**DETAILLED SYLLABUS FOR ADAPTED A LEVEL HISTORY OF 2024**

**THE INTRODUCTORY SECTION OF ADAPTED A LEVEL HISTORY SYLLABUS 2024**

**SECTION 1**

**1.0 Introduction**

The Advanced Level Secondary History Curriculum for Uganda has been re-organized to align it to the Lower Secondary Competency based model for ease of progression of learners from the Lower to Advanced Secondary Level. The alignment is as a result of the analysis of the existing Advanced Level History curriculum published in 2013, to determine whether the content is:

1. Appropriate
2. High pitched or overload
3. Covered at Lower Secondary
4. Obsolete
5. Repeated in different topics and redundant

The results from the curriculum analysis revealed that there were overlap of concepts with what was covered at the Lower Secondary as well as concepts within different topics of the same subject. In addition, a number of syllabuses had content that is no longer necessary for today’s the contemporary society and the 21st century. This led to content overloads in those sylltabuses.

**1.1 Changes to Curriculum**

The alignment of the existing A-Level Curriculum to the Lower Secondary made changes in the pedagogies of learning from a knowledge and objective based approach to an integrated and learner centered competency-based approach. The adapted syllabus therefore is a result of rationalizing, integrating and merging content with overlaps and similar skills, dropping topics that had been studied at Lower Secondary, or, no longer critical and relevant for the current learning needs and upgrading those that were of low competencies to match with the advanced level. The learning process has been clearly stipulated in the scope and sequence chart recognizing progression of learning derived from the learning outcomes with corresponding assessment strategies. The detailed syllabus page unfolds the learning experiences and achievement expectations as a process rather than an event.

This History syllabus is part of the Adapted A-Level Curriculum published for S5 intake for learners who have studied under the Revised Lower Secondary Curriculum. It is important that you read the whole syllabus before planning your teaching programme since many topics have been merged, upgraded, or removed. While aligning this syllabus, efforts were made to ensure a smooth progression of concepts from Lower Secondary level, adapting topics and content with familiar features that are of value to the learner

and the society.  In addition, the process of developing this syllabus document removed what was considered obsolete, high pitched as well as content overlaps and overloads.

**Inclusion**

The Adapted A-Level Curriculum is designed to empower all learners, including those with Special Educational Needs (SEN), to reach their full potential and contribute meaningfully to the nation. By incorporating inclusive strategies, the curriculum ensures equitable access to high-quality learning opportunities while maintaining high academic standards. It emphasizes creating an inclusive learning environment that supports the diverse needs of learners with SEN, enabling them to succeed alongside their peers.

This subject promotes diversity, equity, and holistic development by providing the necessary support for learners with SEN throughout their educational journey. By fostering these values, it prepares all learners to contribute positively to society, equipping them with the skills and knowledge to thrive in a diverse and inclusive world. History exemplifies these principles, ensuring every learner has the opportunity to succeed academically and socially.

**Classroom Based Assessment:**

This syllabus requires classroom learning to be experiential through the suggested learning activities for the acquisition of the learning outcome requirements. This is the gist for a learner centered and activity-based approach to learning which emphasizes acquisition of required competencies.  Formative assessment in new A’level History will focus on the acquisition of knowledge and skills through performance of the learning activities. The learning activities sprout from the learning outcome which are evidenced by acquiring and demonstrating application of the desired skills to show that learning has taken place. The sample assessment strategies have been provided to guide the teacher on classroom-based assessment. The teacher can develop more assessment strategies based on the same principals of observations, conversation and product for the acquisition of the desired knowledge, skills, values and attitudes.  (**See detailed syllabus page)**

**Generic Skills**

The generic skills are not separate subjects but lie at the heart of every Subject. They are the skills that enable the learner to access and deepen learning across the whole curriculum. They are the same skills that are sought by employers and which will unlock the world of work. They are the skills that allow learners to develop the skill of learning for life (lifelong learners) and adapt to change in order to cope with the challenges of life in the 21st Century.

This curriculum requires learners to think critically and solve problems, both at school and in their community. They need to be creative and innovative in their approach to learning and life, communicate well in all forms, co- operate with others and also work independently, in addition to using functional mathematics and ICT effectively.

**Projects**

Projects and project-based learning are part and parcel of learning in the 21st century. A number of projects have been integrated in the syllabus for different topics. These are but samples. You are encouraged to develop more projects with your learners that can easily be linked to what is happening in your local environment. While doing this, make effort to keep aligned to the learning outcomes of the topic you are teaching.

**1.2 Aims of teaching History subject at A Level**

The Advanced level History curriculum aims:

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 generic 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 context.
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 and many relevant examples
7. To provide a link between lower secondary curriculum and university courses.

**1.3 Content overview**

The areas of study have been re-organised within the syllabus to come up with the adapted version. The existing 6 Units of A’level history has been merged to form only 2 units:

1. History of Africa since 1800
2. History of world affairs since 1789.

**Broad areas of African History since 1800**

This has been created out of existing the 4 History A ‘level units of;

1. National movements and new states in Africa since 1935
2. Social and Economic History of East Africa since 1800
3. Theory of government and constitutional development and practice in East Africa
4. History of Africa 1855-1914.

**Aims of teaching African History are to;**

1. Understand the organisation of Pre-colonial African Societies
2. Know the process of colonisation of African societies between 1855-1914
3. Appreciate the impact of European colonial rule on African societies
4. Understand the factors that led to rise of African Nationalism
5. Understand the concept of Pan-Africanism
6. Appreciate the theory of government and constitutional development and practice in East Africa.

**SECTION 1.4:**

**A’LEVEL HISTORY SCOPE AND SEQUENCE**

**History Course Description:**

The new adapted A’ level history will have 2 units and both of them compulsory. Unit 1 is called ***“History of Africa Since 1800”*** and Unit 2 is called ***“History World Affairs Since 1789”.*** Each unit will have 4 periods per week and a total of 48 periods per term. Together as history subject will have 96 periods per term.

**UNIT 1: HISTORY OF AFRICA SINCE 1800**

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| **CLASS/TERM** | **TOPICS** |  | **SUB-TOPICS** | **PERIODS** |
| **S.5 TERM 1** | TOPIC 1: The social and economic systems in the pre-colonial institutions in Africa. | 1.1 | The clan | **04** |
| 1.2 | Age groups and Age sets | **04** |
| 1.3 | Initiation ceremonies | **04** |
| 1.4 | African traditional religions | **04** |
| 1.5 | Informal Education | **04** |
| 1.6 | pre-colonial production | **04** |
| TOPIC 2: The pre-colonial trade systems in Africa. | 2.1 | The origin and Organistaion of the trans-Saharan trade | **08** |
| 2.2 | Trans-Atlantic slave trade system | **08** |
| 2.3 | Abolition of slave trade | **08** |
|  | **TOTAL** |  |  | **48** |
|  |  |  |  |  |
| **TERM 2** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **y**  **S.5 TERM 2** | TOPIC 3: Islamic revolutions in Africa. | 3.1 | Islam in North Africa | **04** |
| 3.2 | Conquest of the East African coast by Arabs. | **03** |
| 3.3 | Jihads movements in West Africa | **04** |
| 3.4 | The Mahdist movement in Sudan. | **04** |
| TOPIC 4: Scramble and Partition of Africa 1880-1914 | 4.1 | Background to scramble and partition of Africa. | **08** |
| 4.2 | Case studies of Colonisation in Africa  Algeria  Congo  Nigeria  Zimbabwe | **10** |
| 4.3 | The Berlin conference of 1884-85 | **05** |
| TOPIC 5: Establishment of Colonial rule in Africa | 5.1 | Methods used in the establishment of colonial rule | **04** |
| 5.4 | The agents of colonial rule: Explorers,  Missionaries,  Imperialists and  Chartered companies | **06** |
|  | **TOTAL** |  |  | **48** |
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| **TERM 3** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.5 TERM 3** | Topic 6: colonial administration in Africa. | 6.1 | Colonial administration in west Africa. | **05** |
| 6.2 | The nature of  Colonial economy | **03** |
| 6.3 | Response to colonial rule. | **04** |
| 6.4 | The 1900 Buganda agreement | **03** |
|  | 6.5 | Why Ethiopia escaped colonialism | **04** |
|  | Topic 7: Foreign struggles for economic resources and unification in South Africa | 7.1 | First Anglo-Boer war 1880-1881 | **03** |
| 7.2 | Jameson raid 1895 | **03** |
| 7.3 | Second Anglo-Boer war | **04** |
| 7.4 | Vereeniging settlement of 1902 | **03** |
| 7.5 | Act of Union of 1910 | **03** |
|  | TOPIC 8: The Rise of African Nationalism. | 8.1 | Key features of African Nationalism | **03** |
| 8.2 | The factors responsible for the rise of African Nationalism | **03** |
| 8.3 | Case Studies of Key Nationalistic Movements:   * SWAPO, * FRELIMO, * ZANU and * FLN | **05** |
| 8.4 | The challenges faced in the independence struggles in Africa | **02** |
|  | **TOTAL** |  |  | **48** |
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|  | **SENIOR 6 AFRICAN HISTORY** | | |  |
| **TERM 1** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.6 TERM I** | TOPIC 9: The Growth of Pan Africanism | 9.1 | The objectives of Pan- Africanism | **03** |
| 9.2 | Key figures and key events in the rise of Pan Africanism | **03** |
| 9.3 | The factors for the rise of Pan-Africanism | **03** |
| 9.4 | The challenges to the growth of Pan-Africanism | **03** |
| 9.5 | The achievements of the Pan- African movement | **04** |
| TOPIC 10: Post - Colonial Socio-economic developments in Africa | 10.1 | Trade unions in East Africa. | **05** |
| 10.2 | Cooperative movements in East Africa. | **05** |
| 10.3 | Modernization of health services | **05** |
| TOPIC 11: Regional economic groupings and nternational relations | 11.1 | The Non Aligned Movement (NAM) | **03** |
| 11.2 | ECCAS (Economic Community of Central African States) | **02** |
| 11.3 | COMESA | **04** |
| 11.4 | SADC | **04** |
| 11.5 | AMU | **04** |
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|  | **TOTAL** |  |  | **48** |
| **TERM 2** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S. 6 TERM 2** | **TOPIC 12:** The Nature and Purpose of The Constitution | 12.1 | Sovereignty of the people and the powers of parliament. | **03** |
| 12.2 | Challenges to the constitution and the rule of law | **04** |
| 12.3 | Special Interest Groups | **02** |
| 12.4 | Press and media in the constitutional development of East Africa. | **05** |
|  | TOPIC 13: Social and economic developments in East Africa since independence. | 13.1 | Ujamaa policy in Tanzania | **04** |
| 13.2 | Harambe philosophy in Kenya. | **04** |
| 13.3 | Common man’s charter in Uganda | **04** |
| 13.4 | Asian activities in post-colonial East Africa. | **04** |
| TOPIC 14: Separatism and Ethnic nationalism in Africa. | 14.1 | The Civil war in Sudan, 1955 – 2005 | **05** |
| 14.2 | The Civil war in Rwanda 1990-94 | **05** |
| 14.3 | 1981 – 86 Civil War in Uganda | **03** |
| 14.4 | The land question in Zimbabwe | **05** |
|  | **TOTAL** |  |  | **48** |
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| **CLASS/TERM** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.6 TERM 3** | TOPIC 15: Nationalization of education in Uganda | 15.1 | Problems of colonial education | **04** |
| 15.2 | Role of education in the modernization of Uganda. | **05** |
| 15.3 | Africanizing the syllabus in Uganda. | **05** |
| 15.4 | Universal primary and secondary education in Uganda. | **05** |
| 15.5 | Technical and University education in Uganda. | **05** |
| Topic 16: Current challenges of African growth and development | 16.1 | Debt burden | **05** |
| 16.2 | Corruption | **06** |
| 16.3 |  | **05** |
| 16.4 | Unemployment | **04** |
| 16.5 |  | **04** |
|  | **TOTAL** |  |  | **48** |

**SECTION 2: THE DETAILED SYLLABUS FOR UNIT 1**

**TERM 1**

**CLASS : SENIOR 5 PERIODS : 24**

**TOPIC 1:** The social and economic systems in the pre-colonial institutions in Africa.

**TOPIC COMPETENCY:** Learners analyse the roles of social structures, cultural practices and traditional knowledge in pre-colonial African societies and explore how this knowledge can address current societal challenges.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Assess the importance of the clan in the pre-colonial societies as a foundation of shared values, heritage and governance (u,v,a) 2. analyse the role of age groups in teaching social harmony and community responsibility (gs,v,u) 3. evaluate the role of initiation ceremonies in instilling pride and sense of identity (u,v,a) 4. analyse the role of African traditional religion in pre-colonial societies as a means of preserving societal knowledge and values (u,v,gs) 5. Evaluate the role of informal education in the preservation of African traditional knowledge systems and values (v,a) 6. Analyse the role of pre-colonial production in ensuring the survival of pre-colonial African societies and how this knowledge can be applied to address current societal challenges. | * In groups, learners ask one another about their clans and generate a list of clans present in their class. They discuss what their community and country would be like if there were no clans Groups share their ideas through presentations. * Learners brainstorm on the meaning of a clan.   Through questioning and explanation, guide learners to reach a common agreement on what a clan is.   * In groups, learners find out the roles and significances of a clan in African traditional societies * Learners create and present a documentary showing a clan leader addressing the society of their choice on important clan laws to be respected. * In groups, learners search and present the roles of age groups in traditional African societies   In groups, learners identify their own age groups and analyse the roles of age groups in their respective communities.   * In groups, learners discuss and identify initiation ceremonies which are carried out in their communities and other parts of Uganda. They explain the activities carried out in these ceremonies and the value of each activity. * In a brainstorm session, learners explain the meaning of initiation ceremonies and how they are carried out in their respective communities * Learners in groups analyse the contributions of initiation ceremonies in traditional African societies * In an interview with community elders, learners carry out search and present on practices, rituals, and beliefs in African traditional religion within their community and write a report. * Learners create a journal highlighting a comparison of age sets roles between the African traditional religion and the modern Uganda and present it. * Individually, learners draw a comparison table to show the features of traditional African religion and their own religion focusing on beliefs, values and rituals and display it in the classroom. * In a cultural skill demonstration, learners practice skills like: bead work, preparing traditional dishes or playing indigenous instruments, folk-songs under the guidance of a community expert and display in class. * In a classroom discussion, learners analyse how informal education contributes to preserving values like respect, community solidarity, and environmental stewardship * In an essay competition, learners take on an essay on the topic: The role of informal education in preserving African values and traditions * Divide learners into groups, assign each group a specific pre-colonial economic activity to search its role in the survival of pre-colonial societies and have one member from each group present their findings to the class. * Invite a guest speaker to discuss a predominant pre-colonial economic activity in the area and explain how it has contributed to the survival of their community. | 1. Observe learner’s as they express their understanding of the concept of the clan and take note of their ability to;   - Analyse historical information and make personal decisions.  --Analyse the historical facts using logical reasoning   1. Converse with learners to find out their ability of sustaining a logical discussion on the role of age groups in any community and take note of;   - level of interaction with others  - Respect for each other.   1. Evaluate the ability of the learner to explain the process of any initiation ceremony carried out in their community and take note of ;   - adequacy of facts  - relevancy of information   1. Assess learners during group activities to find out their ability to collaborate with others   Specify the indicators of collaboration the assessor should look out for. |

**Note: For topic 1, C**onsider using case studies of two contrasting Pre-colonial African societies so that learners can appreciate their level of organisation and how foreign invasion could have affected such societies.

**TERM 1**

**CLASS: SENIOR 5 PERIODS: 24**

**TOPIC 2:** The pre-colonial trade systems in Africa

**TOPIC COMPETENCY:** Thelearner analyses the impact of external trade contacts across Africa to appreciate their influence on the continent’s historic economic development and their relevance to today’s business world.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Explain the organisation of Trans-Saharan trade and its role in the development of African states and how it influenced present day economies and regional relationships (v,a) 2. Explore the organization of the Trans-Atlantic slave trade to understand its impact and promote human rights today (v,a) 3. Analyse the process of slave trade abolition in west Africa to understand the ongoing dangers of exploitation and dehumanization (gs, v,a) | * In a group, learners’ analyse a map of Trans-Saharan trade routes to identify key routes, cities, major traders and goods traded and display in class. * In a brainstorm session, learners assess the impact of Trans-Saharan trade on West African communities such as Mali, Songhai among others.   This activity is not feasible. When did these learners get ideas about the impact of Trans-Saharan trade? Consider rephrasing it to allow for discovery and analysis of the impact. E.g.,  In groups, learners analyse textbooks, extracts or watch an acted film about Trans-Saharan trade in selected West African communities such as Mali and Songhai. They note down its organisation and impact on the communities. Groups present their findings and critique each other’s work.   * Learners write an essay on the role of Trans-Saharan trade in shaping modern Africa * Guide learners to create a time line marking significant events under Trans-Atlantic slave trade. * Learners create a documentary showing a West African slave market highlighting the roles of African traditional leaders in this trade. * In a classroom discussion, learners compare Trans-Atlantic slave trade with other forms of slavery * In a story telling session, learners narrate a story from their individual perspective on how they have been impacted by oppression and exploitation similar to slave trading * In analysis of historical extracts, learners read the British Slave Trade Act (1807) to internalize the abolition strategies and present in class. * Learners debate on the current anti human trafficking measures. | 1. Observe learner’s as they identify and locate trade routes, cities, major traders and goods on a West African historical map and find out their ability to;   - Work effectively in diverse teams  - Categorically sort and analyse information given on a map.   1. Converse with learner to find out their ability to describe the organisation of Trans-Saharan trade in West Africa and take note of;   -. Listening critically and with comprehension.  -eloquence in explanation  - Argue out issues clearly about the course and organisation of Trans-Saharan trade   1. Assess the learner’s ability to come up with a written essay on the significance of Trans-Saharan trade in shaping modern societies in Africa and take a note of;   -its relevance  -Accuracy  -Coherency   1. Listen to learner’s presentation on their experience about the events of Trans-Atlantic slave trade to appreciate their language expression and confidence   The indicators of generic skills highlighted in this column are not aligned to the skills being assessed, yet some are far fetched |

**TERM 2**

**CLASS: SENIOR 5 PERIODS: 15**

**TOPIC 3:** Islamic revolutions in Africa.

**TOPIC COMPETENCY:** Thelearner analyses the spread of Islam, its impacts and key movements in Africa to appreciate their its role in shaping cultural diversity and leadership today

Include how the learner displays/exhibits this competency.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Examine the factors that contributed to the spread of Islam in North Africa to understand their its influence on African cultural practices (gs,v,a) (u) 2. Evaluate the cultural and social impacts of Islam in East Africa on local traditions and community structures (gs,v,a) 3. Explore the role of the jihad movements in the history of West Africa and their contribution to contemporary cultural and religious diversity in Africa (gs,v,a) 4. Explain the role of Mahdi leadership in the success of the Mahdist Revolt to help learners understand how effective leadership can influence success (gs,v,a) | * Individually, learners search and present factors for coming of Islam into North African region * In a debate session, discuss the motion “Was Trade or conquest more significant in spreading Islam in North Africa” * In an interview session, learners interact with any elderly Muslim cleric and share on the cultural influence of Islam in East Africa * Learners in groups create a journal expressing various approaches moslem clerics used to convince Africans adopt Islamic religion and share with the class. * Learners investigate how Islam has influenced gender roles and family structures in East African societies. * watch a documentary or listen to a narration on jihad movements in West Africa and analyse how it portrays their historical and cultural impact * in a debate session, learners discuss the motion “the legacy of jihad movements was more positive than negative” * learners search and present how the influence of jihad movements can be seen in modern Islamic practices * in a group discussion, learners discuss the traits that made the Mahdi a successful leader and compare them to traits of current leaders | 1. Observe learner’s as they share factors that attracted Moslems into North Africa and take note of;   - Their listening skills and comprehension  - talk confidently and explain their ideas clearly.  -Accept and deal with criticisms   1. Dialogue with learners to find out their level of understanding of the influence of Islam on African cultural practices and find out their ability to;   - Reflect on their own experiences and take a decision  - listen to each other and make choices as a group.   1. Examine the relevance,accuracy and the coherency of learners interview report from the elderly Muslim cleric to gauge the level of Islamic cultural influence in East Africa |

**TERM 2**

**CLASS: SENIOR 5 PERIODS: 23**

**TOPIC 4:** The Scramble and Partition of Africa 1880-1914.

**TOPIC COMPETENCY:** The learner analyses the outcomes of the 19th century scramble for and eventual Partition of Africa to appreciate its influence on contemporary conflicts, governance and political boundaries in Africa.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Examine the motivations behind the 19th century scramble for Africa comparing these motivations with those of contemporary influence of foreign powers in Africa (gs, v, a) 2. Analyse the impact of the Scramble and Partition of Africa on contemporary societies and show how the creation of arbitrary borders is responsible for the contemporary ongoing conflicts and governance challenges (gs,v,a) Where? 3. Analyse case studies of colonization in Algeria, Congo, Nigeria, and Zimbabwe to understand how the Scramble for Africa and subsequent partition impacted the development of these countries.(gs,v,a) 4. Analyse the outcomes of the Berlin Conference of 1884-85 and its role in formalising the division of Africa among European nations, as well as its impact on the current political boundaries in Africa (gs, v, a) | * In mind mapping session, learners express their understanding about the concept of scramble and partition and pin their innovations in class. * Learners use maps and compare how Africa was affected by different colonial powers in the 19th century with those hugely influenced by modern foreign powers (china, U.S.A, Japan, etc) through trade, military or political relations today. * learners create a documentary showing various motivation scenes that attracted Europeans to colonize Africa. * In groups, learners explore the process of the colonisation of Africa and present to class * In a brainstorm session, learners identify elements within their community that originated from European colonialism * In groups, learners search and present the impacts of the scramble and partition of the following countries in Africa * Algeria * Congo * Nigeria * Zimbabwe * Using a case study of recent border conflict in East Africa, learners analyse its impact on their country and make a report. * In groups, learners search on the shortcomings of the 1884-85 Berlin Conference and show how these are responsible for the current political challenges in Africa | 1. Observe learners as they analyse and compare the reasons for 19th-century European occupation of Africa with those of the 21st century to assess;   -their critical thinking skills  - Sort and analyse information about the coming of Europeans into Africa.   1. Engage with learners in a discussion to assess their understanding of current border conflicts in Africa and find out their level of;   -respecting the detail  - working effectively in diverse teams   1. Evaluate learners' ability to write a research report connecting the shortcomings of the 1884-85 Berlin Conference to Africa's current border challenges and take note of;   -Its relevance, Accuracy  And Coherency   1. Analyse learners' teamwork skills during a research activity on the connection between the shortcomings of the Berlin Conference and the current border conflicts. |

**TERM 2**

**CLASS: SENIOR 5 PERIODS: 10**

**TOPIC 5:** Establishment of Colonial rule in Africa.

**TOPIC COMPETENCY:** The learner evaluates colonial acquisition methods and the role of colonial agents to appreciate the origin of western influence and post-colonial challenges in Africa

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Evaluate the methods used by European powers to acquire colonies in Africa to enable learners make informed judgements about post-colonial challenges today (gs,v,a) 2. Examine the role played by agents of colonial rule in shaping the 19th century African societies to enable learners understand the origin of western influence on Africa today (gs,v,a) | * In a brain storm session, learners explain the different methods used in the colonisation of Africa. * In a drama session, learners are divided into groups to act out a method of colonial acquisition. * Learners watch a documentary or read an excerpt from a text on the scramble and partition and engage in a discussion on how European powers acquired colonies in Africa * Conduct a role-play session where learners act as traders, explorers, missionaries, and imperialists to explore how colonial agents shaped foreign interests in present-day Africa. * In groups, learners create a profile poster of colonial agents of their choice and pin in the portfolio corner of their classroom. | 1. Observe learners' ability to create scenes depicting colonial acquisitions in Africa and take note of their ability to;   - Sort and analyse information clearly.  - Use ICT responsibly and get right information   1. Engage learners in a discussion to assess their ability to analyse the contributions of various colonial agents to the colonization of Africa and find out;   -if they can talk confidently  -if they can manage goals and time.   1. Assess learners' ability to create a poster summarizing European colonization methods and their impact on Africa, focusing on its clarity, creativity and innovation ,logical flow and relevance of words used. |

**TERM 3**

**CLASS: SENIOR 5 PERIODS: 22**

**TOPIC 6:** Colonial administration in Africa

**TOPIC COMPETENCY:** The learner analyses colonial policies, economic systems and African responses to colonial rule to appreciate their lasting impact on governance, economic development and socio-political issues in contemporary Africa.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the reasons for the French use of assimilation policy in West Africa to understand how this colonial approach has continued to shape governance in Africa today (gs,v,a) 2. Explain reasons behind the French abandonment of the assimilation policy in West Africa to appreciate Uganda’s own colonial history (gs,v,a) 3. Evaluate the impact of colonial economic policies in west Africa and British economic policies in East Africa to understand the historical economic systems that continue to influence the economic development in Africa today (gs,v,a) 4. Compare the response of African societies to colonial rule in West and East Africa to understand their influence on contemporary political and social issues in Africa (gs,v,a) 5. ~~Evaluate~~ Assess the significance of the 1900 Buganda agreement towards the establishment of colonial rule in Uganda to appreciate Buganda role in the socio-political affairs of Uganda. (u, v/a) 6. Evaluate the reasons why Tanganyika resisted ~~against~~ colonialism in the second half of the 19th century to appreciate the role of masses in defending the nation's independence. (…)? | * In a think-pair-share session, learners explain the meaning and types of colonial administration in Africa. * In a debate session, learners discuss the motion” assimilation policy was better than indirect rule” * In an essay competition, learners write about their understanding of the French assimilation policy and how it enhances their understanding of Uganda's colonial past. * In a group discussion, learners ~~explain~~ explore the reasons behind France's abandonment of the assimilation policy in West Africa to understand how it influences the current administrative systems in Uganda. * In a role-play, learners simulate a meeting on abandoning the French assimilation policy, reflecting on Uganda's colonial administrative development. * learners compare the economic policies of the French in West Africa and the British in East Africa and write a report. * In a group discussion, learners compare responses of African societies to colonial rule in both West and East Africa. * Learners analyse the 1900 Buganda agreement document to find out the collaboration levels between Buganda kingdom and the British * Learners search and present on the causes and the results of Majji-Majji rebellion of 1905-07 in Tanganyika * Learners brainstorm on the reasons for defeat of Majji-Majji rebellion in 1907 Tanganyika.   **Note:**  Where and when do the learners use written records and other sources of history to find out historical information? Throughout this topic, learners are brainstorming, writing essays, debating and discussing basing on what they think or know. There is no reference made to documented history. Will they become historians who can analyse and derive inferences from documented events? | 1. Observe learners during a debate on the effectiveness of the assimilation policy to gauge their;   -listening skills and confidence.  - Level of managing goals and time.  -Accuracy of facts used.   1. Dialogue with learners to assess their ability to argue out the reasons why the French later abandoned the Assimilation policy in West Africa and find out;   -if they can talk confidently  - if they recognize the need to consult others in order to achieve personal goals.   1. Evaluate the relevancy, accuracy and coherency of learners' reports comparing French and British colonial administrations systems in Africa 2. Assess learners' accuracy and logical presentation of historical facts during class discussions on French and British colonial administration in Africa. |

**TERM 3**

**CLASS: SENIOR 5 PERIODS: 16**

**TOPIC 7:** Foreign struggles for economic resources and the unification in South Africa

**TOPIC COMPETENCY:** The learner analyses the Anglo-Boer conflicts, the treaty of Vereeniging and the 1910 Act of union to appreciate the lessons for unity, governance and addressing social –economic socio-economic injustices in Africa

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the causes and effects of the Anglo-Boer conflicts of 1880–1902 in South Africa to demonstrate how minority groups can build national unity, particularly when facing external aggression. (gs,v,a) 2. Evaluate Examine the impact of the ~~signing of the~~ Treaty of Vereeniging on SouthAfrica ~~African history~~ to draw lessons for inclusive governance and addressing colonial legacies in contemporary African nations (gs,v,a) 3. Assess the significance of the 1910 Act of Union in South African history to understand how governments can use laws to justify injustice in society (gs,v,a) | * In groups, learners search and present the causes and effects of the Anglo-Boer conflicts to explore how the Boers built resilience against external threats. * In a story telling session, learners explain the long-time relationship between the Dutch, the British and the Africans in South Africa before apartheid regime. * In a drama session, learners show how minority groups can contribute to national unity when facing external threats * In a document analysis, learners read an extract from the Treaty of Vereeniging and discuss the lessons it offers for contemporary African governance. * Learners write a letter from the perspective of a Black South African during the signing of the Vereeniging Treaty, reflecting on its impact on the country’s history. * In small groups, learners analyse how the 1910 Act of Union created legal structures that justified inequality and injustices and present to class. * In a brainstorm session, learners present ideas on how modern governments can use laws to promote justice rather than perpetuate injustice. | 1. Observe learner’s;   -comprehension skills  -accuracy of facts  -level of eloquence  as they share the South African racial experiences before the apartheid rule.   1. Converse with learners about the terms and impacts of the Vereeniging Treaty and find out if they can;   -sustain conversation  - use historical timelines accurately   1. Assess learner’s accuracy and coherence in writing a letter about the lessons learned from the clauses and terms of the 1902 Vereeniging Treaty. 2. Evaluate the tone and language used in the letter to establish whether it reflects the perspective of a black African who has experienced exploitation and inequality |

**TERM 3**

**CLASS: SENIOR 5 PERIODS: 16**

**TOPIC 8:** The Growth of African Nationalism

**TOPIC COMPETENCY:** The learner understands African nationalism, analyses its rise and key movements and evaluates independent struggles to appreciate their impact on identity and democratic governance in Africa

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. ~~Understand~~ Explain the concept of African nationalism, its key features and its role in shaping identity, unity and political movements in Africa ~~(k,u,v)~~ (k, u) 2. Analyse the factors that contributed to the rise of African nationalism to ~~foster a deep understanding of~~ better understand the roots of our independence and appreciate the sacrifices made by those who fought for our independence. (gs,v,a) 3. Evaluate the role of key independence movements in Africa towards the rise of African nationalism to appreciate the contributions of current political parties ~~achieve~~ towards achieving democratic governance in Africa 4. Evaluate the challenges in Africa's struggle for independence to appreciate the efforts of those who fought for its freedom (gs,v,a) | * Learners engage in a discussion about the challenges faced by Africans during the colonial era. * Learners create a documentary and assign each other a different phase of African Nationalism and make a presentation to class * In groups, learners analyse and present how the features of African nationalism shaped unity and identity struggles in their own country. * Learners search and present on the key events and figures of African Nationalism and create a time line of significant events leading up to African independent movements. * Learners prepare a documentary showing either ~~Kamuzi~~ Kamuzu Banda,Dr.Nkwame Nkrumah or Julius Nyerere addressing a rally about the need for self-independence. * In groups, learners discuss the factors that contributed to the growth of African nationalism with a special focus on Uganda. * Learners prepare a journal and pin in it class to honour individuals who contributed to the struggle against colonial rule in Africa with a special focus to approaches they used. * In groups, learners search and explain the contribution of Key Nationalistic Movements like: * SWAPO * FRELIMO * ZANU * FLN   to achieve African independence   * In groups, learners discuss the challenges of African independence struggles and reflect on lessons for Uganda's unity and resilience. * Create a journal summarizing the steps of political party formation and their mandate in a democratic society. | 1. Observe learner’s ability to critically analyse the factors contributing to the rise of nationalism in Africa during class discussions and take note of;   -accuracy of facts  - Their level of Sorting and analysing information.  -if they can Talk confidently and explain the ideas clearly.   1. Dialogue with learners to assess their understanding of the challenges faced by African communities during colonialism and find out if ;   -they can respect the peers in class discussion  -they can point accurate facts.   1. Assess the learner’s ability to present an accurate, relevant summary on how political parties can resolve contemporary African challenges 2. Evaluate the learner’s ability to critically analyse African personalities who contributed to acquisition of independence. |

**TERM 3**

**CLASS: SENIOR 5 PERIODS: 16**

**TOPIC 9:** The Growth of Pan -Africanism

**TOPIC COMPETENCY:** The learner understands the origins, rise, challenges and significance of Pan Africanism to appreciate its role in promoting African unity, independence and social justice.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Understand the origins of Pan Africanism, its key events and figures to appreciate the foundation of African collective empowerment (k,u,v) 2. Analyse the factors for the rise of Pan Africanism to appreciate the need for African freedom, equality and fair world (gs,v,a) 3. Analyse the challenges to the growth of Pan-Africanism to appreciate the impact of colonial legacies, political divisions and external pressures among African states in the 20th century (gs,v,a) 4. Evaluate the significance of Pan Africanism in promoting unity, independence and social justice across Africa and Africa diasporas (gs,v,a) | * Individually, learners search and present on the origins, key events and figures of Pan Africanism and present to the class to appreciate the foundation of African collective empowerment. * In a document analysis, learners explain the factors behind the rise of pan Africanism to understand their role in fostering African unity and consciousness. * In a case study, learners analyse and present how specific African countries have struggled since the 20th century to implement the ideals of Pan-Africanism. * In a debate session, learners take up roles of key Pan African leaders or member states and debate the topic: “How can pan Africanism resolve contemporary African challenges?” * Learners write an essay on how the rise of Pan-Africanism has influenced global discussions on freedom, equality and justice. | 1. Observe learner’s ability to critically analyse the factors contributing to the rise of pan Africanism during class discussions an d find out;   -The level of accuracy of facts,  - if they can work effectively in diverse teams.   1. Dialogue with learners to assess their understanding of the challenges faced by pan Africanists during post - colonialism era in Africa and take note of;   -their eloquence  -Respect for each other  -How they consult each other.   1. Assess the learner’s ability to present an accurate, relevant and coherent summary on how Pan Africanism can resolve contemporary African challenges 2. Evaluate the learner’s ability to critically analyse Pan Africanists and how it contributed to acquisition of independence. |

**AFRICAN HISTORY SENIOR 6 TERM 1**

**TERM 1**

**CLASS: SENIOR 6 PERIODS: 16**

**TOPIC 10:** Post - Colonial Socio-economic developments in Africa

**TOPIC COMPETENCY:** The learner analyses the role of trade unions, cooperative movements and healthcare systems in East Africa to appreciate their impact on worker’s rights, socio-economic progress and public health today

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the role of trade unions in East Africa to appreciate its evolution and impact on contemporary workers’ rights and socio-economic progress (v,a) 2. Analyse the history of cooperative movement in East Africa to appreciate their role and impact on socio-economic development and community empowerment today (v,a) 3. Evaluate the development of healthcare systems in post colonial Africa to appreciate their contribution to public health. (gs,v,a) | * In a brainstorm session, learners discuss the meaning of the term trade union * Learners prepare a documentary and show the evolution of trade unions in East Africa and share their roles in socio-economic progress today. * Learners debate the relevance of trade unions today and how their roles have evolved to address modern work challenges. * In a brainstorm session, learners discuss the meaning of the term cooperative movement * In groups, learners search the cooperative movement in East Africa discuss their connection to current community development initiatives. * Learners role play members of a cooperative by exploring strategies used to empower communities today. * Learners in groups search and compare the healthcare systems of two post-colonial African countries, focusing on the factors influencing their development and effectiveness. * Learners analyse and present real life examples of vaccination campaign in Uganda by identifying their success, challenges and impacts on public health | 1. Observe learners during a class discussion to assess their ability to explain the role of trade union movements in East Africa and find out if they can ;   - respect each other  - use accurate facts.  - analyse and present right historical timelines   1. Engage with learners to assess their ability to analyse the impact of cooperative movements in East Africa today and take note of their;   - comprehension of facts  -level of collaboration and team work. .   1. Evaluate learners' ability to produce relevant, accurate and coherent write-up on the contributions of post-colonial healthcare systems to public health in Africa. 2. Assess learners' ability to speak confidently and explain ideas clearly regarding strategies used to empower cooperative members in Africa. |

**TERM 1**

**CLASS: SENIOR 6 PERIODS: 16**

**TOPIC 11 :** ~~The~~ Regional economic groupings and ~~the~~ international relations

**TOPIC COMPETENCY:** The learner analyses the roles of various regional ~~organisations~~ economic groupings to appreciate their impact on sovereignty, socio-economic progress and regional integration in Africa

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the role of Non-Aligned Movement (NAM) on the impact of global politics to appreciate its efforts in the promotion of sovereignty for member states (v,a) 2. Evaluate the role of the Economic Community of Central African States (ECCAS) to appreciate its impact on socio-economic progress in Central Africa. (gs,v,a) 3. Assess the role of Common Market for Eastern and Southern Africa (COMESA) and its impact on regional trade and economic integration to appreciate its development efforts among member states (v,a) 4. Analyse the role of Southern African Development Community (SADC) and its impact on regional trade and economic integration to appreciate its development efforts among member states (v,a) 5. Appraise the role of Arab Maghreb Union (AMU) and its impact on regional trade and economic integration to appreciate its development efforts among member states (v,a)   Note:  Align the Los to the topic competency e.g., Appraise, Evaluate, and Assess are above analysis as far as level of cognitive demand are concerned. | * In a think pair and share session, learners discuss the meaning and composition of NAM * In groups, learners search and present on the origins, principles and roles of NAM and how it influenced global politics during and after the cold war. * Learners compare the strategies of the Non-Aligned Movement (NAM) with those of other global movements and propose ways these strategies can be applied to address current international challenges. * In groups, learners search the origin, aims and achievements of the formation of Economic Community of Central African States (ECCAS) * Learners analyse a case study of an ECCAS led project or initiative and discuss its impact on regional economic integration and development * In groups, learners search the origin, aims and achievements of the formation of Common Market for Eastern and Southern Africa (COMESA) * Learners analyse and present a case study of a COMESA led project or initiative and discuss its impact on regional economic integration and development * In groups, learners search the origin, aims and achievements of the formation of Southern African Development Community (SADC) * Learners design a documentary on one of a SADC led projects or initiative and show scenes of its impact on regional economic integration and development * In groups, learners search and present the origin, aims and achievements of the formation of Arab Maghreb Union (AMU) * Learners analyse and present a case study of an AMU led project or initiative and discuss its impact on regional economic integration and development * Learners compare AMU with any other economic community in Africa focusing on strategies used to enhance regional integration. * In a journal of history draw a table and compare the contributions of AMU and those of EAC in their respective blocs. | 1. Observe learners as they present the role of NAM and assess their ability to communicate effectively using relevant historical data and good listening skills. 2. Converse with learners to assess their ability to explain the contributions of ECCAS to the socio-economic and political development of Central African states and take note of;   -Their confidence in speech  -Interactivity and team work.   1. Evaluate the relevancy, accuracy and coherence of a learner's write-up on the impact of COMESA on regional trade and economic integration. 2. Assess learners' ability to work individually or collaboratively in identifying the roles of SADC in the development of Southern African states. |

**TERM 1**

**CLASS: SENIOR 6 PERIODS: 14**

**TOPIC 12 :** The Nature and Purpose of ~~The~~ the Constitution

**TOPIC COMPETENCY:** The learner ~~understands~~ demonstrates understanding of sovereignty, ~~parliament’s role~~ the role of the parliament in representing the people and analyses minority representation and the press to appreciate their contribution to democracy and governance in Africa

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Understand the concept of sovereignty to appreciate the limits of individual decisions and actions within the boundaries of state laws (gs,v,a) 2. Understand how parliament is a representation of the will of the people and should always reflect their voice in all decision making. (v,a) 3. Analyse the representation of special interest groups in parliament to appreciate their role in shaping legislation and democracy in Uganda (v,a) 4. Analyse the role of press and media in constitutional development of Africa to appreciate its impact on public opinion, political participation and promotion of democratic values (v,a) | * Learners create a flow chart pin it class showing the meaning of sovereignty, its key parts and how it relates to laws and personal actions * Learners examine and present the real-life examples where state sovereignty has been challenged and explain how laws influence individual decisions. * Learners discuss how Parliament represents the will of the people and provide examples of how parliamentary decisions impact citizens. * In a documentary session, learners show how different parliaments around the world represent their people and their interests. * Learners search and present how different special interest groups in parliament of Uganda influence parliamentary decisions * ~~In a role-play session, learners act~~ Learners role play scenes as members of special interest groups in parliament to discuss a current issue and examine how these groups influence legislative decisions. * Learners brainstorm on the forms of media used in Uganda * Learners investigate the role of media in Africa's constitutional development and its impact on public opinion and politics. | 1. Observe learners during class discussion to assess their ability to work positively with their peers, listening well while sharing the concept of sovereignty. 2. Engage in a dialogue with learners to assess their ability to explain the structure and operations of Parliament and take a note of ;   -Accuracy of facts  -Respect for historical timelines.  -willingness to work in teams   1. Evaluate the relevance,accuracy and coherence of learners' write-ups examining the role of special interest groups in Parliament. 2. Evaluate learners' ability to speak confidently while explaining the role of media in the constitutional development of Africa. |

**TERM 2**

**CLASS: SENIOR 6 PERIODS: 16**

**TOPIC 13 :** Social and economic developments in East Africa since independence.

**TOPIC COMPETENCY:** The learner ~~assesses~~ evaluates key socio-economic policies and their contribution in East Africa to appreciate their impact on regional development Contribution to what? How does the learner exhibit this competency?

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Assess ~~the~~ Tanzania’s Ujamaa policy to appreciate its principles, implementation and impact on socio-economic development of East Africa (v,a) 2. Assess ~~the~~ Kenya’s Harambee philosophy to appreciate its principles, implementation and impact on socio-economic development of East Africa (v,a) 3. Assess the Common Man's Charter in Uganda to appreciate its principles on the intended socio-economic development of East Africa (v,a) 4. Evaluate the activities of Asians in post-colonial East Africa to appreciate their contributions to the region's development today. (v,a) | * Learners brainstorm on the meaning and evolution of the Ujamaa socialist policy in Tanzania. * Learners search the key principles and goals of the Ujamaa policy and its impact on socio-economic development of East Africa. * Learners analyse and present specific examples of Ujamaa villages in Tanzania and discuss the implementation of the policy, including its successes and challenges in improving rural communities. * Learners brainstorm on the meaning and evolution of the Harambee philosophy in Kenya. * In groups, learners develop a journal and show the key principles and goals of the Harambee philosophy and its impact on socio-economic development of East Africa. * Learners brainstorm on the meaning and evolution of the Common Man's Charter in Uganda. * Learners search and present the key principles and goals of the Common Man's Charter and its impact on socio-economic development of East Africa. * Learners create a journal showcasing a variety of activities done by Asians in Ugandan communities. * Learners search and present the history of Asian communities in Uganda and identify the challenges they face in implementation of their activities.   NB: For each policy try to craft learning activities which can help learners to achieve the learning outcomes. You may use the rendering on Ujamaa as benchmarks. | 1. Observe learners' as they write and present coherent explanations on the impact of the Ujamaa policy on Tanzania's development and find out their ability to;   -recognize the need of consulting each other  - Manage goals and time  -work effectively in diverse teams.   1. Dialogue with learners to assess their ability to organize and analyse historical information on the socio-economic impact of Harambee philosophy in Kenya and note take of;   -Their level to listen attentively and with comprehension  -write and present coherently about Harambee philosophy.   1. Analyse learners' ability to present relevant, accurate and coherent essay on Asian contributions to the development of East Africa. 2. Assess the learner's ability to sort and analyse historical information that led to the establishment of the Common Man's Charter of 1969 in Uganda. |

**TERM 2**

**CLASS: SENIOR 6 PERIODS: 18**

**TOPIC 14:** Separatism and Ethnic Nationalism in Africa.

**TOPIC COMPETENCY:** The learner evaluates the impact of civil wars in Sudan, Rwanda and Uganda to understand their effect on political stability and socio-economic development

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Evaluate the causes and effects of the civil war in Sudan from 1983 – 2005 to appreciate its impact on shaping ~~the~~ modern Sudan ~~today~~ (v,a) 2. Analyse the outcomes of the 1990 -94 Rwandan Civil War to appreciate its long term consequences on Rwanda’s socio-economic and political development (v,a) 3. Analyse the causes and key events of the 1981 – 86 Civil War in Uganda to appreciate its impact on the country’s political stability and socio-economic development 4. Evaluate the historical context of the land question in Zimbabwe and its impact on land redistribution to understand how land has shaped the country’s socio-economic and political landscape. | * In a brainstorm session, learners share the possible causes of a civil war and its likely impact on a country. * Learners search and present the causes of the Sudanese Civil War and share their findings with the class, focusing on how these factors are interconnected. * Learners analyse and present specific aspects of the Sudanese Civil War, such as foreign interventions or ethnic divisions and evaluate their impact on both Sudan and South Sudan. * Learners watch a documentary showing the Rwandan Civil War, take notes and discuss how it influenced Rwanda's development in the years that followed. * Learners search and present the international response on Rwandan genocide and evaluate its effectiveness in ending the genocide. * In groups, learners discuss the socio-economic and political reforms in Rwanda after the civil war and assess their impact on national unity. * Learners analyse primary sources such as speeches, news report and government documents from the 1981 - 86 to understand the political climate leading to 1981-86 Luwero war and make a report. * Learners compare the causes and outcomes of Uganda's civil war with any other African civil war, examining how each conflict affected political stability and economic development in Africa. * In groups, learners search and present the history of land ownership in Zimbabwe focusing on colonial land policies, land reform programs and their effects on various social groups. * Learners analyse and present a case study of land redistribution policy in Zimbabwe to evaluate its success and challenges. * Learners compare Zimbabwe’s land reform program with land reform initiatives in other African countries. * Learners take on roles of farmers, government officials and activists to role-play a land dispute in Zimbabwe. | 1. Observe the learners' as they work in a group to generate the results of the civil war in Sudan from 1983 to 2005 and take a note of their ability to;   -interact with each other  -use of ICT responsibly to generate correct ideas.   1. Engage with learners to assess their ability to organize and analyse the results of the 1990-1994 Rwandan Civil War in Central Africa and find out   - if they can present logical ideas on Rwanda civil war  - if they can Sort and analyse historical information   1. Evaluate learners' ability to present an accurate and coherent essay on the results of the 1981-1986 civil war in Uganda. 2. Analyse learners' ability to propose and develop new solutions for land conflicts in Zimbabwe. |

**TERM 3**

**CLASS: SENIOR 6 PERIODS: 24**

**TOPIC 15 :** Nationalization of education in Uganda

**TOPIC COMPETENCY:** The learner evaluates the impact of education reforms and development in Uganda to appreciate their role in socio-economic growth and modernisation

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. ~~Evaluate~~ Analyse the problems of colonial education to understand its possible reforms to strengthen the post-independence education systems in Uganda (v,a) 2. Analyse the role of education in the modernization of Uganda to appreciate its impact on social development, economic growth and country’s effort to build a progressive society (v,a) 3. Evaluate the efforts to Africanise the syllabus in Uganda to appreciate its relevance and alignment with the country's educational goals (v,a) 4. Evaluate the implementation of universal primary and secondary education in Uganda to appreciate its impact on socio-economic development of the country (v,a) 5. Evaluate the development of technical and university education in Uganda to appreciate its impact on the country’s socio-economic development (v,a) | * In a brainstorming session, learners interact on the key problems of colonial education in Uganda and propose ideas for reform. * Learners analyse and present on the lack of relevance of colonial education in Uganda and its impact on education system * Learners analyse and present the extract on the recommendations of the 1992 education white paper to evaluate how it addresses the colonial education problems * Learners gather personal stories from individuals about how access to education has improved their lives. * Learners write a reflective essay on the role of education in building a progressive Uganda. * Learners discuss how Africanising the syllabus fosters national identity and cultural pride. * Learners review media articles, documentaries or interviews about curriculum reforms in Uganda and assess their impact on education and make a report. * Learners visit a local school implementing Universal Secondary Education (USE) and interview teachers and ~~students~~ learners to ~~understand~~ explore its benefits and challenges and make a report. * Learners gather and analyse data on enrollment and drop out about Universal Primary and secondary Education and discuss its impact on socio-economic development of Uganda and make a report. * Learners search and present the history ~~for~~ of the development of technical and university education in Uganda and its role in addressing the country’s current socio-economic development. * Learners compare Uganda’s technical and university education systems with those of South Korea, focusing on lessons Uganda can learn from them. | 1. Observe learners during a discussion on the problems of colonial education and assess their ability to;   -work effectively in a diverse team.  - Evaluate different solutions and apply the best option.   1. Engage with learners to assess how education has been used as a tool to modernize Uganda and find out if;   -Their level of eloquence.  -they can write and present coherently  - their ability to speak confidently   1. Assess the relevance ,accuracy and coherence of the learners’ essay on the steps being taken to Africanise the Ugandan curriculum. |

**TERM 3**

**CLASS: SENIOR 6 PERIODS: 24**

**TOPIC 16:** Current challenges affecting ~~African~~ Africa’s growth and development.

**TOPIC COMPETENCY:**  The learner analyses the impact of key challenges to understand and appreciate the ongoing changes and efforts of post-independence African governments.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the causes and consequences of the debt burden in developing countries, focusing on its impact on socio-economic development, and propose strategies for sustainable debt management. (gs,v,a) 2. Analyse the causes, forms and consequences of corruption to appreciate the importance of commitment to transparency, accountability,and ethical behaviour in society. (gs,v,a) 3. Analyse the concept of globalization and its impact on culture, economy and technology, while exploring strategies to address its challenges and opportunities. (gs,v,a) 4. Analyse the causes and effects of unemployment to evaluate its impact on individuals, society and economic development and propose practical solutions. (gs,v,a) 5. Analyse the concept of neocolonialism, explore its impact on African countries and assess their strategies to resist and overcome its influence on socio-economic and political development in Africa. (gs,v,a) | * Learners analyse and present real data on debt across different countries and discuss its impact on social services. * In a think-pair-share session, learners brainstorm on the reasons behind increasing Uganda's debt burden. * In groups, learners discuss potential possible solutions to the challenges of Uganda's debt burden. * Learners search and present the different forms, causes and impacts of corruption in Uganda. * Learners develop a journal pin it in class with designs about corruption and how it can be can be reduced in Uganda*.* * *Learners write an essay explaining why transparency, accountability* and ethical behavior are crucial in preventing corruption in Uganda. * Learners develop a documentary explaining how new technologies have transformed economies and cultures in Uganda. * Learners participate in a debate on whether globalization has more positive or negative effects on Uganda’s culture, economy and technology. * Learners search and present strategies used by different African countries to address the challenges of globalization and present their findings to the class. * Learners search and present case studies of regions in Uganda with high unemployment rates and explain their socio-economic and individual impacts. * Learners evaluate various government programs in Uganda aimed at reducing unemployment and make a report. * Learners use a think-pair and share session to discuss the link between globalization and Neo-colonialism. * Learners assess the role of international organizations like the IMF and World Bank in perpetuating Neo-colonialism in Africa. * Learners review initiatives in Africa aimed at overcoming Neo-colonialism and make a report. * Learners engage in a debate, arguing whether Neo-colonialism is still relevant in African countries today. | 1. Observe learners' ability to identify patterns and reflect on the factors that have contributed to Uganda's growing debt and take note of ;   -accuracy of data and statistics used.  - if they can work effectively in diverse teams   1. Engage with learners to assess their ability to speak confidently, work in teams while explaining the causes and consequences of the corruption scourge in Uganda. 2. Assess the learner's ability to present relevant ,accurate and coherent write-up on the impact of globalization in Uganda. 3. Assess the learners' ability to evaluate various solutions and apply the best options to address the challenges of unemployment in Uganda. |

**HISTORY OF WORLD AFFAIRS SINCE 1789**

**A’LEVEL HISTORY UNIT 2**

**CONTENT OVERVIEW**

The areas of study have been re-organised within the existing syllabus to come up with the new adapted version of A’level history for Uganda 2025. The existing 6 Units of A ‘level history has been merged to form only 2 units namely:

1. History of Africa since 1800

2. History of world affairs since 1789.

**Broad areas of World Affairs History since 1789.**

This has been created mainly out of existing 2 History A ‘level units of;

1. European History of 1789-1970

2. World Affairs since 1939

**Aims of teaching History of World Affairs since 1789 is to;**

1. Compare the history of the world with that of Africa.
2. Analyse the causes of historical events in Europe, Asia, America, and Africa etc.
3. Promote the understanding of international relations.
4. Trace the origin and evolution of present day political systems.
5. Provide a study of the social, political and economic developments in the world affairs since 1789.

**Section 1.4: Scope and Sequence Chart**

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| **CLASS/TERM** | **TOPIC** |  | **SUB-TOPICS** | **PERIODS** |
| **TERM 1 S.5** | TOPIC 1: The French Revolution of 1789 | 1.1 | Europe on the eve of the 1789 French Revolution | **04** |
| 1.2 | Causes of the French Revolution of 1789 | **12** |
| 1.3 | Key events in the course of 1789 French revolution | **10** |
| 1.4 | Impact of the French Revolution of 1789 | **06** |
|  | TOPIC 2: Napoleon Bonaparte 1799-1815 | 2.1 | Rise of Napoleon Bonaparte to Power | **05** |
| 2.2 | The domestic and foreign policies of Napoleon Bonaparte I | **06** |
| 2.3 | The end of Napoleon Bonaparte I era | **05** |
|  | **TOTAL** |  |  | **48** |
|  |  |  |  |  |
| **CLASS/TERM** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.5- TERM 2** | TOPIC 3: Restoration of order and stability in Europe (1814 – 1830) | 3.1 | Vienna Settlement | **08** |
| 3.2 | Congress system | **08** |
| TOPIC 4: The Revolutions of 1815-1848 in Europe. | 4.1 | The 1830 Revolutions in Europe | **08** |
| 4.2 | The 1848 Revolutions in Europe | **08** |
| TOPIC 5:The Unification Struggles in Europe up to 1871 | 5.1 | The Unification of Italy up to 1870 | **08** |
| 5.2 | The Unification of Germany up to 1871 | **08** |
|  |  | **TOTAL** |  | **48** |
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|  | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.5 TERM 3** | TOPIC 6: lessons from the rise of the United States of America and Canada | 6.1 | The natives of America and Canada | **06** |
| 6.2 | The Colonisation of America and Canada | **06** |
| 6.3 | The Creation of USA | **06** |
| 6.4 | The Rise of the Civil Rights Movement | **06** |
| Topic 7: Sierra Leone and Liberia in the world context | 7.1 | The origins of Sierra Leone and Liberia | **12** |
| 7.2 | The significance of the Creation of Sierra Leone and Liberia to History of West Africa | **12** |
|  | **TOTAL** |  |  | **48** |
|  |  |  |  |  |
| **TERM 1** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.6 TERM 1** | TOPIC 8 : The Eastern Question 1815-1913. | 8.1 | The Ottoman Empire | **05** |
| 8.2 | The Greek War of Independence of 1821-1833. | **06** |
| 8.3 | The Syrian Question of 1831 – 1841 | **06** |
| 8.4 | The Crimean War 1854-1856. | **05** |
| 8.5 | The Berlin Congress of 1878 | **05** |
| 8.6 | The Balkan Crisis of 1908-1913. | **05** |
| TOPIC 9 :  World War I and its aftermath | 9.1 | World War I (1914-1918) | **08** |
| 9.2 | The Versailles Treaty of 1919 | **06** |
| 9.3 | The League of Nations of 1920-1939 | **08** |
| 9.4 | The Economic Depression | **06** |
|  | **TOTAL** |  |  | **48** |
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| **TERM 2** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.6 TERM 2** | TOPIC 10: Post world war I ideologies in Europe | 10.1 | The Russian Revolutions of 1917 | **06** |
| 10.2 | Nazism in Germany 1933 – 45 | **06** |
| 10.3 | Fascism in Italy1922 – 45 | **06** |
| TOPIC 11 : World war II (1939-1945) and its aftermath. | 11.1 | The World War II 1939-45 | **06** |
| 11.2 | UNO 1945-1970 | **04** |
| 11.3 | The European Economic Community(EEC) (1953- 1990) | **04** |
| 11.4 | The cold war politics | **06** |
| 11.5 | NATO and Warsaw pact | **04** |
| 11.6 | The Strategic Arms Limitation Talks (SALT) | **06** |
|  | **TOTAL** |  |  | **48** |
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| **TERM 3** | **TOPIC** |  | **SUB-TOPIC** | **PERIODS** |
| **S.6.TERM 3** | TOPIC 12: Nationalism and Challenges of Integration in the Middle East. | 12.1 | Arab Nationalism and Unity. | **04** |
| 12.2 | The Discovery of Oil and its Role in the Middle East. | **04** |
| 12.3 | The United Arab Republic (UAR) | **04** |
| 12.4 | The middle East and the Western world. | **04** |
| 12.5 | Political and Economic Instability in the Middle East. | **04** |
| 12.6 | The Palestine and the Israel relations | **04** |
| TOPIC 13: The Political, Social and Economic Developments in Southern Asia and the Far East Since 1939 | 13.1 | The Impact of World War II Conferences on Asia and the Far East. | **06** |
| 13.2 | The Kuomintang and the Communists in China | **06** |
| 13.3 | The Korean Problem | **06** |
|  | **TOTAL** |  |  | **48** |

**SECTION 2: THE DETAILED SYLLABUS OF UNIT 2**

**SENIOR 5 TERM 1**

**TOPIC 1: The French revolution of 1789**  **PERIODS: 32**

**COMPENTENCY**: The learner analyses the causes, events and impact of the 1789 French Revolution, gaining an understanding of how political and socio-economic conditions can lead to change and how people can shape their own destiny.

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| **LEARNING OUTCOMES**  The learner should be able to; | **SUGGESTED LEARNING ACTIVITIES** | **SAMPLE ASSESSMENT STRATEGY** |
| 1. Analyse Europe on the eve of the 1789 French revolution to appreciate the political, socio-economic conditions that can lead to a revolution (v,a) 2. Evaluate the causes of the 1789 French Revolution to identify ways to prevent similar conflicts in the future. 3. Identify the major events in the course of the 1789 French Revolution to gain an understanding of the roots and progress of historical events (v,a) 4. Analyse the impact of the 1789 French Revolution on France and the world to appreciate how people can take control of their own destiny (gs,v,a) | * In a brainstorm session, learners explore the concept of the 1789 French Revolution to appreciate the political and socio-economic conditions that can lead to an outbreak of a revolution. * In groups, learners search and present on life in Europe before the 1789 French Revolution to understand the political and socio-economic conditions that can spark a revolution. * learners search and present the causes of the 1789 French Revolution to understand how grievances can lead to revolutionary movements. * In an essay competition, learners write an essay on the lessons Ugandans can learn from the 1789 French Revolution. * In groups, learners search and create a timeline of major events during the 1789 French Revolution to understand the connections between events and their broader historical impact. * In pairs, learners act out different roles (e.g., King Louis XVI, Marie Antoinette, revolutionaries, peasants, etc.) in the process of the French Revolution to understand historical progression. * In a brainstorming session, learners share the impacts of the 1789 French Revolution to understand how people can take control of their own destiny. * Learners participate in a discussion on how reforms can resolve grievances and prevent similar future conflicts | 1. Observe learners in discussion to understand the concept of the 1789 French revolution and take note of their ability to;   -listen attentively and with comprehension.  -Evaluate different solutions and take the best option.   1. Converse with learners to find out nature of life in Europe before and after the outbreak of the 1789 French Revolution and take note of;   - level of interaction with others  -Respect for each other.   1. Evaluate the relevance, accuracy and Coherency of facts used in the letter to explain the lessons learnt by Ugandans from the outbreak of 1789 French Revolution |

**SENIOR 5 TERM 1**

**TOPIC 2:** Napoleon Bonaparte 1799-1815 **PERIODS: 16**

**COMPENTENCY**: The learner analyses the influence of Napoleon Bonaparte I on world affairs to use the lessons learnt in managing society issues.

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| **LEARNING OUTCOMES**  The learner should be able to; | **SUGGESTED LEARNING ACTIVITIES** | **SAMPLE ASSESSMENT STRATEGY** |
| 1. Analyse the factors for rise of Napoleon 1 of France so that learners can understand how impactful leaders come to power (gs,a,v) 2. Assess the significance of Napoleon 1’s domestic policy to France and the rest of the world whose reforms can be used as a sample to manage our communities. (v,u,a) 3. Evaluate reasons for aggressive foreign policy of Napoleon 1 and show how it teaches lessons to other aggressive leaders in the world (gs, a.v). 4. Compare the career of Napoleon 1 and any one East African leader in post-independence governments for future leaders to know best reforms. (gs,v). 5. Evaluate the reasons for the end of the Napoleonic era in 1815 to appreciate how aggressive regimes come to an end. | * Learners in a brainstorm session, share the relationship between the French revolution and the origin of Napoleon Bonaparte * Learners search and present the factors that led to Napoleon Bonaparte's rise to power * In groups, learners analyse and present key aspects of Napoleon Bonaparte’s domestic policies to assess their significance to France and the world. * In pairs or small groups, learners compare Napoleon’s domestic policies with those of any modern African leader to understand how Napoleon's reforms influenced global governance. * Learners search and present the reasons behind Napoleon’s foreign policy to understand its impact on present day leaders. * In a brainstorm session, learners share the reasons for the downfall of Napoleon Bonaparte | 1. Observe learners as they carry out search on background of Napoleon 1 and find out their ability to;   -Explore the facts using ICT  - Work effectively in diverse teams   1. Converse with learners to gauge their level of listening skills, their eloquence and fluency in presentation as they discuss the factors that led to rise of Napoleon 1 . 2. Evaluate the relevance, accuracy and coherency of the write up on the lessons learnt by Ugandans on Napoleon 1 as a leader of France from 1799-1815. |

**TERM 2**

**CLASS : SENIOR 5 PERIODS : 16**

**TOPIC 3:** Restoration of order and stability in Europe (1814 – 1830)

**TOPIC COMPETENCY:** The learner evaluates the restoration of order and stability in Europe between 1814 - 1830 to appreciate the effectiveness of peace agreements in resolving political disputes

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Evaluate the background, objectives, terms for the formation of Vienna settlement and the congress system in Europe. 2. Analyse the achievements of vienna settlement in restoring peace after Napoleonic era to appreciate the value of diplomatic meetings in peace creation. 3. Assess the impact of congress system diplomatic meetings on Europe to appreciate the contributions of concerts after a period of conflicts. | * In a brainstorm session, learners share the background for setting up the Vienna settlement first meeting. * As a class, learners analyse the Vienna Settlement (1814-1815) to understand its role in restoring European stability and the effectiveness of peace agreements in resolving political disputes. * Learners in a role play session, they negotiate for peace in a similar process of the Congress system where they represent different European powers working together to solve conflicts. * In a groups, learners discuss the impact of the 6 congresses and show their key contributions towards the restoration of peace in Europe. What lessons can Ugandans learn from this? * Leaners create a documentary and show the scenes reflecting the factors that led to collapse of the congress system by 1830. | 1. Observe learners ability to manage goals and time, use accurate facts in a sharing session about the establishment of Vienna settlement 2. Engage learners in a deep conversation to find out their ability to generate a list of congress meetings that took place in Europe after 1814 and mind much on;   -Accuracy of the facts  - their ability to use ICT for research   1. Evaluate learners' accuracy and coherency of written summaries on the effects of congress system to understand the class comprehension levels. . |

**TERM 2**

**CLASS : SENIOR 5 PERIODS : 16**

**TOPIC 4:** The Revolutions of 1815-1848 in Europe.

**COMPETENCY:** The learner analyses the 1830 and 1848 revolutions in Europe and compares them with other African revolutions to understand their impact on political reforms and national unity.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Appraise the 1830 revolutions and their impact on Europe to appreciate their relevance to contemporary movements for reform and democracy in Africa (v,a) 2. Assess the 1848 revolutions and their impact on Europe to appreciate their relevance to contemporary movements for reform and democracy in East Africa (v,a) 3. Compare the 1830 and 1848 revolutions in Europe and other revolutionary war in Africa to appreciate how these movements influenced political socio-economic reforms and the pursuit to national unity (v,a) | * In a guided discovery, learners search and present the causes and impact of the 1830 and 1848 revolutions in Europe to understand how unfair political systems can lead to a revolution * In a story telling session, Learners compare the causes and impact of the 1830 and 1848 European Revolutions with liberation struggles in Uganda. * learners search and present the democratic principles from the 1830 and 1848 European Revolutions and compare them with democratic practices in East African countries and present to the plenary * In a documentary presentation, show the scenes of 1830 revolution between Poland and Russia. * In a journal, design and show how the 1848 revolutions shaped the politics of Europe today. | 1. Observe learners’ in discussions to assess the impact of the 1830 and 1848 European Revolutions and take note of ability to;   -Analyse historical ideas using the logical reasoning.  -use historical timelines properly.   1. Dialogue with learners and assess their ability to draw lessons and compare historical events of 1830 and 1848 revolutions and take note of;   - use of different solutions and recommend the best option.  - Ability to listen to each other and make best choices as a group. .   1. Assess the accuracy of learners' presentations on the democratic principles of the 1830–1848 European revolutions and their relevance to East Africa. 2. Evaluate learners' ability to speak confidently and explain historical concepts clearly during classroom presentations. |

**TERM 2**

**CLASS: SENIOR 5 PERIODS: 16**

**TOPIC 5:** The Unification Struggles in Europe up to 1871

**COMPETENCY:** The learner evaluates Italy and Germany’s unification processes and leadership to appreciate their relevance to modern movements for national unity and independence in Africa.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Explain Italy's unification process and leadership up to 1870 to appreciate its relevance to modern movements for national unity and independence in Africa (v,a) 2. Analyze Germany's unification process and leadership up to 1871 to appreciate its relevance to modern movements for national unity and independence in Africa (v,a) | * Learners search and present to class the nature of Italian states before 1870. * In a brainstorm session, learners share the problems that hindered the unification of Italian states and Germany. * In groups, learners create a learning station to map the stages of Italy and Germany’s unification and explain how they relate to modern African movements. * learners discuss the challenges of unification processes of Italy and Germany and relate them with how East African community is being built. * In groups learners search and present the role of personalities in the unification of both Italy and Germany. Eg.   Guiseppe Mazzini,  Guiseppe Garibald  Victor Emmauel  Camillo Covour  Pope Pius  And Orsini.   * In a documentary session, learners in their groups present the factors that facilitated the unification of Italy and Germany. * In class, learners discuss the impact of leadership and alliances in achieving national unity. | 1. Observe learners in the discussion comparing life of Italy and Germany before the Unification struggles and find out;   -Manage time and goals  -Their level of Listening critically and with comprehension.  - Their skills to link information.   1. Engage learners in focused conversations to assess their depth of understanding the contribution of personalities towards the unification of Italy and Germany. 2. Assess learners' ability to accurately and coherently present the factors that facilitated the unification of Italy and Germany. 3. Evaluate the learner’s ability to sort and analyse factors that hindered the speed for the unification of both Italy and Germany. |

**TERM 3**

**CLASS: SENIOR 5 PERIODS: 24**

**TOPIC 7:** The emergence of the United States of America and Canada

**TOPIC COMPETENCY:** The learner analyses pre-colonization cultures, European colonization and Civil Rights Movements to understand the historical foundations and socio-political developments of the USA and Canada.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the ways of life of the early American and Canadian peoples before European colonization. (gs,v,a) 2. Evaluate the influence of European colonization on America and Canada and discuss how foreign influence can affect indigenous people. (gs,v,a) 3. Assess the impact of the Civil Rights Movement on the USA and explain its importance in promoting equality. (gs,v,a) | * Learners brainstorm on the brief history of America and Canada before European colonisation * Using internet and other sources, learners draw a map showing the territories of early Americans and Canadian peoples * In groups, learners compare the ways of life of early American and Canadian peoples with those of their own communities and present in a plenary * In groups, learners compare the impact of European colonization on America and Canada with that of Africa and make a presentation * Learners search and present on the role of Martin Luther King Jr. in the struggle against racial discrimination in the United States of America * Learners interview a knowledgeable person in their community about the concept of human rights, its history and the challenges in Uganda and make a. report on their findings | 1. Observe learners ability to work effectively in diverse teams, accept and deal with criticism while sharing ways of life in America and Canada before they were colonised by British. 2. Dialogue with learners to explain their findings on Martin Luther King Jr.'s role in racial discrimination and take note of;   -how people can reflect on their own experiences and make historical judgements   1. Evaluate the relevance ,accuracy and coherency of interview reports on human rights violations in America and Canada. 2. Assess the ability of the learner to sort and analyse information about the rise of Civil Rights Movement and their impact on U.S.A. |

**TERM 3**

**CLASS: SENIOR 5 PERIODS: 24**

**TOPIC 8:** The Creation of Sierra Leone and Liberia

**COMPETENCY:** The learner analyses the role of Britain and America in the creation of Sierra Leone and Liberia to understand the impact of the Trans-Atlantic slave trade and Africa’s relations with the Global North.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the factors that led to the founding of Sierra Leone and Liberia to appreciate the impact Trans-Atlantic slave trade on Africa (gs,u,v) 2. Analyse the challenges faced in resettlement and establishment of Sierra Leone and Liberia to appreciate the challenges of nation building (gs,v,a) 3. Assess the impact of Western humanitarian and resettlement efforts on African sovereignty and explore how these efforts shaped international relations between Africa and the Global North. (gs,v,a) | * Learners use a map of Africa to identify key locations related to the Trans-Atlantic slave trade and discuss why Sierra Leone and Liberia were chosen for settlement of ex slaves * Learners analyse primary and secondary sources to explore the motivations behind the founding of Sierra Leone and Liberia and discuss the impact of these resettlement efforts on Africa. * In groups , learners share the challenges that were faced in the process of resettlement and establishment of Sierra Leone and Liberia * In a think-pair-share session, learners analyse the impact of creation of Sierra Leon and Liberia on relations between Africa and the Global North * In a group discussion, learners compare the humanitarian efforts in Sierra Leone and Liberia with current humanitarian efforts in Africa. | 1. Observe learners as they use the map of Africa to identify key locations related to the Trans-Atlantic slave trade and find out their ability to;   -interpret the map well  -plan and carry out investigations on map well.   1. Engage with learners to find out their level of comprehension, interaction with others on processes of creation for Liberia and Seiraleone 2. Evaluate the relevance, accuracy and coherency of group presentations comparing humanitarian efforts on historical and modern contexts. |

**SENIOR SIX DETAILED SYLLABUS OF UNIT 2**

**TERM 1**

**CLASS: SENIOR 6 PERIODS : 30**

**TOPIC 6:** The Eastern Question 1815-1913.

**COMPETENCY:** The learner demonstrates an understanding of the Eastern Question by analysing its causes, the interests of major powers and its impact on the Ottoman Empire and modern international relations.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| * Assess the rise and expansion of the Ottoman empire and its impact on Europe to appreciate the challenges related to state formation and consolidation (gs,v,a) * Assess the influence of the Greek War of 1831–1841 on Europe and identify lessons that African nations can learn from it (v,a) * Evaluate the influence 1831 – 1841 Syrian Question and its impact on Europe to appreciate its lasting influence on modern movements for national identity, self-determination and independence in Africa (v,a) * Analyse the influence 1854-1856 Crimean War and its impact on Europe to appreciate its relevance to the current geopolitical conflicts and alliances in the world. (v,a) * Assess the impact 1878 Congress of Berlin and the impact on settling European disputes to appreciate its relevance to modern diplomatic resolutions in Africa (v,a) * Evaluate the 1908–1913 Balkan Crisis in Europe and its impact on European alliances to appreciate its relevance to contemporary global tensions (v,a) | * In class, learners brainstorm on strategies that contributed to the rise and expansion of the Ottoman Empire and its impact on Europe * Learners form groups, with each group focusing on one aspect of the following:   (i) the 1821–1833 Greek War (ii) the 1831–1841 Syrian Question and (iii) the 1854–1856 Crimean War.  Each group explores its origins, causes and impact on Europe, identifies lessons African nations can learn and presents to the plenary.   * Learners analyse and present the outcomes of the 1878 Berlin Congress and evaluate its diplomatic significance in addressing modern African disputes. * Learners compare the influence of 1908 – 1913 Balkan crisis with current global tensions | 1. Engage with learners in small group discussions to explain how Ottoman strategies to state formation and consolidation is relevant to Africa today. Take note of their ability to;   -work positively with team leaders and influence the group.  -appreciate the differences in their thinking capacities.   1. Observe learners as they discuss the impact of 1856 Crimean war and find out their ability to;   - Work effectively in diverse teams.  - Categorically sort and analyse information   1. Assess learners' write up on the lessons learnt from the causes and the results of Greek war of independence and analyse their relevance, accuracy and coherency. 2. Assess learners' ability to write and present a coherent report on the influence of the 1878 Berlin Conference on Africa. |

**TERM 1**

**CLASS: SENIOR 6 PERIODS : 18**

**TOPIC 10:** World War I and its aftermath.

**COMPETENCY:** The learner analyses key events of World War I to appreciate their relevance to contemporary conflict prevention, international diplomacy and economic policies.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the causes and results of the 1914-1918 World War 1 to appreciate its relevance to contemporary conflict prevention and international relations (v,a) 2. Evaluate the Treaty of Versailles of 1919, its consequences and impact on post-World War I to appreciate its relevance to contemporary peace treaties and international diplomacy (v,a) 3. Analyse the League of Nations 1920-1939, its successes and failures in maintaining world peace to appreciate the role of the United Nations in promoting international diplomacy (v,a) 4. Evaluate the World Economic Depression of 1929–1935 and its consequences on world economies to appreciate its relevance to modern economic policies and crisis management strategies (v,a) | * In a think-pair and share session, learners discuss the causes of World War I. * In a discussion, learners argue out what was the most responsible factor for the outbreak of World War I. * In groups, learners search and present the reasons for the defeat of the Central Powers in World War I. * In a brainstorming session, learners interact on the effects of World War I and how it shaped international relations in the 20th century. * Learners search and present the Treaty of Versailles and its terms, analysing how it contributed to achieving peace in Europe. * Learners write an essay evaluating the successes and shortcomings of the Versailles Peace Treaty and analysing how its lessons shape current global peace efforts. * Learners search and present the creation of Leagues of Nations, its objectives and founding members. * In groups, learners discuss and present the challenges faced by the League of Nations. * In a debate, learners argue out whether the League of Nations was effective in maintaining world peace. * Using the internet or other sources, learners search and present the concept of the World Economic Depression of 1929-35 and present their findings to class. * In groups, learners search and present the causes and results of the World Economic Depression, analysing how they relate to contemporary financial crises. * Learners search and present the strategies adopted by European powers to overcome the challenges of the World Economic Depression of 1929-35 | 1. Observe the learners' ability to interact effectively with others as they discuss the factors that led to the outbreak of World War I. 2. Engage with learners to assess their confidence as they present the terms of the 1919 Versailles Peace Treaty. 3. Analyse learners' ability to take notes and record accurate and coherent ideas during the debate on the effectiveness of the League of Nations in maintaining world peace. 4. Evaluate learners' ability to identify the consequences of the 1929–1935 economic depression and relate them to modern policies and crisis management strategies. |

**TERM 1**

**CLASS: SENIOR 6 PERIODS: 18**

**TOPIC 11 :** Post World War I ideologies in Europe

**COMPETENCY:** The learner assesses the impact of the 1917 Russian revolution, Nazism and Fascism to appreciate their relevance to social change, political ideologies and the dangers of extremism in modern politics

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. ~~Assess~~ Examine the causes and outcomes of the 1917 Russian Revolution on global politics to understand its relevance to contemporary discussions on social change and political ideologies ~~(v,a~~) (u) 2. Analyse the rise of Nazism in Germany from 1933 - 45 and its impact on society and international relations to appreciate its relevance in recognizing the dangers of extremism and authoritarianism in modern politics (v,a) 3. Analyse the rise of Fascism in Italy from 1922 - 45 and its impact on society and international relations to appreciate its relevance in recognizing the dangers of extremism and authoritarianism in modern politics (v,a) | * Learners search and present the background of the 1917 Russian Revolution and present their findings to the class. * Learners analyse and present an extract on the Russian Revolution and identify the key causes of the revolution. * In a think-pair-share session, learners analyse the factors that contributed to the success of the Russian Revolution. * In a debate session, learners analyse the impact of the 1917 Russian Revolution * Learners search and present the reasons for the formation of the communist regime in Russia and its impact on global politics * In a brainstorm session, learners discuss the concept of Nazism in Germany. * Learners search and present the social, economic and political conditions in post-World War I Germany that facilitated the rise of Nazism * Learners discuss the methods used by the Nazi to consolidate their ideology in Germany * Learners read an extract about Adolf Hitler's career and analyse and present the factors that led to the collapse of Nazism. * Learners write an essay on the impact of Nazism, analysing the dangers of extremism and authoritarianism in the contemporary world * In a brainstorm session, learners discuss the concept of Fascism in Italy * Learners search the social, economic and political conditions in post-World War I Italy that facilitated the rise of Fascism. * Learners discuss the methods used by the Fascists to consolidate their ideology in Italy. * Learners read an extract about Benito Mussolini's career, analyse and present the factors that led to the collapse of Fascism * Learners discuss the relevance of fascism in contemporary politics | 1. Observe learners' ability to explain the causes, outcomes and reasons for the success of the 1917 Russian Revolution and take note of ;   -skill to manage goals and time.  - Work effectively in diverse teams   1. Engage in a dialogue with learners to assess their ability to identify and analyse the reasons for the emergence of Nazism in Germany (1933–1945) and find out ;   -the accuracy of historical ideas using the logical reasoning.  -link information they have heard to their own perspectives.   1. Evaluate learners' ability to write accurate and coherent historical accounts of the factors behind the rise of fascism and its impact in Italy (1922–1945). 2. Evaluate learners' ability to listen attentively and comprehend effectively as they brainstorm on the concept of Fascism in Italy |

**TERM 2**

**CLASS: SENIOR 6 PERIODS: 30**

**TOPIC 11:** World war II (1939-1945) and its aftermath.

**COMPETENCY:** The learner analyses key events of World War II and its impact to appreciate their relevance to contemporary conflict prevention, international diplomacy and economic policies.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the causes and results of the 1939-1945 World War to appreciate its relevance to contemporary conflict prevention and international relations (gs,v,a) 2. Analyse the formation, objectives and achievements of The United Nations since 1945 to appreciate its effectiveness in promoting global peace, security and cooperation (gs,v,a) 3. Evaluate the impact of the formation and development of European Economic Community 1953- 1990 (E.E.C) on European integration to appreciate its influence on processes of integrations in Africa (gs,v,a) 4. Evaluate the ideological conflicts of Cold War politics and their impact on global alliances to appreciate their influence on current geopolitical tensions and international relations (gs,v,a) 5. Assess the formation of NATO and Warsaw pact as collective defense organizations to appreciate their relevance in addressing contemporary international conflicts (gs,v,a) 6. Analyse the Strategic Arms Limitation Talks (SALT) agreement to appreciate its relevance to ongoing efforts in arms reduction and global security diplomacy (gs,v,a) | * Learners search and present the causes of World War II and the role of the Axis alliance in its outbreak. * In a brainstorming session, learners share the reasons for the defeat of the Axis powers in World War II. * Learners search and present the effects of World War II and deliver a presentation * Learners compare the causes and outcomes of World War II with those of any current global conflict. * Learners search and present the background, objectives and achievements of the United Nations since 1945. * Learners discuss cases in Africa where the UN has fallen short of expectations and examine the reasons for its shortcomings. * Learners assess the primary objectives of the United Nations Charter and evaluate their relevance in the modern global context * Learners search and present the background, objectives and achievements of the European Economic Community (EEC)1953 - 1990 * In a brainstorming session, learners share the challenges faced by the European Economic Community (EEC) by 1990. * Learners compare the European Economic Community (EEC) and the African Union (AU) focusing on their objectives, achievements and challenges. * Learners brainstorm and explain the meaning of the term 'Cold War politics. * Learners work in groups to search and present the key causes and effects of Cold War politics highlighting how these factors shaped global relations during the 20th century. * Learners discuss events like the Cuban Missile Crisis, Vietnam war and the Korean War, examining how they reflect ideological conflicts and their relevance to modern geopolitical tensions. * Learners search and present the formation, objectives and achievements of NATO and the Warsaw Pact and discuss how they influenced global issues during the Cold War. * Learners search and present the challenges affecting NATO and Warsaw pact * Learners are divided into groups to search the SALT I and SALT II agreements, their objectives, and present their findings on the role of these agreements in the cold war * In groups, learners analyse and present the challenges and impacts of SALT I and SALT II on global politics. | 1. Observe learners' ability to use ICT or Library resources effectively as they search the causes and outcomes of World War II and take note of;   - Their ability to listen to each other and make choices as a group.  - Their reflection on their own experiences and take a decision   1. Converse with learners to assess their ability to analyse the achievements of the United Nations Organization and assess their ;   - effectiveness in working with diverse teams.   1. Assess learners' ability to present relevant, accurate and coherent historical facts on the impact of the European Economic Community on Europe. 2. Evaluate learners' ability to analyse the relevance of SALT I and SALT II in achieving their global objectives. |

**TERM 2**

**CLASS: SENIOR 6 PERIODS: 24**

**TOPIC 12:** Nationalism and Challenges of Integration in the Middle East.

**COMPETENCY:** The learner analyses key events in the Middle East and relations with the west to appreciate their relevance to current political, economic and regional issues.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the rise of Arab nationalism and its efforts towards unity to appreciate its relevance to contemporary Middle Eastern identity and solidarity (v,a) 2. Evaluate the political and socio–economic impact of the discovery of oil in the Middle East to appreciate its influence on global energy markets and international relations (v,a) 3. Analyse the impact of the formation of The United Arab Republic (U.A.R) on Arab unity to appreciate the relevance of the current efforts of political integration and cooperation in the Middle East (v,a) 4. Evaluate the political and socio-economic relationships between the Middle East and the Western world to understand their ongoing influence on contemporary global diplomacy and conflicts in the region (v,a) 5. Evaluate the causes and impact of the political and economic instabilities in the Middle East to understand its relevance to contemporary economic challenges and regional development (gs,v,a) 6. Analyse the historical and current relations between Palestine and Israel to appreciate their ongoing impact on regional stability and international diplomacy (v,a) | * Learners investigate and present the meaning of Arab nationalism, the origin and its composition in the Middle East. * Learners analyse and present key documents on Arab nationalism focusing on the causes for its rise and results * Learners simulate an Arab League session to discuss challenges to Arab unity, propose solutions and vote on initiatives to promote integration. * Learners discuss the socio-economic and political benefits of Arab unity. * Learners search and present the top oil-producing countries in the Middle East and create a labelled map showing production statistics and key oil fields. * Learners debate whether the oil industry has helped or hindered long-term economic stability in the Middle East. * Learners explore how oil wealth has shaped the Middle East's role in international relations and global diplomacy. * Learners search and present the background and origins of the United Arab Republic, create a timeline of key event from its formation in 1958 to its collapse in 1961. * Learners analyse documents related to the U.A.R. focusing on the reasons for its formation and the factors that led to its collapse * Learners discuss how the collapse of the U.A.R. affected efforts for Arab unity. * Learners search and present the reasons behind Western countries' involvement in the Middle East. * Learners investigate the consequences of Western military and political interventions in the Middle East and report. * Learners debate whether western countries involvement in the middle East was justified by security concerns, economic interests or humanitarian reasons. * Learners search and present the major political and economic problems affecting the Middle East. * Learners investigate the main causes of political and economic problems in the middle East and analyse and present in class their impact on the region. * Learners work in groups to explore potential solutions to the political and economic challenges in the Middle East and present their findings to class. * Learners search and present the events leading to the creation of Israel and create a detailed timeline of its key developments. * Learners explore the consequences of the creation of Israel on Palestine people. * Learners analyse and present the 1948 Arab-Israeli War and its consequences on the region. | 1. Observe learners' comprehension and critical thinking skills as they explain the factors behind the rise of Arab nationalism. 2. Engage with learners to assess their ability to explain the long-term impact of oil discoveries in the Middle East on the global world and note their ability to;   -work effectively in diverse teams.  -suggest and develop new solutions.   1. Evaluate learners' ability to draw a relevant and accurate map of the Middle East, highlighting key oil fields and their production statistics. 2. Assess learners' ability to write accurately and present coherently the global impact of the creation of the United Arab Republic. |

**TERM 3**

**CLASS: SENIOR 6 PERIODS: 24**

**TOPIC 13:** The Political, Social and Economic Developments in Southern Asia and the Far East Since 1939

**COMPETENCY:** The learner analyses key events in South Asia, China and Korea to appreciate their their impact on regional relations and contemporary geopolitics.

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| **Learning Outcomes**  The learner should be able to; | **Suggested Learning Activities** | **Sample Assessment Strategy** |
| 1. Analyse the impact of decisions of World War II conferences in Southern Asia to appreciate their valuable influence on regional relations and contemporary geopolitics (gs,v,a) 2. Analyse the ideological differences between Kuomintang and communist china to appreciate its relevance to contemporary Chinese influence on Africa (gs,v,a) 3. Analyse the division of Korea and its impact on regional security to appreciate its relevance to contemporary issues in Eastern Asia geopolitics and international relations (gs,v,a) | * Learners search and present the major World War II conferences in South-east Asia and create posters showcasing their objectives, key participants and outcomes. * Learners read excerpts from conference declarations or agreements analyse the terms and evaluate their potential impacts on Asia. * In groups, learners create a detailed timeline tracing key events from the rise of the Kuomintang to the success of the Communist Revolution in 1949. * Learners compare the ideologies and strategies of the Kuomintang and the Communist Party and present their findings in a class discussion. * Learners engage in a debate comparing Mao Tsetung’s leadership to that of a prominent Ugandan leader, discussing their contribution to nation-building and highlight key differences. * Learners search and present the historical background of Korea's division and create a group presentation analysing reasons for this geopolitical division. * Learners search and present first-hand accounts from documentaries, journals and historical archives to explore the impact of Korea's partition on the Korean Peninsula and international relations. * Learners read historical extracts on the Korean War (1950–1953), analyse its causes and assess its socio-political and economic impacts on the Korean Peninsula. * Learners debate the feasibility of Korean reunification, exploring the political, economic and social obstacles as well as the potential benefits. | 1. Observe learners as they discuss the impact of post-World War II conferences in South-east Asia to assess their understanding of the peaceful agreements reached in these conferences. Take note of their comprehension and listening skills. 2. Dialogue with learners to assess their ability to analyse the reasons for the rise of the Kuomintang and Communist governments in China and find out their level of sorting and analysing information. 3. Evaluate learners' ability to provide accurate and coherent explanations of the factors that led to the partition of Korea in 1948. 4. Evaluate learners' ability to appreciate and respect different cultures and humanity during the partition of the Korean Peninsula into North and South. |

**ASSESSMENT MODALITIES OF A ‘LEVEL ADAPTED HISTORY SYLLABUS**

**Assessing the new expectations for learning**

The new adapted curriculum sets new expectations for learning, with a shift from Objectives to Learning Outcomes that focus mainly on application of knowledge and deeper learning that leads to acquisition of skills. These Learning Outcomes require a different approach to assessment. The “Learning Outcomes” in the syllabuses are set out in terms of Knowledge, Understanding, Skills, Values and Attitudes. This is what is referred to by the letters k,u,s v & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that values and attitudes are not important or cannot be assessed. They too can be assessed but not easily done through tests and examination. Values and attitudes can be assessed over a period of time through observing and having interactions with the learner.

So this guidance section focuses on knowledge, skills and understanding. Each has its own implications for learning and assessment.

To assess knowledge and its application, understanding and skills, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills, application of what is learnt and deeper understanding requires different approaches like debates, projects, creation of journal and documentaries. . Because of this, the role of the teacher in assessment becomes much more important.

**Examinations**

There will be only one school based summative assessment at the end of the year. There will no longer be examinations or tests set at the beginning and end of every term. Instead, there will be a summing up of on-going teacher assessments made in the context of learning through Activities of Integration assessment. The learners will also be subjected to the end of year for class promotion and end of cycle assessment for certification. Details on the end of cycle assessment will be provided in the assessment guidelines document.

**Formative Assessment**

In this aligned curriculum, the teacher’s assessment role is not to write tests for learners, but to make professional judgements about learners’ learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner achieves the Learning Outcomes that are set out in this syllabus. To make these judgements the teacher needs to look at how well the learners are performing in terms of each Learning Outcome.

The formative assessment opportunities occur in three forms. They can be done through:

* **Observation** – watching learners working (good for assessing skills, values and attitudes)
* **Conversation** – asking questions and talking to learners (good for assessing knowledge and understanding)
* **Product** – appraising the learner’s work (writing, report, translation, calculation, presentation, map, diagram, model, drawing, painting etc). In this context, a “product” is seen as something physical and permanent that the teacher can keep and look at, not something that the learner **says.**

When all three are used, the information from any one can be checked against the other two forms of assessment opportunity (eg evidence from “observation” can be checked against evidence from “conversation” and “product”). This is often referred to as “triangulation”

**Triangulation**

**Product**

**Observation**

**Conversation**

**Generic Skills**

The Generic Skills have been built into the syllabuses and are part of the Learning Outcomes. It is therefore not necessary to assess them separately. It is the increasingly complex context of the subject content that provides progression in the Generic Skills, and so they are assessed as part of the subject Learning Outcomes.

**Values/Attitudes**

It is not possible to assess values and attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess through tests and examination. However, values and attitudes can be assessed over a long period of time through observing and interactions.

**Glossary of Key Terms**

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| **TERM** | **DEFINITION** |
| **Competency Curriculum** | One in which learners develop the ability to apply their learning with confidence in a range of situations. |
| **Differentiation** | The design or adaptation of learning experiences to suit an individual learner’s needs, strengths, preferences, and abilities. |
| **Formative Assessment** | The process of judging a learner’s performance, by interpreting the responses to tasks, in order to gauge progress and inform subsequent learning steps. |
| **Generic skills** | Skills which are deployed in all subjects, and which enhance the learning of those subjects. These skills also equip young people for work and for life. |
| **Inclusion** | An approach to planning learning experiences which allows each student to feel confident, respected and safe and equipped to learn at his or her full potential. |
| **Learning Outcome** | A statement which specifies what the learner should know, under-stand, or be able to do within a particular aspect of a subject. |
| **Process Skill** | A capability acquired by following the programme of study in a particular Learning Area; enables a learner to apply the knowledge and understanding of the Learning Area. |
| **Sample Assessment Activity** | An activity which gives a learner the opportunity to show the ex-tent to which s/he has achieved the Learning Outcomes. This is usually pat of the normal teaching and learning process, and not something extra at the end of a topic. |
| **Suggested Learning Activity** | An aspect of the normal teaching and learning process that will enable a formative assessment to be made. |

SAID TWINE

**For NCDC**