expansion of long distance trade. • account for the collapse of the long distance trade. • assess the impact of the long distance trade on East and Central Africa.	• The organisational features of pre-colonial long distance trade • The factors that facilitated the growth of long distance trade • The reasons for the collapse of long distance trade • The consequences of long distance trade in East and Central Africa

Methodology

- Using the discussion method, highlight the growth and organisation of long distance trade in East and Central Africa.
- Using the brainstorm method, gather ideas from learners on the consequences of long distance trade in East and Central Africa.

Assessment Strategy

- Give the learners an assignment to explain the organisation of long distance trade.

Sub-Topic 4: Legitimate Trade in West Africa

Specific Objectives	Content
The learner should be able to: • define the term legitimate trade. • account for the establishment of legitimate trade in West Africa. • explain the problems faced during the establishment of legitimate trade.	• The definition of legitimate trade • The reasons for the establishment of legitimate trade in West Africa • The problems that delayed the growth and development of legitimate trade in West Africa

Methodology

- Use the guided discovery method to teach about the legitimate trade in West Africa.

Assessment Strategy

- Give a test to learners about the legitimate trade in West Africa.

Sub-topic 5: The Slave Trade in West Africa

Specific Objectives	Content
The learner should be able to; • provide the background of slave trade in West Africa. • identify reasons for its abolition • examine the impact of slave trade in west Africa.	• The background of slave trade in West Africa • The reasons for abolition of slave trade • The impact of slave trade in West Africa

Methodology

- Use the guided discovery method to teach the learners about slave trade in West Africa.

Assessment Strategy

- Task the learners to analyse the results of slave trade in West Africa.

Sub-Topic 6: The Creoles' Developments in Seirra Leone

Specific Objectives	Content
The learner should be able to: • explain the origins of the Creoles. • analyse the reforms introduced by the Creole community in West Africa. • identify the problems faced by the Creole community in West Africa.	• The origins of the Creoles • The contributions of the Creole community on the history of West Africa. • The challenges faced by the Creole community in West Africa

Methodology

- Using the discussion method, explain to the learners the origins and contribution of the Creoles in West Africa.
- The guided discovery method would be helpful for the learners during library research to complete the sub-topic.

Assessment Strategy

- Task the learners to examine the reforms and problems faced by the Creole community in West Africa.

Sub-Topic 7: The History of Liberia

Specific Objectives	Content
The learner should be able to: • discuss the problems faced by the Liberians in 1855. • explain the factors that helped Liberia to escape colonialism.	• The problems faced by the Liberian colony in 1855 • The factors that helped Liberia escape colonialism

Methodology

- Use the discussion method to introduce the sub-topic about the history of

Liberia.

- The chalk and talk method can be used consistently up to the end of the topic.

Assessment Strategy

- Give the learners an exercise to discuss the history of Liberia and the reasons why she survived colonization.

Sub-Topic 8: The Mfecane Movement (1820-1860)

Specific Objectives	Content
The learner should be able to: • describe the background of the Mfecane Movement in the 19th Century period. • describe the course of the Mfecane Movement (1820-1860). • assess the impact of the Mfecane Movement in either East, Central or Southern Africa.	• The background to the Mfecane movement into East and Central Africa between 1820 and 1860 • The course of the Mfecane movement • The consequences of the Mfecane Movement (both positive and negative) on East, Central or Southern Africa

Methodology

- Using the discussion method, introduce the Mfecane Movement to the learners.
- The guided discovery method can be used for library research to complete the sub-topic.

Assessment Strategy

- Give the class an exercise on the cause and effects of the Mfecane movement into East and Central Africa.

Topic 3: The Scramble for and Partition of Africa

Duration: 12 Periods

Overview

This topic is about the factors that led to the scramble for and partition of the African continent by European powers and the further results of African colonisation.

General Objective

By the end of this topic, the learner should be able to understand the impact of European colonial contacts on the history of Africa.

Sub-Topic 1: Background to the Scramble

Specific Objectives	Content
The learner should be able to: • explain the concept of the scramble for and partition of Africa. • account for the European scramble for and partition of Africa. • assess the impact of the scramble for and partition of Africa. • explain the methods used by the European powers to acquire colonies in Africa.	• The concept of the scramble for and partition of Africa • The motives for the scramble for and partition of Africa • The course and consequences of the scramble for and partition of Africa • The strategies used by the European powers to acquire colonies in Africa

Methodology

- The discussion method can be used to introduce the topic.
- Through guided discovery, instruct the learners which textbooks to use during library research.
- The chalk and talk method can be used consistently up to the end of this topic.

Assessment Strategy

- Give the learners an exercise on the reasons for the scramble for and partition of Africa.

- Task the learners to explain the methods used by the European powers to acquire colonies in Africa.

Sub-Topic 2: The Berlin Conference of 1884-1885

Specific Objectives	Content
The learner should be able to; • provide the background to the Berlin conference of 1884-1885. • identify the reasons for the calling of Berlin Conference of 1884-1885. • mention the decisions reached at Berlin Conference. • assess the significance of 1884-1885 Berlin Conference in the partition of Africa.	• The background to the Berlin Conference of 1884-1885 • Account for its calling • The decisions made at Berlin Conference of 1884-1885 • The significance of the Berlin Conference of 1884-1885

Methodology

- Use the role play method to explain to the learners the contribution of Berlin Conference of 1884/85 towards the partition of Africa.

Assessment Strategy

- Give an assignment to the learners to assess the significance of 1884-1885 Berlin Conference towards the partition of Africa.

Topic 4: Establishment of Colonial Rule in Africa

Duration: 14 Periods

Overview

This topic is about the establishment of colonial rule in Africa and the role played by European Christian missionaries in establishing the colonial rule and their coming to Africa. The topic also covers the challenges the missionaries faced and the impact of the missionary activities. In addition, the topic will cover the various chartered companies that operated in Africa, their role in the colonization of Africa and the role of individual imperialists.

General Objective

By the end of this topic, the learner should be able to understand the role played by colonial agents in the establishment of colonial rule in Africa.

Sub-Topic 1: The Missionary Factor in Africa

Specific Objectives	Content
The learner should be able to: • provide the background for the European Christian missionaries and show the groups that operated in East, West and Central Africa. • account for the coming of European Christian missionaries to Africa . • identify the problems faced by European missionaries in Africa. • assess the impact of missionary activities in Africa. • analyse the causes and the results of Wafaranza/Wangereza wars in East Africa. • account for the rise of independent Christian churches in Africa. • assess the impact of independent Christian churches in Africa.	• The background of European Christian missionaries and list of groups that operated in East, West and Central Africa • The reasons for the coming of European Christian missionaries to Africa • The challenges faced by missionaries in Africa • The impact of missionary activities in Africa such as that of Dr David Livingstone • The causes and the results of Wafaranza and Wangereza wars in East Africa • The independent Christian African churches • The impact of independent Christian churches in Africa

Specific Objectives	Content
• examine the role played by missionaries in the colonisation of Africa.	• The role played by European Christian missionaries in the colonisation of Africa.

Methodology

- Use the discussion method to help the learners understand the missionary factor in Africa.
- The brainstorm method can help the learners understand the role of missionaries in the scramble for and partition of Africa.

Assessment Strategy

- Give the learners an assignment to account for the problems faced by the missionaries in Africa.

Sub-Topic 2: The Role of Chartered Companies in Africa during the 19th Century.

Specific Objectives	Content
The learner should be able to: • identify the various chartered companies that operated in colonial Africa. • assess the contribution of the chartered companies towards the colonisation of Africa. • assess the impact of the chartered companies in Africa. • account for the withdrawal of chartered companies from Africa by 1914. • assess the role played by the imperialists in the colonisation of Africa.	• The activities of the chartered companies in Africa: German East African Company (GEA.Co), Imperial British East African Company (IBEA.Co), Royal Niger Company (RNC), British South African Company (BSA.Co) • The role played by chartered companies in the colonisation of Africa • The consequences of the activities of the chartered companies in Africa • The factors that led to the withdrawal of chartered companies from Africa • The role of the imperialists (those not mentioned under chartered companies like Charles Rudd, Dr David Livingstone among others)

Methodology

- Through discussions, the learners can understand the role played by chartered companies in the colonisation of Africa.
- Use the brainstorm method to help the students learn about the role of different individuals in the colonisation of Africa.

Assessment Strategy

- Give the learners an assignment to explain the reasons for the withdrawal of chartered companies from Africa by 1914.

Topic 5: The Response to Colonial Rule in Africa

Duration: 26 Periods

Overview

The topic is about the response towards imposition of colonial rule in Africa. There were mainly two varied responses i.e. Collaboration and Resistance.

General Objective

By the end of this topic, the learner should be able to appreciate the varied responses towards imposition of colonial rule in Africa.

Sub-Topic 1: African Response to the Imposition of Colonial Rule

Specific Objectives	Content
The learner should be able to: • account for the various African responses to colonial rule. • describe the terms of the Buganda Agreement of 1900. • assess the significance of the Buganda Agreement of 1900 on the history of Uganda. • account for Samore Toure's resistance against the French. • mention how Samore Toure established and maintained the Mandika empire. • State why Samore Toure was defeated by the French in 1898. • account for Kabalega of Bunyoro's resistance against the British. • explain how Kabalega built or established the Bunyoro empire. • point out the reasons for the defeat of Kabalega by the British in 1896.	• The reasons for the collaboration and resistance in Africa • The terms of the 1900 Buganda Agreement • The effects of the 1900 Buganda Agreement on the history of Uganda • Samore Toure's resistance against the French • The strategies used by Samore Toure to establish the Mandika Empire • The factors that led to the defeat of Samore Toure by 1898 • The reasons for Kabalega's resistance against the British • The factors that enabled Kabalega to establish the Bunyoro empire • The defeat of Kabarega by the British in 1896

Methodology

- Using the discussion method, take the learners through the various African responses to colonial rule.
- Through guided discovery, instruct the learners which textbooks to read to widen their knowledge on the sub-topic.

Assessment Strategy

- Task the learners to explain why some communities collaborated or resisted.

Sub-Topic 2: Collaboration

Specific Objectives	Content
The learner should be able to: • define the concept of collaboration • identify the reasons for collaboration to colonial rule by Africans. • list the personalities that collaborated to colonialists.	• definition of collaboration • Reasons for collaboration by Africans • The African collaborators e.g. Muteesa 1 of Uganda, Lenana of Masai, Lewanika of Lozi, Khama of Bostwana, etc.

Methodology

- Use the discussion method to teach the learners about the collaboration response of Africans to the colonialists.

Assessment Strategy

- Task the learners to discuss various responses used by Baganda towards the British colonisation of Buganda kingdom.

Sub-Topic 3: Resistance Wars

Specific Objectives	Content
The learner should be able to: • discuss the causes and consequences of the various resistance wars against colonial rule in Africa.	• The causes and effects of: - Maji - Maji (1905 -1907) - Nama – Herero (1904 -1907) - Shona – Ndebele (1896 -1907) - Hut tax war (Temne and Mende) 1898

Specific Objectives	Content
	- Nandi resistance in Kenya - Bambatha rebellion of 1906 in Zululand
• assess the role of African traditional religion (ATR) in the organisation of African resistance wars against colonial rule.	• The role of African traditional religion in the organisation of the African resistance wars against colonial rule
• explain the reasons for the failure of the African resistance wars during the 19th century.	• The factors that undermined African resistance against colonial rule

Methodology

- Use the discussion method to introduce the sub-topic about resistance against colonial rule in Africa.
- The chalk and talk method can be used consistently up to the end of the sub-topic.

Assessment Strategy

- Task the learners to explain the role played by traditional African religion in the organisation of resistance to colonial rule in Africa.

Topic 6: Colonial Administration

Duration: 14 Periods

Overview

This topic is about the colonial administrative policies of the colonising powers from Europe which were used to rule the African colonies. There were three main policies namely indirect rule by the British, assimilation by the French and direct rule by the Germans

General Objective

By the end of this topic, the learner should be able to understand the varied colonial administrative policies in Africa.

Sub-Topic 1: Systems of Colonial Administration

Specific Objectives	Content
The learner should be able to: • identify the colonial administrative policies in Africa. • describe how the colonial administrative policies were applied in Africa • explain why the French abandoned the policy of assimilation in West Africa or in Algeria • compare the European colonial administrative policies in Africa.	• The reasons for the adoption of indirect rule (IR) by the British, assimilation by the French and direct rule by the Germans • The British system of indirect rule in either Uganda or Northern Nigeria • The French assimilation policy in West Africa or Algeria • The German direct rule policy in Tanganyika • The reasons for the failure of the assimilation policy in West Africa or Algeria • The similarities and differences between the British indirect rule policy and the French assimilation policy

Methodology

- Using the discussion method, introduce the learners to indirect rule, assimilation and direct rule as systems of colonial administration in Africa.

- Using guided discovery, recommend the books which the learners can use during library research.

Assessment Strategy

- Task the learners to account for the reasons why colonial powers opted to use different administrative policies in Africa

Topic 7: Colonial Economy

Duration: 16 Periods

Overview

This topic is about the features and impact of the colonial economy on African continent.

General Objective

By the end of this topic, the learner should be able to understand the impact of the colonial economy on the social, economic and political systems in Africa.

Sub-Topic 1: The Features of the Colonial Economy in Africa

Specific Objectives	Content
The learner should be able to: • analyse the salient features of the colonial economy in Africa.	• The features of the colonial economy in Congo, Mozambique and Angola
• assess the impact of the colonial economy in Angola, Mozambique and Congo.	• The consequences of the colonial economy in Angola, Mozambique and Congo
• identify the reasons for the establishment of transport network in colonial Africa.	• The establishment of transport network in colonial Africa
• account for the establishment of Uganda railway (1896-1831). • describe the course for the establishment of Uganda Railway. • identify the problems encountered. • list the results of the Uganda Railway.	• The case study of Uganda Railway (1896-1931): - The reasons for its set up - The course - The problems encountered - The results
• explain the factors that favoured plantation Agriculture in East Africa.	• The reasons for the success of plantation agriculture in East Africa
• assess the impact of plantation agriculture in Africa.	• The effects of plantation agriculture in East Africa

Methodology

- Using the discussion method, introduce the features of colonial administration to the learners.

Assessment Strategy

- Give the class an exercise on the impact of the colonial economic policy in Congo.

PART B: REGIONAL HISTORY OF AFRICA 1855-1914

Topic 8: North East Africa

Duration: 32 Periods

Overview

This topic is about the nature of administration and the changes brought to North East Africa by foreign contacts. The countries covered under this topic include Egypt, Sudan and Ethiopia.

General Objective

By the end of this topic the learners should be able to understand the nature of administration and the changes brought about by foreign contacts on the history of North East Africa.

Sub-Topic 1: The History of Egypt (1855-1914)

Specific Objectives	Content
The learner should be able to: • trace the background of Egypt from the time of Muhammed Ali. • examine the reforms of Khedive Ismail on the history of Egypt. • discuss the causes and effects of the Urabi revolt. • assess the impact of the loss of Egypt's independence in 1882. • assess the reforms, career and achievements of Lord Cromer in Egypt between 1883-1913.	• The background of Egypt from the time of Muhammed Ali • The achievements of Khedive Ismail • The Urabi Revolt of 1880-1881 in Egypt • The effects of the loss of Egyptian independence in 1882 • Lord Cromer's reforms, career and achievements

Methodology

- The discussion method will help the learners examine the reforms of Khedive Ismail.
- Through guided discovery, the learners will be able to list the causes and

effects of the Urabi Revolt in Egypt.

Assessment Strategy

- Task the learners to analyse the career and achievements of Lord Cromer from 1883 to 1913.

Sub-Topic 2: The History of Sudan (1855-1914)

Specific Objectives	Content
The learner should be able to: • describe the nature of the Turko-Egyptian administration in Sudan. • discuss the causes and effects of the Mahdist revolt of 1881-1885. • account for the success of the Mahdist Revolt in Sudan. • assess the career and achievements of Khalifa Abdullah between 1885 and 1895. • explain the causes of the Fashoda crisis. • account for the French withdrawal from Fashoda in 1896. • Account for the British conquest of Sudan and the formation of a condominium government in 1898.	• The Egyptian conquest of the Sudan in 1820 • The causes and effects of the Mahdist Revolt of 1881-1885 in Sudan • Why the Mahdist Revolt succeeded by 1885 • Reforms introduced by Khalifa Abdullah in Sudan between 1885 and 1895 • The factors that led to the abortion of the Fashoda crisis of 1896 • The condominium government and the British conquest of Sudan

Methodology

- Through guided discovery, the learners can make notes on the nature of the Turko-Egyptian administration in Sudan.
- Using the discussion method, explain the history of the Sudan to the learners.

Assessment Strategy

- Give the learners an assignment on the causes and effects of the Mahdist revolt in Sudan.

Sub-Topic 3: The History of Ethiopia 1855-1914

Specific Objectives	Content
The learner should be able to:	
• trace the history of Ethiopia.	• The history of Ethiopia
• analyse the methods used by Emperor Theodore II to consolidate himself in power between 1855 and 1868.	• The methods used by Emperor Theodore II to consolidate himself in power
• account for the downfall of Emperor Theodore II in 1868.	• The reasons for the defeat of Emperor Theodore II by the Napier expedition in 1868
• assess the career and achievements of John IV between 1872-1889.	• The success and failure of John IV's reign in Ethiopia by 1889
• discuss the factors that were responsible for the collapse of John IV's government in Ethiopia.	• Factors that led to collapse of John IV's government
• assess the career and achievements of Menelik II between 1889 and1913.	• Menelik II's rule in Ethiopia • The reasons for the Ethiopian defeat of the Italians in the 1896 battle of Adowa
• explain why and how Ethiopia escaped colonialism in the second half of the 19th century.	• How and why Ethiopia escaped colonisation.

Methodology

- Use the discussion method to explain the various methods used by Emperor Theodore II to consolidate himself in power.
- Use the guided discovery method to instruct the learners which textbooks to use for further reading.

Assessment Strategy

- Give the learners a test about the factors that helped Ethiopia maintain her independence in the 19th century.

Topic 9: History of South Africa

Duration: 14 Periods

Overview

This topic covers the social-economic changes on the history of South Africa. These changes were brought about largely by the discovery of minerals which culminated into the 1910 Act of Union and the apartheid policy.

General Objective

By the end of this topic, the learner should be able to understand the impact of socio-economic changes on the history of South Africa.

Sub-Topic 1: Mineral Discovery

Specific Objectives	Content
The learner should be able to: • trace the pre-mineral discovery life in South Africa. • examine the effects of the mineral discovery in South Africa. • analyse the causes and effects of the first Anglo-Boer war of 1880-1881. • List the terms of Pretoria Convention of 1881. • mention the attempts for the formation of a federation scheme by Sir George Grey and Lord Carnarvon. • explain the causes and effects of the Jameson raid of 1895. • analyse the causes and effects of the second Anglo-Boer war of 1899-1902. • assess the impact of the peace treaty of Vereeniging on the history South Africa.	• The pre-mineral discovery life in South Africa • The consequences of mineral discovery and exploitation of the people of South Africa (Whites and Blacks) • The causes and effects of the first Anglo-Boer war of 1880-1881 • The Pretoria Convention of 1881 • The attempts for the formation of a federation scheme by Sir George Grey and Lord Carnarvon • The causes and effects of the Jameson raid of 1895 • The causes and results of the second Anglo – Boer war of 1899 – 1902 • The effects of the peace treaty of Vereeniging of 1902 on the peoples of South Africa

Specific Objectives	Content
• examine the national convention of 1908. • account for the formation of the Act of Union of 1910 in South Africa. • assess the significance of the1910 Act of Union on the history of South Africa.	• The national convention of 1908. • The consequences of the Act of Union of 1910 on the people of South Africa • The factors that led to the signing of the Act of Union of 1910

Methodology

- Using the discussion method, introduce the topic and sub-topic to the learners.
- Use the guided discovery method to instruct the learners which textbooks to use for further reading.

Assessment Strategy

- Give the learners an assignment to explain the impact of mineral discovery in South Africa.

Topic 10: History of the Maghreb States

Duration: 16 Periods

Overview

This topic is about the changes brought about by foreign contacts on the Maghreb states. The Maghreb states include Algeria, Tunisia, Morocco and Libya. The topic also covers the factors responsible for the states' loss of independence

General Objective

By the end of this topic the learner should be able to understand the changes brought about by the foreign contacts on the Maghreb states.

Sub-Topic 1: The Foreign Occupation of Algeria, Tunisia, Morocco and Libya

Specific Objectives	Content
The learner should be able to: • trace the brief history of the Maghreb states. • discuss the factors that led to the French colonisation of Algeria. • explain the methods used by France to consolidate her rule in Algeria. • assess the impact of the French occupation of Algeria on the history of the Maghreb region. • assess the career and achievements of King Mohammed El-sadek of Tunisia. • account for the French occupation of Tunisia in 1881. • assess the impact of the French occupation of Tunisia on the history of the country (Tunisia). • assess the career and achievements of Hassan Mouley of Morocco between 1873 and1894. • assess the career and	• The history of the Maghreb states • The reasons for the French conquest of Algeria • The establishment and consolidation of French rule in Algeria • The consequences of the French occupation of Algeria on her neighbours • The contribution of King Mohammed El-Sadek to the history of Tunisia • The reasons for the French occupation of Tunisia in 1881 • The reforms of Hassan Mouley of Morocco between 1873 and1894 • The reforms of Sultan Abdul Aziz of Morocco

Specific Objectives	Content
achievements of Sultan Abdul Aziz between 1894 and1908. • account for the French conquest of Morocco in1912. • discuss the factors that led to the Italian conquest of Libya in 1911.	• The factors that led to the French occupation of Morocco in 1912 • The factors that led to the Italian occupation of Libya

Methodology

- Using the discussion method, explain to the learners the reasons that caused the Maghreb states to lose their independence.
- Guided discovery can help the learners during library research.

Assessment Strategy

- Give the learners a test to explain the factors that led to the French occupation of Algeria.

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