



**ORDINARY LEVEL
DRAFT SYLLABI
HUMANITIES**

ABRIDGED SYLLABUS OF S.2 2022 HISTORY AND POLITICAL EDUCATION

INTRODUCTION

This subject is running in a new curriculum of competency-based nature. However, since it was rolled out to schools in 2020, it has suffered setbacks of COVID 19 breaks which made teachers not to be able to fully finish S.1 Syllabus of History and Political Education. As this learner was not able to study some topics in senior one, some topics from senior one have been carried forward to senior two. Neverthe less all have been included so that the teacher starts with recap in the first two weeks of all the work covered in senior 1 before second COVID 19 break in 2021. This will help to give a class good background to the proceeding chapters.

The topics that have been retained and those that have been merged are to help the teacher concentrate on the major areas of history and Political Education for Senior 2 in which the learner will not loose basic facts of History and political education. The topics that have been removed were deemed to have similar content that will be covered in the topics that have been retained and hence enabling the learner to progress well. Its also deemed that the topics that have been retained will contribute to the career growth of the learner.

At the end of the abridged Senior 2 syllabus you will find a matrix table for justification showing why some topics were shelved from the senior 1& 2 curriculum. For senior one 2022 will study the normal syllabus of senior 1 new curriculum.

NOTE : *The work load that was not taught to the learners during the lock down in Senior 1 has been carried forward and merged with Senior 2 curriculum. It is expected that this content will be taught within the first term of senior 2.*

SENIOR 2 TERM 1

THEME 1: UNDERSTANDING OUR PAST, COLONISATION AND STRUGGLE FOR INDEPENDENCE IN EAST AFRICA

TOPIC 1: FINDING OUT ABOUT OUR PAST

10 Periods

COMPETENCY: The learner understands different methods of finding out about the past, and appreciate the importance of historical sites.

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
a) know the meaning of History and political education	• In a brain storm session, guide learners on the meaning of history and political education and how they two terms inter relate.	1. Observe in a discussion whether learners can explain the meaning of the term history and political education. 2. Converse with learners as they discuss and brain
b) appreciate the importance		

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
of learning about our past. c) understand how people find out about the past. d) know the historical sites in Uganda and the rest of East Africa. e) understand the benefits of historical sites in Uganda.	<ul style="list-style-type: none"> • Guide learners in a discussion to understand the advantages and disadvantages of learning about our past. • Using ICT and library research, in groups, let learners find out why we study history and political education, and make a presentation to class. • Guide learners to use ICT and library research and find out the methods we use to study about our past. Take notes and present them to the teacher. • Let learners watch a video or listen to a narration on historical research, and discuss the different sources of history. • Involve learners in a brainstorming session to find out the challenges involved in the use of specific sources of history. • Guide learners to draw a table that shows the advantages and disadvantages of using different sources and methods of finding out about the past. • Guide learners to discuss in groups and identify important historical sites in Uganda and the rest of East Africa. • Guide learners to draw a sketch map of East Africa showing the location and names of some important 	<p>storm to assess their understanding of historical methods and sources of studying about our past.</p> <ol style="list-style-type: none"> 3. Task learners individually to draw a sketch map of East Africa and mark there the main historical sites. 4. In their written reports, assess their ability to evaluate why the sites are important to the nation's history.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
The learner should be able to;	<p>historical sites.</p> <ul style="list-style-type: none"> • In groups guide learners to visit at least two of the nearest historical sites, find out their benefits, make a report and present to class. • In groups task learners to prepare a write up and show what they can do to earn a living in their community and specifically using historical sites. 	

SENIOR 2 TERM 1

TOPIC 2: THE ORIGIN OF MAN

16 Periods

COMPETENCY: The learner understands the theories about the origin of man using a series of accounts.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <p>a) understand traditional East African beliefs about the origin of man.</p> <p>b) analyse either the Quran or bible creation stories about the origin of man.</p> <p>c) know scientific view about the origin of man.</p> <p>d) analyse the concept of human evolution.</p> <p>e) understand the out of Africa theory about the</p>	<ul style="list-style-type: none"> • Guide learners in pairs to discuss about the beliefs that existed in traditional Africa and write about them. • Task learners to give accounts of some ethnic groups on the story about the origin of man. • Guide learners to read the book of Genesis chapter one or surat Al-Baqara verse 30-38 of the Quran and role-play any of the story of the creation of man. • Guide Learners to read individually the story of the Garden of Eden and analyse its 	<ol style="list-style-type: none"> 1. Converse with learners to assess their understanding of traditional African theory about the origin of man. 2. In class presentations, find out whether the learners can critique the bible theory about the creation of man. 3. Observe whether the learners can compare the reality between the scientific theory and the multi-regional theory on creation of man. 4. Assess learner's critical thinking in arguing and presenting issues on Darwin's theory of man

<p>origin of man.</p> <p>f) appreciate the multi-regional theory on creation and the origin of man.</p>	<p>significance in the creation of man.</p> <ul style="list-style-type: none"> • Using ICT and library research, let learners make notes about the scientific view on the origin of man and compare their findings in class in the next lesson. • Task learners to research and give highlights on key aspects of human evolution theory and the stages of human development. • Involve learners in a discussion about the concept of human creation out of Africa. • Guide learners in a discussion to understand the multi-regional theory about the origin of man. • Task learners to use ICT and library research to make a table and match each theory of origin of man with its founder plus the timelines and compare the notes. 	
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SENIOR 2 TERM 1

TOPIC 3: MIGRATION AND SETTLEMENT INTO EAST AFRICA SINCE 1000AD 08 Periods

COMPETENCY: The learner understands the origins of their own families, as a result of migration and settlement of people in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
The learner should be able to;		

<p>a) Know the origins of the local people in different areas of East Africa.</p> <p>b) Understand the origins of the Bantu, Luo and Ngoni people who came to East Africa.</p> <p>c) Know the reasons for the migration of these people into East Africa.</p> <p>d) Understand the results of Bantu, Luo and Ngoni migrations into East Africa.</p>	<ul style="list-style-type: none"> • Using ICT and library research, let learners present to class as they take notes about the early inhabitants of East Africa before the 19th century migrations. • Learners carry out research in to find out the origins of their families and other people in their local communities. • Learners use the internet and library research to locate the cradle areas of the Bantu, Luo and the Ngoni migrants. • The teacher guides the learners to draw a sketch map showing the Bantu, Luo and Ngoni migrations into East Africa. • Learners discuss the origins, culture and history of Bantu, Luo and Ngoni people. • In a classroom discussion, let the learners identify the reasons for the migrations of these people into East Africa. • The teacher guides the learners on the effects of these migrations into East Africa. 	<ol style="list-style-type: none"> 1. Observe learner's communication during the classroom discussions to help them acquire certain skills such as communication and critical thinking skill. 2. Give a home take exercise to the learners to find out how their parents came to be where there and why.
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SENIOR 2 TERM 1

TOPIC 4: STATE FORMATION IN EAST AFRICA

14 Periods

COMPETENCY: The learner appreciates the organisation of centralised and non-centralised states in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>The learner should be able to;</p> <p>a) Understand the centralised and non-centralised states in East Africa.</p> <p>b) Know the characteristics of the centralised and non-centralised societies in east Africa.</p> <p>c) understand the distinction between the centralised and non-centralized societies in East Africa.</p> <p>d) Explain the factors that contributed to the growth and decline of pre-colonial societies. (U)</p>	<ul style="list-style-type: none"> • Let learners brain storm on the centralised and non centralised states in east Africa and give views on why they think so. • Guide learners to make research and write the characteristics of centralised and non centralised states in East Africa. • Using ICT and Library research, learners understand the organisation of the following societies: <ul style="list-style-type: none"> - Buganda - Bunyoro - Busoga - Iteso - Kikuyu - Akamba - Nyamwezi - Tonga • Guide learners to make their reflective journals about the societies above. • Let learners describe the characteristics of precolonial centralised and non-centralised societies in East Africa. • Guide learners to discuss the factors that led to 	<ol style="list-style-type: none"> 1. In two groups, let learners' summaries the key features of the centralised and non centralised societies. 2. Listen to their discussion as they point out the key difference in order to show the historical research skills and chronological thinking skills of history. 3. Assess the sketches drawn to find out whether all the societies identified have been shown.

	<p>the growth and decline of the pre-colonial societies both centralised and non centralised</p> <ul style="list-style-type: none"> Guide learners in drawing a sketch map showing the pre-colonial societies to consolidate the concept of pre-colonial societies. 	
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SENIOR 2 TERM 2

TOPIC 5: INDIAN OCEAN TRADE AND SLAVERY IN EAST AFRICA . 09 Periods

COMPETENCY: The Learner understands the pre-colonial trade contacts and connects them to the colonial trade systems in East Africa.

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>a) understand trade contacts that existed in East Africa during the pre-colonial time.</p> <p>b) understand the pre-colonial trade systems in East Africa that began before 1800.</p> <p>c) understand the organisation of Indian Ocean trade in East Africa</p> <p>d) know the relationship between slave trade and the Indian Ocean trade.</p>	<ul style="list-style-type: none"> using ICT and library research, let learners identify and explain the various trade systems that existed in East Africa before the coming of the colonialists. Guide learners to understand the pre-colonial trade systems involving communal agricultural exchange. Using ICT and Library research, let learners draw a sketch map showing the Indian ocean trade routes. Take the learners through a discussion about the people involved, goods traded and the organisation of Indian ocean trade basing on the sketch map drawn. Through ICT and Library research, let learners brain storm on the impact of the Indian ocean trade in East Africa. 	<ol style="list-style-type: none"> Task learners to draw the map of East Africa and locate the operational areas of long-distance trade and the Indian Ocean trade. Set a quiz test to find out whether learners can demonstrate on the results of local and external trade in East Africa.

<p>e) know the organisation of slave trade and slavery.</p> <p>f) understand slave trade and its impact in East Africa.</p> <p>g) know the impact of slave trade abolition in East Africa.</p>	<ul style="list-style-type: none"> • Guide learners to discuss slave trade and slavery in East Africa. • In a classroom presentation, let learners identify and explain the advantages and disadvantages of slave trade and slavery in East Africa. • Using ICT and Library research, let learners find out why slave trade was abolished, the parties involved in abolition and why some people still wanted to participate in it. • In a brain storm session, let learners identify the results for abolition of slave trade. • Let learners take note of key issues on the topic in their reflective journals. 	
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SENIOR 2 TERM 2

TOPIC 6: SCRAMBLE, PARTITION AND COLONIZATION OF EAST AFRICA. 10 PERIODS

COMPETENCY: The learner understands the causes, methods and impact of the colonisation of East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
The learner should be able to;		
a) know the term scramble, partition and colonisation	<ul style="list-style-type: none"> • Using ICT and Library research, guide learners to know the meaning of the term scramble, 	<ol style="list-style-type: none"> 1. Check the accuracy of the information presented by learners on maps, timelinesand colonisation.

<p>of East Africa.</p> <p>b) understand the reasons why Europeans came to East Africa.</p> <p>c) understand how Uganda and the rest of East Africa was colonised.</p> <p>d) appreciate the impact of European influence in East Africa.</p> <p>e) understand how the rest of Africa was colonised by the different European powers.</p>	<ul style="list-style-type: none"> partition and colonization. • Guide learners in a discussion about the various groups from Europe who came to East Africa, and their roles. • Missionaries • Chartered companies' agents • Explorers • Imperialists • Guide learners to understand the reasons for the success of European colonisation of East Africa. • In groups, let learners discuss/debate on the effects of the scramble and partition of East Africa. • Engage learners in a discussion about the methods used by European countries in the colonisation of East Africa and the problems they faced. • Instruct the individual learners to draw the map of Eastern Africa and on it mark and name the European countries that controlled a particular African country. • Engage learners in a discussion about the challenges faced by Europeans in the colonisation process of East Africa. • Construct a matching table and show which European power colonised a specific African country. • Task the individual learners to write a story about the life of a colonised Ugandan. • Let learners write key issued to remember in their 	<p>2. Observe learners' participation and contribution in a debate giving factual information, and the effects of colonisation</p>
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	reflectivejournals	
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SENIOR 2 TERM 2

TOPIC 7: RESPONSE TO THE ESTABLISHMENT OF COLONIAL RULE IN EASTAFRICA.

10 PERIODS

COMPETENCY: The learner understands how East African communities reacted against colonial rule in both primary and secondary responses.

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>a. understand the concept of collaboration and resistance. (u)</p> <p>b. analyse the factors that made East Africans either to collaborate or resistcolonial rule. (a, u)</p> <p>c. know the key agreements made in East Africa with colonialists. (k)</p> <p>d. analyse the impact of the signing of the 1900 Buganda agreement to EastAfricans. (a, s)</p>	<ul style="list-style-type: none"> • Guide learners to use ICT and library research to understand the origin and background of collaboration and resistance to colonial rule. • Let learners discuss in groups and analyse the factors that led to either collaboration or resistance against colonial rule. • Guide learners to find out the circumstances that led to each type of response. • Let learners use the Internet or library research to find out about the key agreements made in East Africa and write a report. • Let learners research on communities that 	<ol style="list-style-type: none"> 1. Observe the learners' discussion tounderstanding of the terms collaboration and resistance. 2 Converse with learners and find out whether they can talk confidently and explain issues with brainstorming on the factors that conditioned the East Africans to either collaborate or resist colonialists.

	<p>collaborated or resisted colonial rule and record their findings about the benefits and challenges for publications.</p> <ul style="list-style-type: none"> • In a role play, let learners dramatise instances of resistance and collaboration in East Africa. • Guide learners to understand the reasons for the signing of 1900 Buganda Agreement. • Using ICT or library research, in groups let learners make presentations on the terms and the effects of the 1900 Buganda Agreement. 	
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SENIOR 2 TERM 2

TOPIC 8: COLONIAL ADMINISTRATIVE SYSTEMS IN EAST AFRICA.

12 Periods

COMPETENCY: The learner understands the nature and impact of colonial administrative systems on the people of East Africa.

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
a. understand the colonial administration systems in Uganda. (u) b. know the reasons why different types of colonial administration was used in East Africa. (u)	<ul style="list-style-type: none"> • let the learners use ICT or library research to find out the colonial administration system used in East Africa. • In a brainstorm session, guide learners to find out the reason why indirect rule was used in Uganda, and direct rule used in Tanzania. • Involve learners in a brainstorm session on the effects of colonial administration in East Africa. • Guide learners to use the Internet or library 	<ol style="list-style-type: none"> 1. In conversation, assess learners' critical abilities highlighting the key features of a colonial system used in Uganda. 2. Observe the discussion and find out whether learners can give immediate and far-reaching effects of colonial administration in Uganda. 3. Observe learners analysing the results of direct rule in Tanganyika

<p>c. know the effects of indirect and direct rule used in East Africa. (v, s, u)</p> <p>d. appreciate the contribution of colonial administration systems used in East Africa. (s, u)</p>	<p>research to find out the factors that led to the use of direct rule in Tanganyika.</p> <ul style="list-style-type: none"> • Task learners to compare the features of indirect rule for the British and the direct rule for Germans. • Individually let learners write a report and show how the current local administration of current Uganda has some relationship with indirect rule system of the British. • In a role play, let learners dramatise how the indirect rule was applied in East Africa and make their own notes. • Let learners write key issues in their reflective journal. • Guide learners to establish a History and Political Education Club and begin to build a school-based history Centre. 	
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SENIOR 2 TERM 3

TOPIC 9: WORLD WAR II IN EAST AFRICA 1939 - 1945

07 Periods

COMPETENCY: The learner understands the impact of World wars in East Africa.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
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The learner should be able to;		
<p>a. understand the background for the outbreak of World War II. (u)</p> <p>b. understand the reasons for East Africa's involvement in World War II.</p> <p>c. know some of the East African personalities who were involved in World War II. (u)</p> <p>d. appreciate the role of East African states in the World War II. (u)</p> <p>e. appreciate the impact of World War II towards the rise of independence in the East African states. (v, k, u).</p>	<ul style="list-style-type: none"> • Let learners watch a documentary, or read extracts, about the events that led to World War II, and identify the world powers that were involved in the war. • Let learners research on how East Africa became involved in World War II, and summarise the role its leaders took. • In groups, organise learners to discuss and analyse the part played by East Africans in World War II. • Learners read articles/or watch a documentary about the course of World War II, and create a summary in the form of timelines of key events. • Guide learners in a discussion to evaluate the effects of World War II on East African social, political and economic spheres. • Organise a field study and guide learners to interview the knowledgeable community elders about causes for the participation of East African people in World War II and its results. Learners take notes and present to class. • Let them write key issues in the reflective journals. 	<ol style="list-style-type: none"> 1. Converse with learners and assess their ability to evaluate East Africa's role in World War II, and its effects. 2. Examine the presentation/notes from field work to check accuracy of the information written.

SENIOR 2 TERM 3**TOPIC 10: STRUGGLE FOR INDEPENDENCE IN EAST AFRICA****14 Periods****COMPETENCY:** The learner understands the causes and results of independence struggles in East Africa

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
<p>a. understand the reasons for the rise of nationalism in Kenya, Uganda and Tanzania. (u)</p> <p>b. know the various approaches used by people of East Africa to demand for their independence from colonial rule. (u)</p> <p>c. appreciate the steps taken in the struggle for East African states independence. (u, v)</p> <p>d. compare the Ugandan struggle for independence with that of the East African states. (k, u)</p>	<ul style="list-style-type: none"> • Let the learners use ICT or library research to find out the background of the rise of nationalism in Uganda, Kenya and Tanzania. • Let them research on the various approaches used by East Africans to demand for their independence from the colonialists. • Let them carry out a role play and show how one of the steps towards independence attainment was carried out in East Africa. • Guide learners to understand the contribution of Devonshire White Paper in the struggle for the independence of Kenya. • Engage learners in a discussion to find out the contribution of political parties towards the attainment of independence in Uganda. • Involve learners in an argument to find out the contribution of various personalities in the independence struggle for Tanganyika. Let learners write key issues in the reflective journals. • Let learners write about the struggle for independence on any selected East African 	<ol style="list-style-type: none"> 1. Converse with learners to assess their understanding of nationalism in principle and how it was expressed in East Africa. 2. Assess the learners' assignment for the process comparison in the struggle for independence of East African countries. 3. Assess their comparative table, showing the specific challenges faced by East African states in the struggle for the independence

	<p>country and tease out key highlights which relate to Ugandan struggle.</p> <ul style="list-style-type: none"> Guide learners to write a summary in their reflective journal about Uganda's struggle for independence. 	
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SENIOR 2 TERM 3

TOPIC 11: CIVIL SOCIETY AND NON-GOVERNMENT ORGANISATIONS IN EAST AFRICA 12 Periods

COMPETENCY: The learner understands the civil society organisations (CSOs) and non-governmental organisations (NGOs) and their roles and challenges they face in promoting community welfare.

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
a. understand the origin and the background for CSOs and NGOs formation in East Africa. (u) b. know the difference between CSO's, and NGO's. (k) c. Understand the role of	<ul style="list-style-type: none"> Guide learners to understand why CSOs and NGOs were formed in the post-independent East African states. Use Internet or library research to identify the similarities and differences between CSOs, community-based organisations (CBOs), NGO's and Labour Unions in East Africa. Guide learners to create a comparison table of these organisations giving 	<ol style="list-style-type: none"> Observe learners' engagement and interaction with a CSO representative to assess their communication skills and critical thinking. In written report, assess the learners' ability to summarise the presentation using key points showing the difference between CSOs and NGOs using ICT or Manual approach. Listen to the learners' conversations or discussions of their reports to establish their understanding of

<p>a CSO, and NGOs in East Africa (u, k)</p> <p>d. appreciate the challenges facing CSOs and NGOs in East Africa. (u)</p> <p>e. appreciate the role of CSOs and NGOs in the development of the East African states. (a, v)</p>	<p>examples of those operating in Uganda.</p> <ul style="list-style-type: none"> • Host an expert in CSO work and present a paper about the benefits and the challenges of CSOs and NGOs. Allow learners to ask questions. • Let learners carry out research on school clubs and write a report on what they do in comparison to CSOs and NGOs. • In groups, task learners to do research about the roles of FIDA and World Vision in Uganda and present their findings to class. • Guide learners to simulate that they are staff of HURINET or any CSO and show how you can solve a conflict rising out of gender conflict that government has ignored. 	<p>the organisation's role and challenges.</p>
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SENIOR 2 TERM 3

TOPIC 12: CHANGING LAND TENURE SYSTEM IN EAST AFRICA

COMPETENCY: The learner understands and evaluates issues of land ownership and management in Uganda.

10 Periods

LEARNING OUTCOMES The learner should be able to;	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGIES
a. know the various types of landownership in Uganda. (v, k)	<ul style="list-style-type: none"> • Guide learners to use ICT or library research and record types of land ownership that include; Mailo, freehold, customary and crown land. 	<ol style="list-style-type: none"> 1. Converse with learners to establish 2. their knowledge about different land ownership types for various communities in

b. understand how land was traditionally owned in Uganda, Kenya and Tanzania. (v, u)	<ul style="list-style-type: none"> In groups, learners discuss different laws and policies on land ownership in East Africa. Let learners carry out a survey in the community and find out how land was traditionally owned in East Africa, and compare with the practice today. 	Uganda.
c. know the main land reforms carried out in Uganda since independence.	<ul style="list-style-type: none"> Guide learners to understand the key land reforms carried out in Uganda since independence. Engage learners in a discussion on how land was traditionally owned in Uganda. 	3. Observe learners in a discussion about the challenges of land ownership in Uganda since 1900, the value of land for the different ethnic groups and the historical changes in land ownership.
d. understand the historical development of land ownership in Uganda. (u)	<ul style="list-style-type: none"> Guide learners on how land is acquired, used and factors leading to its fragmentation. Task learners to draw timelines that track the changes that have occurred in land ownership in Uganda since 1900 as related to different ethnic groups, in order to discuss the value of land in the development of Uganda. 	
e. appreciate the value of land as a cornerstone to development in Uganda. (u)	<ul style="list-style-type: none"> Learners compile key information on land tenure system for sharing in the History and Political Education Club and indicate key issues in their reflective journal. 	

CLASS: S.2 JUSTIFICATIONS TABLE

SUBJECT: History and Political Education

THEME: UNDERSTANDING OUR PAST, COLONISATION AND STRUGGLE FOR INDEPENDENCE IN EAST AFRICA

S/N	TOPIC	COMPETENCY	JUSTIFICATION
1	Culture and key ethnic issues in East Africa	The learner understands the concept of culture and the people	<ul style="list-style-type: none"> As learners study the history of migration, and movements of Ethnic groups the concept of culture and key ethnic issues

		relations in East Africa.	would be covered through their political and the social ,economic organisation of these groups. Therefore the learner will not loose much by not studying this chapter
2	Religions in East Africa	The learner understands the influence and impact of religions in East Africa.	<ul style="list-style-type: none"> It is deemed that the learner have knowledge of religion through thier interactions with church and other religious institutions of both modern and traditional settings. The issue of religion will be covered under the scramble and colonisation factor in East Africa.
3	East African long-distance trade	The learner understands the pre colonial trade contacts and connects them to the colonial trade systems in East Africa.	<ul style="list-style-type: none"> The learner has gained the competency from the previous topic of slave trade since they are inter linked. The learner has also studied about it as a major factor in the formation of states in East Africa.
4	The colonial economy	the learner understands the impact of road network and general colonial economy in East Africa.	<ul style="list-style-type: none"> The learner will cover this content while studying the scramble and partition of East Africa. This was about the effects of colonialism in East Africa which the learner has learnt about in the scramble and partition of East Africa.
5	World war I in East Africa 1914-1918.	The learner understands the impact of world wars in East Africa.	<ul style="list-style-type: none"> Its deemed that the competence and the content in this chapter will be covered under the World war II.
6	Post-independence socio-economic challenges in East	The learner understands and evaluates the challenges faced by East African states after	<ul style="list-style-type: none"> Its assumed that this knowledge exists in the public domain and therefore, the learner can easily identify the social and economic challenges affecting East Africa.

	Africa.	independence.	
7	Key personalities in the history of East Africa before independence	The learner understands the nationalists who struggled for the independence of East African states.	The learner has knowledge about key personalities from the previous topic of the struggle for the independence in East Africa .

ABRIDGED O'LEVEL HISTORY SYLLABUS FOR S.3 2022

INTRODUCTION

The O'level history syllabus covers 4 areas of East, West, South and Central Africa. The East African History is a compulsory to all learners in O'level section while the other areas are optional to learners based on the choices of different schools. The learner studies optional areas beginning with Senior 3. The abridged curriculum takes care of these optional aspects.

THE EAST AFRICAN HISTORY

The abridged syllabus of East African History for senior three has carried the work load of chapters that was not covered in Senior 2 under the lock down. This workload has been merged on to Senior 3 load and abridged which is expected to be covered in term 1 before the optional areas are introduced to the learner.

Some topics in the syllabus have been merged while others shelved to help the teacher concentrate on the major areas of history and allow the learner understand the basic knowledge of history and progress well. Its assumed that the learner will not lose much on the chapters that have been shelved. The content of the chapters that have been shelved is related to the major topics that have been retained.

At the end of the abridged Senior 3 syllabus you will find a matrix table for justification showing why some topics were shelved from the senior 2 &3 curriculum. .

SENIOR THREE TERM ONE

TOPIC 1:

EXTERNAL CONTACTS AND PRESSURES 1800 -1880

GENERAL OBJECTIVE:

To enable learners examine the impact of the external contacts on East Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

5	LONG DISTANCE TRADE IN EAST AFRICA	Learners should be able to: i) define Long Distance Trade ii) explain reasons for its development and expansion iii) describe the organization of the Long Distance Trade iv) identify the role played by the different African societies in the Long Distance Trade	<ul style="list-style-type: none"> ◆ Definition of Long Distance Trade (Caravan Trade). ◆ Why the Long Distance Trade developed and expanded in the 19th Century ◆ Organization of the Long Distance Caravan Trade ◆ The role played by East African societies like Yao, Kamba, Nyamwezi, Baganda, Banyoro in the development of the Long Distance Trade. 	♦ Discussion ♦ Story telling
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6	SLAVE TRADE IN EAST AFRICA	<p>Learners should be able to:-</p> <ul style="list-style-type: none"> i) define the terms; "Slave Trade" and "Slavery" ii) identify reasons for the rise of slave trade in East Africa. iii) describe the organization of slave trade in East Africa iv) outline the effects of slave trade and explain the reasons why it was difficult to stop slave trade v) describe the steps taken to abolish slave trade vi) list the effects of the abolition of slave trade. 	<ul style="list-style-type: none"> ◆ Definition of terms "Slave Trade" and "Slavery" ◆ Reasons for the rise of slave trade in East Africa ◆ Organization of slave trade in East Africa ◆ Effects of slave trade ◆ Reasons why it was difficult to stop slave trade ◆ Steps taken to abolish slave trade ◆ Effects of the abolition of slave trade. 	<ul style="list-style-type: none"> ❖ Organise a film related to slave trade e.g. Roots ❖ Singing songs about slave trade
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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6	EARLY EXTERNAL PRESSURES ON EAST AFRICA BY 1880	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) identify the various external groups which had contacts with East Africa ii) identify the activities of the British, French and German traders on the East African coast before 1860 iii) identify the activities of the explorers iv) explain the role of explorers in the colonization of East Africa v) explain the initial African reaction to the outsiders. 	<ul style="list-style-type: none"> ◆ Various groups which had contacts with East Africa ◆ Activities of traders ◆ The role of trading companies in East African colonization (i.e. Imperial British East African Company, German East African Company.) ◆ Activities of explorers ◆ The role of explorers in colonization of East Africa ◆ Initial African reaction to outsiders. 	<ul style="list-style-type: none"> ❖ Discussion ❖ Brainstorming ❖ Research ❖ Field trips
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TOPIC 3: EUROPEAN IMPERIALISM IN EAST AFRICA

GENERAL OBJECTIVE:

To enable learners understand the nature and impact of European Imperialism.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
5	SCRAMBLE AND PARTITION OF EAST AFRICA	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) define the terms; "Scramble and Partition" ii) identify European powers that colonized East Africa iii) explain the causes of the scramble and partition of East Africa iv) outline the methods used by the Europeans in the process of partitioning East Africa v) explain the effects of the partition. 	<ul style="list-style-type: none"> ◆ Definition of the terms "Scramble and Partition" ◆ European powers in East Africa ◆ Causes of scramble and partition of East Africa ◆ Methods used by European powers in establishing colonial rule in East Africa e.g. the Anglo-German Treaties. ◆ Effects of the Scramble and Partition of East Africa. 	<ul style="list-style-type: none"> ❖ Simulate a scrambling scene in class. ❖ Organize a debate on the effects of scramble and partition.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
5	THE ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) explain the methods used in establishing colonial rule ii) identify the use of treaties / agreements in the establishment of colonial rule iii) explain the use of military force as a 	<ul style="list-style-type: none"> ◆ Methods used in the establishment of colonial rule ◆ Treaties and agreements used in establishing colonial rule in East Africa; the <ul style="list-style-type: none"> - Buganda Agreement 	❖ Guide learners to discuss the importance of making written Agreements
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		method of establishing colonial rule in East Africa.	<ul style="list-style-type: none"> - Toro Agreement - Ankole Agreement 	
		Learners should be able to:		

3	<ul style="list-style-type: none"> ▪ THE BUGANDA AGREEMENT OF 1900 	<ul style="list-style-type: none"> i) define the Buganda Agreement of 1900 ii) state reasons why the Buganda Agreement was signed iii) explain the terms of the Buganda Agreement of 1900 iv) state the significance of the Buganda Agreement of 1900. 	<ul style="list-style-type: none"> ◆ Definition of the Buganda Agreement ◆ Why the Buganda Agreement was signed ◆ Terms of the Buganda Agreement ◆ Significance of the Buganda Agreement. 	<ul style="list-style-type: none"> ❖ Guide learners to research on the terms and significance of the Buganda Agreement of 1900
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SENIOR THREE TERM TWO

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
8	AFRICAN RESPONSE TO THE ESTABLISHMENT	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) identify the forms of response to the establishment of colonial rule 	<ul style="list-style-type: none"> ◆ Collaborators in East Africa ◆ Definition of the term “Collaboration” 	<ul style="list-style-type: none"> ❖ Discuss with the learners the strength and weakness of collaborators and resistors in Africa.

	OF COLONIAL RULE	<ul style="list-style-type: none"> ▪ Collaborators <ul style="list-style-type: none"> a) define the term “Collaboration” b) explain the reasons why some Africans collaborated c) explain how they collaborated ii) identify the effects of collaboration on Uganda. 	<ul style="list-style-type: none"> ◆ Why some African Chiefs collaborated ◆ How they collaborated in: o Uganda <ul style="list-style-type: none"> ◆ Apollo Kaggwa ◆ Semei Kakungulu ◆ Nuwa Mbaguta ◆ Omukama Kasagama ◆ Mwanga (as a collaborator) 	
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3	COLONIAL ADMINISTRATION SYSTEM IN UGANDA	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) Define the term “Indirect Rule” ii) explain why indirect rule was used in Uganda iii) explain how indirect rule was used in Uganda. 	<ul style="list-style-type: none"> ◆ Definition of indirect rule ◆ Why the British used indirect rule in Uganda 	<ul style="list-style-type: none"> ❖ Discussion ❖ Debate
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TOPIC 3:**ECONOMIC, SOCIAL AND POLITICAL DEVELOPMENTS IN EAST AFRICA DURING THE COLONIAL PERIOD****GENERAL OBJECTIVE:**

To enable learners appreciate the economic, social and political developments of East Africa during the colonial period.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
2	POLITICAL DEVELOPMENT ▪ The Closer Union/Federation of East Africa	Learners should be able to: i) state the need for closer union ii) describe the steps taken to bring about closer union iii) outline the reasons for the failure to achieve a closer union.	◆ The need for closer union ◆ Attempts at closer union ◆ Failure to achieve closer union	❖ Discuss with learners the benefits of East African integration.

3	THE FORMATION OF THE EAST AFRICAN COMMON SERVICES ORGANISATION 1948 (E.A.C.S.O)	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) outline the reasons for the formation of the East African Common Services Organisation ii) outline the achievements and weaknesses of the East African Common Services Organisation 1948 iii) explain the reasons why the East African Common Services Organisation collapsed. 	<ul style="list-style-type: none"> ◆ Reasons for the formation of the East African Common Services Organisation ◆ Achievements and weaknesses of East African Common Services Organisation ◆ The collapse of the East African Common Services Organisation 	❖ Discussion ❖ Research
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TOPIC 4: WORLD WAR I (1914 – 1918) AND WORLD WAR II (1939 – 1945)

GENERAL OBJECTIVE: To enable learners understand the impact of the World Wars on the peoples of East Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

3	WORLD WAR II 1939 – 1945	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) identify the East African countries involved in World War II ii) outline reasons for East Africa's involvement in the war iii) Explain how the war affected East Africa politically, socially and economically. 	<ul style="list-style-type: none"> ◆ Countries involved in World War II ◆ Why East Africa was involved in World War II ◆ How the war affected the growth of nationalism in East Africa, socially and economically. 	<ul style="list-style-type: none"> ❖ Recap of World war I ❖ Story telling ❖ Discussion ❖ Video show ❖ Drama
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TOPIC 5:

THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA

GENERAL OBJECTIVE:
To enable learners understand the process leading to the independence of the East African countries.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
7	NATIONALISM IN UGANDA	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) identify the factors responsible for the rise of Nationalism ii) describe political developments in Uganda 	<ul style="list-style-type: none"> ◆ Factors responsible for the rise of Nationalism in Uganda ◆ Political developments in Uganda 	<ul style="list-style-type: none"> ❖ Debate ❖ Story telling ❖ Discuss with learners the role of political parties in a multi-party system.

		<p>iii) identify the causes and effects of the Kabaka crisis (1953 – 1955)</p> <p>iv) explain the role played by the following political parties in the struggle for independence; -</p>	<ul style="list-style-type: none"> ◆ The causes and effects of the Kabaka crisis 1953 – 1955 ◆ The role played by each of the following political parties in the 	
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		<ul style="list-style-type: none"> • Uganda National Congress (UNC), • Uganda Peoples Congress (UPC), • Democratic Party (DP) and • Kabaka Yekka (KY) <p>v) mention the difficulties faced in the struggle for independence</p>	<p>independence struggle</p> <ul style="list-style-type: none"> ◆ UNC, UPC, DP, KY ◆ The role played by selected personalities in the independence struggle <ul style="list-style-type: none"> - Ignatius Musaazi, 	

	<p>vi) explain the factors that facilitated the attainment of independence in Uganda</p>	<ul style="list-style-type: none"> - A.M. Obote, - Ben Kiwanuka ◆ Difficulties in the struggle for independence ◆ Factors that facilitated the attainment of independence in Uganda. 	
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CLASS: S.3 JUSTIFICATIONS

SUBJECT: HISTORY OF EAST AFRICA

SN	CRITICAL CHANGES	JUSTIFICATION
1	The Ngoni invasion/ migration into East Africa	This topic was taught during the brief period when the learners were at school before the closure.
2	The rise of Military states	This topic has similar content with the formation of states in East Africa.
3	Egyptian penetration of East Africa.	<ul style="list-style-type: none"> • This topic has related concepts to the topic of scramble and partition of East Africa. • The Egyptians had less impact on the history of East Africa. • Their main areas of operation did not cover the whole of East Africa.
4	African response to the establishment of colonial rule ; Collaborators in Kenya ; <ul style="list-style-type: none"> • Abaluyia of Wanga Kingdom under Nabongo Mumia • Masai under Lenana 	This topic has similar objectives with African response in Uganda in the area of collaboration.

	<ul style="list-style-type: none"> • The Bakusu • The Luo <p>Tanganyika</p> <ul style="list-style-type: none"> • The Nyamwezi • The Chagga 	
5	Resistance in Kenya <ul style="list-style-type: none"> • Nandi resistance 	This topic has related concepts with resistance in Uganda.
6	Resistance in Tanganyika <ul style="list-style-type: none"> • Abushiri uprising • Hehe uprising • Maji maji uprising 1905 – 1907 	This topic has related concepts with resistance in Uganda.
7	Colonial Administrative systems in Kenya	This topic has related concept on methods of colonial administration with Uganda.
8	Colonial administrative systems in Tanganyika	This topic has related concept on methods of colonial administration with Uganda.
9	The Uganda railway	The concepts of this topic can be attained from other subjects especially geography since the ideas are related and geography is compulsory.
10	Agricultural development	The concepts of this topic can be attained from other subjects especially geography and Agriculture as the ideas are related and geography is compulsory.
11	Industrial development	The concepts of this topic can be attained from other subjects especially geography and entrepreneurship since the ideas are related.
12	Social development	The concepts of this topic can be attained from other subjects' geography, English, Religious Education and entrepreneurship since the ideas are related.
14	World war I	<ul style="list-style-type: none"> • The learner will attain the concept in the next sub-topic of World War II as they have similar content. • This topic has less impact on East Africa than world war II.

15	Nationalism in Kenya	This topic has related concepts with nationalism in Uganda. The reasons and effects are similar between Uganda and Kenya.
16	Devonshire white paper	This topic has related concepts with nationalism in Uganda. The reasons and effects are similar between Uganda and Kenya.
17	Mau Mau rebellion	This topic has related concepts of the causes and effects of rebellions with those of Uganda which have been covered in the previous topic.
18	Growth of nationalism in Tanganyika	This topic has related concepts with nationalism in Uganda. The reasons and effects are similar between Uganda and Kenya.

OPTIONAL PAPERS

They are taught right from Senior 3 term 2 to the end of Senior 4. They are selected and taught concurrently depending on the choice of the school. These include Central, South and West Africa. They are timetabled and taught at the same time.

HISTORY O'LEVEL (S.4 2022) OPTIONAL AREAS

They are taught right from Senior 3 after the completion of East African history Syllabus. Every learner must do East Africa and any other one unit. Much of optional units are taught in Senior 4. Each learner must do one out of these 3 areas. They are selected and taught concurrently depending on the choice of the school. These include ***West Africa, Central Africa and South Africa***. They are timetabled and taught at the same time. The 2 lockdowns of COVID 19 affected this progression and transition from senior 3 to Senior 4. Its therefore deemed that the workload for optional papers starting from senior 3 will be carried forward into senior 4.

HISTORY OF WEST AFRICA

This teaches learners about the concepts of West African history since 1800. It starts from senior 3 and ends in senior 4. Under abridged curriculum ideal selection of West African History topics has been made.

The abridged syllabus of West African History for senior 4 has carried the work load of chapters that was not covered in Senior 3 under the lock down. This workload has been merged on to Senior 4 load and abridged which is expected to be covered in term 1 of Senior 4. Some topics in the syllabus have been merged while others shelved to help the teacher concentrate on the major areas of West African history and allow the learner understand the basic knowledge of West African history and progress well. It's assumed that the learner will not lose much on the chapters that have been shelved. The content of the chapters that have been shelved is related to the major topics that have been retained and taught in other areas like East, Central and South Africa.

At the end of the abridged Senior 3 &4 West African history syllabus you will find a matrix table for justification showing why some topics were shelved from the senior 3 & 4 curriculum. .

SENIOR FOUR 2022 ABRIDGED WORK

HISTORY OF WEST AFRICA

PAPER 2

TOPIC 1: TRANS-SAHARAN TRADE AND ITS INFLUENCE ON THE DEVELOPMENT OFWEST AFRICA.

GENERAL OBJECTIVE: To help learners understand the contribution of pre- colonial trade in Africa

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

7	TRANS-SAHARAN TRADE	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of Trans-Saharan Trade ii) state reasons for the growth and development of Trans-Saharan trade iii) describe how it was organized iv) state problems faced by the traders v) state reasons why it lasted long vi) outline reasons for its decline explain its impact on the peopleof West Africa. 	<ul style="list-style-type: none"> ◆ Origin of Trans-Saharan Trade ◆ Reasons for the growth and development of Trans-Saharan Trade ◆ Organization of Trans-Saharan Trade ◆ Problems faced by the traders ◆ Reasons why Trans-Saharan Trade lasted long ◆ Reasons for the decline of Trans-Saharan Trade ◆ Importance/impact of Trans-Saharan Trade on the peoples of West Africa. 	<ul style="list-style-type: none"> ❖ Visit a market nearby and task learners to find out the origin and development of the market. ❖ Brainstorm on the problems and importance of Trans-Saharan trade.
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TOPIC 2: THE RISE, EXPANSION, DEVELOPMENT AND DECLINE OF SUDANESE EMPIRESOF WEST AFRICA

GENERAL OBJECTIVE: To help learners appreciate state formation in pre-colonial West Africa

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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5	THE ANCIENT EMPIRE OF GHANA	<p>At the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of Ghana empire ii) state the factors for the rise and expansion of Ghana iii) explain the organization of Ghana iv) state reasons for the decline of Ghana 	<ul style="list-style-type: none"> ◆ Origin of Ghana empire ◆ Factors for the rise and expansion of Ghana ◆ Organization of Ghana ◆ The decline of Ghana 	<ul style="list-style-type: none"> ❖ Help learners tell stories of old kingdoms/states ❖ Discuss with learners the importance of studying Ghana's history
5	MALI EMPIRE	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the rise of Mali ii) state the factors for her rise and expansion iii) describe the career and achievements of Sundiata Keita and Mansa-Kankan-Musa. iv) state the factors for the decline of Mali 	<ul style="list-style-type: none"> ◆ Origin of Mali ◆ Factors for the rise and expansion of Mali ◆ The career and achievements of Sundiata Keita and Mansa-Kankan-Musa. ◆ Factors for the decline of Mali 	<ul style="list-style-type: none"> ❖ Ask learners to tell stories of prominent political leaders they know and their contribution to society.

5	KANEM-BORNU EMPIRE	Learners should be able to: i) describe the origin of Kanem-Bornu empire ii) describe the career and importance of Mai Dunama II and Mai Idris Alooma iii) describe the organization of the Kanem – Bornu empire iv) state reasons for the decline of the Kanem-Bornu empire v) state reasons why the Kanem-Bornu empire lasted long.	<ul style="list-style-type: none"> ◆ Origin of Kanem-Bornu empire ◆ Career and importance of Mai-Dunama II and Mai-Idris Alooma ◆ Organization of the Kanem-Bornu empire <ul style="list-style-type: none"> ◆ Decline of the Kanem-Bornu empire ◆ Reasons why Kanem Bornu empire lasted long. 	<ul style="list-style-type: none"> ❖ Guide learners to discuss factors for the long survival of someAfrican regimes.
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TOPIC 3: THE TRANS-ATLANTIC SLAVE TRADE (TRIANGULAR TRADE) AND ITS EFFECTS UP TO 1800

GENERAL OBJECTIVE: To help learners understand the nature and impact of the Trans-Atlantic trade on the people of West Africa.

7	TRANS-ATLANTIC SLAVE TRADE	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of the Trans-Atlantic slave trade ii) state reasons for the rise and development of the Trans-Atlantic slave trade iii) describe the organization of Trans-Atlantic slave trade iv) explain the effects of slave trade v) explain the factors that led to the abolition of slave trade vi) outline the steps in the abolition of slave trade vii) state reasons why it was difficult to abolish slave trade 	<ul style="list-style-type: none"> ◆ Origin and definition of Trans-Atlantic slave trade and slavery ◆ Reasons for the rise and development of Trans- Atlantic slave trade ◆ Organization of Trans- Atlantic slave trade ◆ effects of slave trade on West Africa ◆ factors that led to the abolition of slave trade ◆ the steps in the abolition of slave trade ◆ the reasons why slave trade lasted long 	<ul style="list-style-type: none"> ❖ Use of audio - visual aids (Video e.g. Roots) ❖ Guide learners to sing a song related to the suffering of slaves.
		<p>viii) state the effects of the abolition of the slave trade on West Africa.</p>	<ul style="list-style-type: none"> ◆ effects of abolition of slave trade on West Africa. 	

4	THE GROWTH OF LEGITIMATE TRADE	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of legitimate trade in West Africa ii) describe the organization of the trade in the Niger Delta. iii) explain the effects of the development of legitimate trade on West Africa 	<ul style="list-style-type: none"> ◆ Origin of legitimate trade in West Africa ◆ Organization of the trade in the Niger Delta. ◆ Effects of the development of legitimate trade on West Africa 	<ul style="list-style-type: none"> ❖ Help learners to discuss the benefits of legitimate trade
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TOPIC 4: THE POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENTS OF THE COASTAL STATES

GENERAL OBJECTIVE: To help learners appreciate the political, social and economic developments of the coastal states of West Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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4	THE FOUNDATION OF LIBERIA	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of Liberia ii) state reasons for its establishment as a colony iii) Explain the problems faced by Liberia in the period 1821 to 1847. iv) Explain the factors that enabled Liberia to regain her independence from the American colonization society in 1847. v) explain developments in Liberia up to 1900. 	<ul style="list-style-type: none"> ◆ Origin of Liberia ◆ Reason for its establishment as a colony ◆ Problems faced by settlers ◆ Factors that contributed to the attainment of Liberian Independence in 1847 ◆ Developments in Liberia up to 1900. 	<ul style="list-style-type: none"> ❖ Guide learners to discuss the importance of people with mixed races in USA and South Africa.
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CLASS: S.3 JUSTIFICATIONS

SUBJECT: HISTORY OF WEST AFRICA

SN	CRITICAL CHANGES	JUSTIFICATION
1	The empire of Songhai	<ul style="list-style-type: none"> • This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in form two. • The topic has related content to the previous topic of the Ancient empire of Ghana which has been covered.
2	The Woloff empire	<ul style="list-style-type: none"> • This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in form two. • The topic has related content to the previous topic of the Ancient empire of Ghana which has

		been covered.
3	The Fulan state	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in form two. The topic has related content to the previous topic of the ancient empire of Ghana which has been covered.
4	Oyo empire	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in form two. The topic has related content to the previous topic of the Ancient empire of Ghana which has been covered.
5	The empire of Benin	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in form two. The topic has related content to the previous topic of the Ancient empire of Ghana which has been covered.
6	Asante empire	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in form two. The topic has related content to the previous topic of the ancient empire of Ghana which has been covered.
7	The foundation of Sierra Leone	<ul style="list-style-type: none"> The concept of the founding and forming the state of Sierra Leone is similar to the proceeding topic of the foundation of Liberia. Liberia has more profound effect to the history of Africa than Sierra Leone especially being a state of freed slaves from United States of America (U.S.A) and regained freedom much earlier in 1847.

CENTRAL AFRICAN HISTORY

This teaches learners about the concepts of Central African history since 1800. It starts from senior 3 and ends in senior 4. Under abridged curriculum ideal selection of Central African History topics has been made.

The abridged syllabus of Central African History for senior 4 has carried the work load of chapters that was not covered in Senior 3 under the lock down. This workload has been merged on to Senior 4 load and abridged which is expected to be covered in term 1 of Senior 4.

Some topics in the syllabus have been merged while others shelved to help the teacher concentrate on the major areas of Central African history and allow the learner understand the basic knowledge of Central African history and progress well. Its assumed that the learner will not lose much on the chapters that have been shelved. The content of the chapters that have been shelved is related to the major topics that have been retained and taught in other areas like East, Central and South African history.

At the end of the abridged Senior 3 &4 Central African history syllabus you will find a matrix table for justification showing why some topics were shelved from the senior 3&4 curriculum.

**SENIOR FOUR ABRIDGED WORK
HISTORY OF CENTRAL AFRICA PAPER 3**

TOPIC 1: CIVILISATION IN CENTRAL AFRICA

GENERAL OBJECTIVE: To enable the learner appreciate the value of African civilization in the making of modern states.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNINGSTRATEGIES

1	THE GREAT ZIMBABWE EMPIRE (1200 - 1450 A.D.)	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) define civilization ii) locate the Great Zimbabwe on the map of Central Africa iii) identify factors responsible for the rise of the Great Zimbabwe iv) describe the organization of 	<ul style="list-style-type: none"> ◆ Definition of civilization ◆ Location of the Great Zimbabwe Empire ◆ Factors responsible for the rise of the Great Zimbabwe ◆ Organization of the Great Zimbabwe Empire ◆ Factors that led to the collapse of the Great 	<ul style="list-style-type: none"> ❖ Research ❖ Guide learners to discuss the factors for the rise of Great Zimbabwe and to compare them with current states.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>the Great Zimbabwe</p> <p>v) outline factors that led to the collapse of the Great Zimbabwe Empire.</p>	Zimbabwe Empire	
1	MWENE-MUTAPA	<p>The learner should be able to:</p> <p>i) describe the origin of "Mwene-Mutapa Empire"</p> <p>ii) locate Mwene-Mutapa on the map of Central Africa</p> <p>iii) identify factors that led to the</p>	<ul style="list-style-type: none"> ◆ Origin of Mwene-Mutapa Empire ◆ Location of Mwene-Mutapa ◆ The growth of Mwene-Mutapa ◆ Organization of Mwene-Mutapa i.e. political, social and economic 	<ul style="list-style-type: none"> ❖ Research ❖ Task learners to find out the origin and to describe the organisation of Mwene-Mutapa Empire.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>growth of Mwene-Mutapa</p> <p>iv) describe the political, social and economic organization of Mwene-Mutapa</p> <p>v) outline factors that led to the collapse of Mwene-Mutapa</p>	<ul style="list-style-type: none"> ◆ The collapse of Mwene-Mutapa 	
1	KINGDOM OF KONGO	<p>The learner should be able to:</p> <p>i) describe the origin of the Kongo Kingdom</p> <p>ii) locate the Kongo Kingdom on the map of Central Africa</p>	<ul style="list-style-type: none"> ◆ Origin of Kongo Kingdom ◆ Location of Kongo Kingdom on the map of Central Africa ◆ Factors that led to the 	<ul style="list-style-type: none"> ❖ Map reading ❖ Research ❖ Task learners to find out the common characteristics among African Pre-colonial states.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>Africa</p> <p>iii) identify factors that led to the rise of the Kongo Kingdom</p> <p>iv) describe the political, social and economic organization of the Kongo Kingdom</p> <p>v) outline the factors for the collapse of the Kongo Kingdom.</p>	<p>rise of Kongo Kingdom</p> <ul style="list-style-type: none"> ◆ The political, social and economic organization of the Kongo Kingdom ◆ The role of Afonso I ◆ The collapse of the Kongo Kingdom 	
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3	MALAWI STATES OF: ♦ Cewa Kingdom	The learner should be able to: i) describe the origin of the Cewa Kingdom ii) locate Cewa on the Central African map iii) describe the political, social and economic organization of Cewa Kingdom. iv) list factors responsible for	♦ The origin of Cewa Kingdom ♦ Location of Cewa Kingdom ♦ Organization of the Cewa Kingdom ♦ The decline of the Cewa Kingdom.	❖ Map reading ❖ Research ❖ Discussion
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SENIOR FOUR ABRIDGED WORK

TOPIC 2: THE PORTUGUESE RULE IN CENTRAL AFRICA

GENERAL OBJECTIVE: To help learners appreciate the Portuguese rule in Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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4	PORTUGUESE RULE IN ANGOLA (1540 - 1836)	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) describe the early contacts of the Portuguese with the peoples of Angola ii) identify factors responsible for the coming of the Portuguese to Angola iii) describe the establishment of Portuguese rule in Angola iv) describe characteristics of the Portuguese in Angola v) describe the response 	<ul style="list-style-type: none"> ◆ Portuguese contact with the Angolan peoples ◆ Factors that led to their coming to Angola ◆ The establishment of Portuguese rule in Angola ◆ Characteristics of Portuguese rule in Angola ◆ African response to Portuguese rule in Angola 	<ul style="list-style-type: none"> ❖ Research ❖ Discussion ❖ Brainstorm with the class about the motives and impact of the Portuguese rule.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		of African peoples in Angola to Portuguese rule.	<p>Angola</p> <ul style="list-style-type: none"> ◆ Effects of the 	

		vi) explain the effects of the Portuguese rule onAngola.	Portuguese rule on Angola.	
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
4	PORTUGUESE RULE IN KONGO 1482 - 1700	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) explain the early contacts of the Portuguese in the Kongo ii) describe the establishment of the Portuguese rule in the Kongo iii) explain the Portuguese activities in the Kongo 	<ul style="list-style-type: none"> ◆ Early contacts of the Portuguese with the peoples of Kongo ◆ Establishment of Portuguese rule in the Kongo ◆ Portuguese activities in the Kongo ◆ The effects of the Portuguese activities in the Kongo. 	<ul style="list-style-type: none"> ❖ Research ❖ Discussion ❖ Drawing the map ❖ Brainstorming

		iv) explain the effects of the Portuguese rule in the Congo.		
4	PORTUGUESE RULE IN MOZAMBIQUE 1507 - 1700	The learner should be able to: i) Identify reasons for the coming of the Portuguese to Mozambique ii) describe the political, social and economic developments in Mozambique under the Portuguese rule iii) explain the impact of the Portuguese rule on the people of	<ul style="list-style-type: none">◆ Reasons for the coming of the Portuguese to Mozambique◆ Establishment of Portuguese occupation in Mozambique◆ Political, social and economic developments in Mozambique under	<ul style="list-style-type: none">❖ Research❖ Discussion❖ Brainstorming
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		Mozambique.	<p>the Portuguese rule</p> <ul style="list-style-type: none"> ◆ The effects of the Portuguese rule in Mozambique. 	
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SENIOR FOUR ABRIDGED WORK

TOPIC 3:

THE MFECANE AND ITS IMPACT ON CENTRAL AFRICA

GENERAL OBJECTIVE:

To help learners understand the impact of Mfecane on the people of Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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5	THE MFECANE	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) explain the meaning of Mfecane /Difaqane ii) state the causes of Mfecane iii) Describe the course and effects of nguni migrations into Central Africa <ul style="list-style-type: none"> ▪ Ngoni ▪ Sotho ▪ Kololo ▪ Ndebele ▪ Lozi iv) Describe their organization. 	<ul style="list-style-type: none"> ◆ Meaning of Mfecane/ Difaqane ◆ Causes of Mfecane ◆ Course of their migration and settlement into Central Africa 	<ul style="list-style-type: none"> ❖ Discussion ❖ Play/drama ❖ Organise a Video show on Shaka Zulu and Zwangendaba. ❖ Give learners guiding questions about the video.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

			<ul style="list-style-type: none"> ▪ Effects of their migration and settlement ▪ Ngoni ▪ Sotho ▪ Kololo ▪ Ndebele ▪ Lozi ◆ Their organization i.e. political, social and economic. 	
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SENIOR ABRIDGED WORK

TOPIC 4: THE ZANDE INVADERS OF THE NORTHERN CONGO BASIN

GENERAL OBJECTIVE: To help learners understand the migration and settlement of the Zande into the Congo Basin.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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3	THE ZANDE (AZANDE) INVADERS	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) state the origin of the Zande invaders ii) explain the reasons for their migration into the Congo Basin iii) describe the course of their migration into the Congo Basin iv) explain the effects of their migration into the Congo Basin v) expansion of Zande Kingdom 	<ul style="list-style-type: none"> ◆ Origin of the Zande (descendants of the Adamawa peoples of Banda and Gbaya) ◆ Reasons for their migration into the Congo Basin ◆ Course of the Zande migration into the Congo Basin ◆ Effects of the Banda Zande migration into the Congo Basin ◆ Role of Vungura rulers in the expansion of the Zande Kingdom. 	<ul style="list-style-type: none"> ❖ Story telling ❖ Research ❖ Guide learners to discuss the challenges of settling in a new place.
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SENIOR FOUR ABRIDGED WORK

TOPIC 5: THE AFRICAN TRADING SYSTEMS AND PEOPLES

GENERAL OBJECTIVE: To help learners understand trading systems in pre-colonial Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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3	CHOKWE GROUPINGS	The learner should be able to: i) state reasons for the emergence of Chokwe groupings in Angola ii) describe factors for the expansion of Chokwe trade iii) describe the organization of the Chokwe trade iv) explain the effects of the decline of the Chokwe trade.	<ul style="list-style-type: none"> ◆ Rise of Chokwe groupings ◆ Factors for expansion of Chokwe trade ◆ Organization of the Chokwe trade ◆ Effects of the decline of the Chokwe trade. 	<ul style="list-style-type: none"> ❖ Discussion ❖ Story telling ❖ Task learners to find out factors which encourage trade in their locality.
3	YAO CHIEFTAINCIES	The learner should be able to: i) state factors for migration of the Yao	<ul style="list-style-type: none"> ◆ Factors for Yao 	<ul style="list-style-type: none"> ❖ Discussion
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>from Mozambique into Malawi</p> <p>ii) outline factors for the rise of Yao Chieftaincies</p> <p>iii) describe the organization of the Yao trade</p> <p>iv) outline effects of Yao trade on the peoples of Central Africa</p>	<p>migration</p> <ul style="list-style-type: none"> ◆ Factors for rise of Yao Chieftaincies ◆ Organization of Yao trade ◆ Effects of the Yao trade on the peoples of Central Africa 	<p>❖ Research</p>
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		<p>peoples</p> <p>ii) outline the characteristics of the Bisa political system</p> <p>iii) outline factors for Bisa expansion of trade</p> <p>iv) explain the decline of Bisa power.</p>	<p>peoples</p> <ul style="list-style-type: none"> ◆ Factors for Bisa trading expansion ◆ Characteristics of Bisapolitical system. ◆ Decline of Bisa power. 	<p>discussion</p> <p>❖ Research</p>

3	SWAHILI/ARAB TRADERS	The learner should be able to: i) state the origin and organisation of Swahili-Arab Trade ii) outline the effects of their trade on the peoples of Central Africa.	<ul style="list-style-type: none"> ◆ Origin and organisation of Swahili-Arab trade ◆ Effects of the trade on the peoples of Central Africa. 	<ul style="list-style-type: none"> ❖ Discussion ❖ Story telling
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SENIOR FOUR

TERM I

TOPIC 6: CHRISTIAN MISSIONARIES IN CENTRAL AFRICA

GENERAL OBJECTIVE: To help learners appreciate the impact of Christian Missionary activities in Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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	MISSIONARY ACTIVITIES IN CENTRAL AFRICA	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) identify the various missionary groups that operated in Central Africa ii) explain the reasons for the coming of missionaries in Central Africa iii) outline problems faced by missionaries in Central Africa iv) describe the activities and impact of missionaries in Central Africa 	<ul style="list-style-type: none"> ◆ Christian missionary groups in Central Africa ◆ Reasons for the coming of missionaries in Central Africa ◆ Problems faced by missionaries ◆ Activities and impact of missionaries in: <ul style="list-style-type: none"> ▪ Malawi ▪ Zambia (Northern Rhodesia) 	<ul style="list-style-type: none"> ❖ Discussion ❖ Debate ❖ Project <p>❖ Task learners to find out the problems faced by early missionaries and how they dealt with them.</p>
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>v) outline the impact of the missionaries in Central Africa</p> <p>vi) state reasons for the success of the missionaries</p> <p>vii) explain the role of missionaries in the colonization of Central Africa</p> <p>viii) define independent churches</p> <p>ix) explain the reasons for the rise of independent churches.</p>	<ul style="list-style-type: none"> ▪ Angola ▪ DRC (Zaire) ▪ Congo Brazzaville ▪ Mozambique ▪ Zimbabwe ◆ Impact of missionary activities in Central Africa ◆ Reasons for their success ◆ Role of missionaries in colonization ◆ Definition of independent churches ◆ Reasons for the rise of independent churches 	<p>❖ Task learners to find out whether the role of missionaries has been changing and if so, why?</p>
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TOPIC 7: THE SCRAMBLE AND PARTITION OF CENTRAL AFRICA (EUROPEAN IMPERIALISM IN CENTRAL AFRICA)

GENERAL OBJECTIVE: To enable learners appreciate the nature/process of European imperialism in Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
3	AFRICAN RESPONSE TO THE ESTABLISHMENT OF COLONIAL RULE IN CENTRALAFRICA a) Collaboration	The learner should be able to: i) outline the factors which led to collaboration ii) explain how some of the societies collaborated	◆ Why some Central African societies collaborated? ◆ The characteristics of collaboration in Central Africa.	❖ Discussion ❖ Role play ❖ Resource Person
4	COLLABORATORS IN MATABELE & MASHONA LAND	The learner should be able to: i) outline the causes of initial Matabele and Shona collaboration with the British ii) describe the characteristics of	◆ Causes of Ndebele – Shona initial collaboration ◆ Characteristics of collaboration e.g.	❖ Story telling ❖ Research ❖ Discuss with learners the skills that are required during negotiations.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>collaboration</p> <p>iii) explain the reasons why the Ndebele and Shona later resisted the British</p> <p>iv) describe the course of Ndebele and Shona war</p> <p>v) outline reasons why the Ndebele were defeated</p> <p>vi) outline effects of the war on the Ndebele/Shona peoples.</p>	<p>signing of treaties and concessions e.g. Gorbler Treaty (1887), Moffat Treaty (1888), the Rudd Concession</p> <ul style="list-style-type: none"> ◆ The causes of Ndebele War of 1893, The Ndebele – Shona resistance. ◆ Why the Ndebele were defeated ◆ Effects of the war on the Ndebele/Shona. 	
4	COLLABORATION IN BULOZI	<p>The learner should be able to:</p> <p>i) state the reasons for the collaboration of the Lozi</p> <p>ii) describe the characteristics of the</p>	<ul style="list-style-type: none"> ◆ Causes/reasons for the collaboration of the Lozi ◆ Characteristics 	<ul style="list-style-type: none"> ❖ Discussion ❖ Research ❖ Story telling

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		<p>Lozi collaboration under Lewanika</p> <p>iii) explain the effects of Lozi collaboration.</p>	<p>under Lewanika Lozi collaboration;</p> <ul style="list-style-type: none"> ◆ The Ware Concession (1893) ◆ The Lochner Concession (1893) ◆ The Coryndon Treaty (1900) ◆ Effects of Lozi collaboration. 	
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

3	RESISTORS e.g. ▪ THE AZANDE (ZADE)	The learner should be able to: i) explain the reasons for the resistance of the Azande ii) describe the course of the Azande resistance.	◆ Reasons for the Azande resistance ◆ The course of the 1892 – 1912 Azande resistance.	❖ Role play ❖ Discussion ❖ Research
3	▪ THE YAO RESISTANCE	The learner should be able to: i) state why the Yao resisted colonial rule ii) describe the course of the Yao resistance iii) explain the results of the Yao resistance.	◆ Reasons for the Yao resistance against the British ◆ Course of the Yao resistance against the British in 1885 –1896 ◆ The results of the Yao resistance.	❖ Research ❖ Discussion ❖ Role play.

SENIOR FOUR
TOPIC 8:

TERM II

CENTRAL AFRICA UNDER COLONIAL RULE

GENERAL OBJECTIVE:

To enable learners understand the nature and impact of colonial rule in Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
6	THE PORTUGUESE SYSTEM OF ADMINISTRATION IN MOZAMBIQUE	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) describe the process of establishing Portuguese rule in Mozambique ii) describe how the Portuguese administrative policy was practiced in Mozambique iii) explain the strength and weaknesses of the Portuguese system of administration iv) explain the impact of the Portuguese rule on Mozambique. 	<ul style="list-style-type: none"> ◆ Establishment of Portuguese rule in Mozambique ◆ Portuguese administrative policy in Mozambique ◆ Weaknesses of the Portuguese system of administration ◆ Strengths of the Portuguese rule in Mozambique 	<ul style="list-style-type: none"> ❖ Discussion ❖ Brainstorming ❖ Research ❖ Task learners to identify the main characteristics of Portuguese rule.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

			<ul style="list-style-type: none"> ◆ Impact of Portuguese rule on the people of Mozambique 	
5	THE BRITISH SYSTEM OF ADMINISTRATION IN ZAMBIA	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) describe the process of establishing British rule in Zambia ii) describe the British system of administration iii) explain the impact of the British rule on Zambia. 	<ul style="list-style-type: none"> ◆ Establishment of British rule in Zambia by BSACO ◆ Strengths of the British system of administration ◆ Weaknesses of Indirect rule in Zambia ◆ Impact of British rule on Zambia. 	<ul style="list-style-type: none"> ❖ Discussion ❖ Research ❖ Brainstorming
5	DEMOCRATIC REPUBLIC OF CONGO (D.R.C.) (ZAIRE) UNDER	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) describe the process of establishing Belgian rule in the Democratic 	<ul style="list-style-type: none"> ◆ Establishment of Belgian rule in the Democratic 	<ul style="list-style-type: none"> ❖ Discussion ❖ Research

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
	COLONIAL RULE	<p>Republic of Congo.</p> <p>ii) describe Leopold II's administration of the Democratic Republic of Congo.</p> <p>iii) explain the impact of Belgian rule on the Democratic Republic of Congo.</p>	<p>Republic of Congo.</p> <ul style="list-style-type: none"> ◆ Leopold II's administration of the Democratic Republic of Congo. ◆ Impact of Belgian rule on the Democratic Republic of Congo. 	❖ Brainstorming

5	CONGO BRAZZAVILLE UNDER FRENCH RULE	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) describe the process of establishing French rule in Congo Brazzaville ii) explain the impact of the French rule on Congo Brazzaville 	<ul style="list-style-type: none"> ◆ establishment of French rule in Congo Brazzaville ◆ The French system of administration in Congo Brazzaville ◆ Impact of French 	<ul style="list-style-type: none"> ❖ Discussion ❖ Research ❖ Brainstorming
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
			rule on Congo Brazzaville.	

SENIOR FOUR

TERM II

TOPIC 9:

GENERAL OBJECTIVE:
colonial governments

ECONOMIC AND SOCIAL DEVELOPMENTS UNDER COLONIAL RULE

To enable learners understand the impact of the changes brought by the colonial governments in Central Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

10	THE ECONOMIC, POLITICAL AND SOCIAL DEVELOPMENTS IN CENTRAL AFRICA	<p>The learner should be able to:</p> <ul style="list-style-type: none"> i) describe the economic, social and political developments in Central Africa. ii) explain the European exploitation of land, labour and the taxation system in Central Africa. 	<ul style="list-style-type: none"> ◆ The economic, political and social developments in; <ul style="list-style-type: none"> - Zambia - Zimbabwe - Angola - Democratic Republic of Congo - Congo Brazzaville - Mozambique - Malawi ◆ The exploitation of land, labour and taxation system in Central Africa. 	<ul style="list-style-type: none"> ❖ Guided discussion ❖ Organise a debate on the good and bad things brought by colonialists in Central Africa
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SENIOR FOUR

TERM III

TOPIC 10:

THE STRUGGLE FOR INDEPENDENCE IN CENTRAL AFRICA

GENERAL OBJECTIVE:

To enable learners understand the process leading to the independence of the Central African countries.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
6	NATIONALISM IN DEMOCRATIC REPUBLIC OF CONGO (ZAIRE)	Learners should be able to: i) identify the factors for the growth of nationalism in Democratic Republic of Congo. ii) explain the factors that delayed the development of nationalism in Democratic Republic of Congo.	<ul style="list-style-type: none"> ◆ Factors for the growth of nationalism in Democratic Republic of Congo. ◆ Factors that delayed the development of nationalism in Democratic Republic of Congo. ◆ The role of the following political parties in the struggle for independence; 	❖ Debate ❖ Story telling ❖ Research ❖ Group work ❖ Brainstorm on Africa efforts to regain their independence.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		<p>iii) explain the role played by the following political parties;</p> <ul style="list-style-type: none"> ◆ Alliance des Bakongo (ABAKO) ◆ Confederation des Associations Tribale du Katanga (CONAKAT) ◆ Movement National Congolaise (MNC) ◆ Parti du people (PP) ◆ Centre de Regroupement African (CEREA) ◆ Patri National du Progress (PNP) 	<ul style="list-style-type: none"> ▪ (ABAKO) Alliance des Bakongo ▪ Confederation des Associations Tribale du Katanga (CONAKAT) ▪ Parti du people (PP) ▪ Movement National Congolaise (MNC) ▪ Centre de Regroupement African (CEREA) ▪ Patri National du Progress (PNP) ▪ Union Congolaise (UC) 	

		<ul style="list-style-type: none"> ◆ Union Congolaise (UC) ◆ in the struggle for independence of Democratic Republic of Congo. 		
4	NATIONALISM IN MALAWI	<p>Learners should be able to:</p> <ol style="list-style-type: none"> i) identify the factors for the growth of nationalism in Malawi ii) explain the role of native associations in the growth of nationalism in Malawi iii) explain the role of political parties; Nyasaland African 	<ul style="list-style-type: none"> ◆ Factors for the growth of nationalism in Malawi ◆ Role of native associations in Malawi e.g. <ul style="list-style-type: none"> ▪ North Nyasa Native Association, ▪ Mombera Native Association ▪ Zomba Native Association 	<ul style="list-style-type: none"> ❖ Debate ❖ Discussion ❖ Research ❖ Group work ❖ Brainstorm on the role of political parties in the struggle for independence.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
4	NATIONALISM IN ZAMBIA	<p>Learners should be able to:</p> <p>i) identify the factors for the growth of nationalism in Zambia</p>	<ul style="list-style-type: none"> ◆ Factors for the growth of nationalism in Zambia ◆ Role of independent religious movements and 	<ul style="list-style-type: none"> ❖ Discussion ❖ Research ❖ Group work

		<p>ii) explain the role of independent religious movements and welfare societies in the struggle for independence</p> <p>iii) explain the role of political parties in the struggle for the independence of Zambia</p> <p>iv) outline the role of Kenneth Kaunda in the struggle for independence of Zambia.</p>	<p>welfare societies in the growth of Zambia nationalism</p> <ul style="list-style-type: none"> ◆ The role of political parties in the struggle for the independence of Zambia e.g. Zambia African National Congress (ZANC), United National Independence Party (UNIP). ◆ The role of Kenneth Kaunda in the struggle for the independence of Zambia. 	<ul style="list-style-type: none"> ❖ Brainstorming ❖ Task learners to find out the reasons why Zambia is a relatively stable African country.
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A matrix of critical changes and justification

SN	CRITICAL CHANGES S.4 History of Central Africa.Topics that have been removed	JUSTIFICATION
1	LUNDA KINGDOM OF MWATAKAZEMBE	Similar content /concept with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo)
2	BEMBA KINGDOM	Similar content /concept already covered with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo)Learners can transfer knowledge.
4	LUBA- LUNDASTATES	Similar content /concept already done with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo) Transfer of knowledge is key here.
5	◆ Undi	Similar content /concept covered already with the empire topics above. (Mwene

	Kingdom	Mutapa Empire and Kingdom of Kongo) Learners are free to transfer knowledge from previous topics.
6	COLLABORATIONIN THE GAZA STATE	Similar or related content has already been covered when handling collaboration of the Rowzi ,Yao and Bisa States.
7	THE SCRAMBLE AND PARTITION OF CENTRAL AFRICA	Learners have through the History of East Africa learnt about Scramble and Partition and can therefore transfer information to central Africa.
8	THE YEKE RESISTANCE	Similar content has been covered in Yao Resistance, Azande Resistance from which the learner can relate and transfer information.
9	NATIONALISM INMOZAMBIQUE	Content & aspects already the previous topic (Nationalism in Zambia and Angola respectively.

N.B: content can be treamed further . 1. When you analyse Angola and Mozambique, there is too much in common. I suggest Mozambique is left out. Learners will not lose much.

2. On Nationalism, Malawi can be left out. Zambia covers a similar road to independence

HISTORY OF SOUTH AFRICA

This teaches learners about the concepts of Southern Africa history. It starts from senior 3 and ends in senior 4. Under abridged curriculum ideal selection of Southern Africa History topics has been made.

The abridged syllabus of Southern Africa History for senior 4 has carried the work load of chapters that was not covered in Senior 3 under the lock down. This workload has been merged on to Senior 4 load and abridged which is expected to be covered in term 1 of Senior 4.

Some topics in the syllabus have been merged while others shelved to help the teacher concentrate on the major areas of Southern African history and allow the learner understand the basic knowledge of Southern Africa history and progress well. Its assumed that the learner will not lose much on the chapters that have been shelved. The content of the chapters that have been shelved is related to the major topics that have been retained and taught in other areas like East, Central and West African history.

At the end of the abridged Senior 3 &4 Southern Africa history syllabus you will find a matrix table for justification showing why some topics were shelved from the senior 3 & 4 curriculum.

SENIOR THREE TERM II

HISTORY OF SOUTHERN AFRICA PAPER 4

TOPIC 1: THE EARLIEST PEOPLES OF SOUTHERN AFRICA

GENERAL OBJECTIVE: To enable learners appreciate the geography and peoples of Southern Africa in the earliest times.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
1	THE GEOGRAPHY OF SOUTHERN AFRICA	Learners should be able to: i) locate Southern Africa on the African map ii) name the main physical features of Southern Africa iii) name the main towns and cities iv) list the countries covered in Southern African history.	<ul style="list-style-type: none"> ◆ The map of Southern Africa showing political and geographical features ◆ Main physical features in Southern Africa ◆ Main towns, states and ports ◆ Countries covered by Southern African history. 	<ul style="list-style-type: none"> ❖ Task learners to tell the class what they know about Southern Africa. ❖ Guided discovery ❖ Discussion ❖ Drawing the map of Southern Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
1	THE SAN	Learners should be able to: i) state the origin of the San ii) describe their organization iii) explain their relations with other peoples in Southern Africa.	◆ Origin of the San ◆ Their political, social and economic organization ◆ Their relations with other peoples in Southern Africa	❖ Guided discovery ❖ Discussion
1	THE KHOIKHOI	Learners should be able to: i) explain the origin of the Khoi Khoi ii) describe their organization iii) explain their relations with other African peoples.	◆ Origin of the Khoi Khoi ◆ Their political, social and economic organization ◆ Their relations with other peoples in Southern Africa	❖ Guided discovery ❖ Discussion ❖ Task learners to identify major characteristics of African Pre-colonial societies.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		<p>iv) Outline the differences and similarities between the San and Khoi Khoi</p>	<ul style="list-style-type: none"> ◆ Differences and similarities between the San and Khoi Khoi 	
4	THE BANTU	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) explain the origins of the Bantu ii) state the reasons for their migration to Southern Africa iii) describe the course of their movements iv) describe their organization v) explain their relations with the other groups in Southern Africa. 	<ul style="list-style-type: none"> ◆ The origin of the Bantu ◆ Reasons for their migration into Southern Africa ◆ The course of their migrations ◆ Their political, social and economic organization ◆ Their relations with other peoples in Southern Africa. 	<ul style="list-style-type: none"> ❖ Guided discovery ❖ Discussion ❖ Draw a map showing migration routes.

TOPIC 2:**EARLY EUROPEAN OCCUPATION OF THE CAPE****GENERAL OBJECTIVE:**

To enable learners understand the increasing European interest in the Cape.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
4	THE DUTCH AT THE CAPE	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) explain the origin of the Dutch settlement ii) state reasons why the Dutch settled at the Cape iii) state problems which they faced iv) explain the attempts to solve the problems v) describe the administration of the Dutch at the Cape vi) state reasons for the decline of their colony vii) explain the effects of the Dutch settlement at the Cape. 	<ul style="list-style-type: none"> ◆ The Dutch settlement at the Cape ◆ Reasons for their settlement at the Cape ◆ How the Dutch established the colony at the Cape ◆ Problems faced by Dutch settlers at the Cape ◆ Attempts at solving the above problems ◆ The Cape administration under the Dutch East Indian Company ◆ Reasons for the decline of the East India Company ◆ Reasons for the decline of the Dutch colony at the 	❖ Guide learners to compare the Dutch in South Africa with the Indians currently in Uganda.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
			<p>Cape</p> <ul style="list-style-type: none"> ◆ Effects of the Dutch settlement at the Cape. 	
4	BRITISH RULE AT THECAPE	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the British occupation of the Cape ii) state reasons why the British occupied the Cape iii) identify the reforms brought by the British at the Cape iv) explain the effects of British occupation of the Cape v) describe the relations between the Africans, British and the Boers 	<ul style="list-style-type: none"> ◆ The British occupation of the Cape ◆ Reasons why the British occupied the Cape ◆ Political, social and economic reforms brought by the British at the Cape ◆ Effects of British occupation of the Cape ◆ Relations between the Africans, British and the Boers before 1835 	<ul style="list-style-type: none"> ❖ Group discussion ❖ Task learners to draw lessons from the British occupation of the Cape.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	◆ Effects of the relations	TEACHING-LEARNING STRATEGIES
			CONTENT	
		vi) explain the effects of the relations between the British, Boers and Africans at the Cape.	between the British, Boers and Africans at the Cape.	

SENIOR THREE

TERM II

TOPIC 3:

GENERAL OBJECTIVE:

THE MAKING OF NEW STATES IN SOUTHERN AFRICA

To enable learners understand the process and results of state formation in Southern Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

3	THE ZULU STATE	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of the Zulu State ii) state factors for the rise of Zulu State iii) explain the role of Shaka in building the Zulu State. iv) describe its organization v) explain the effects of the Zulu expansion vi) state the reasons for its decline 	<ul style="list-style-type: none"> ◆ Origin of Zulu State ◆ Factors for the rise of the Zulu State ◆ Role of Shaka in building of the Zulu State ◆ Organization of the Zulu nation ◆ Effects of the Zulu expansion ◆ Decline of Zulu State 	<ul style="list-style-type: none"> ❖ Class discussion ❖ Brainstorming ❖ Organise a video show on Shaka Zulu and give learners guiding questions.
3	THE MFECANE	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) explain the causes of the Mfecane ii) outline the effects of the Mfecane 	<ul style="list-style-type: none"> ◆ Definition of Mfecane ◆ Causes of Mfecane ◆ Effects of Mfecane 	<ul style="list-style-type: none"> ❖ Discussion ❖ Brainstorming

SENIOR THREE

TERM III

TOPIC 4:

GENERAL OBJECTIVE:

THE EUROPEAN PENETRATION OF THE INTERIOR OF SOUTHERN AFRICA

To enable learners appreciate the process and impact of European penetration of the interior of Southern Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
4	THE GREAT TREK	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origins of the Great Trek ii) identify the causes of the Great Trek iii) describe the course of the Great Trek iv) identify the problems faced by the trekkers v) explain the effects of the Great Trek. 	<ul style="list-style-type: none"> ◆ Origin of the Great Trek ◆ Causes of the Great Trek ◆ Course of the Great Trek ◆ Problems faced by the trekkers ◆ Effects of the Great Trek 	<ul style="list-style-type: none"> ❖ Class discussion ❖ Map drawing ❖ Guide learners to find out reasons why people move from one place to another.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

4	THE BOER REPUBLICS	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) state the origin of the Boer Republics ii) explain the political and economic developments in the Boer Republics iii) explain the relations between the Boers and the Africans iv) outline the weaknesses in the Boer Republics. 	<ul style="list-style-type: none"> ◆ Origin of the Boer Republics ◆ Political and economic developments in the Boer Republics of: <ul style="list-style-type: none"> - Transvaal - Oranges Free State - Natal ◆ Relations between the Boers and Africans ◆ Weaknesses in the Boer Republics. 	<ul style="list-style-type: none"> ❖ Class discussion ❖ Research
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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3	THE BRITISH OCCUPATION OF NATAL	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) identify reasons for the British annexation of Natal ii) explain effects of the British occupation of Natal iii) describe relations between the British, Boers and Africans. 	<ul style="list-style-type: none"> ◆ Reasons for the British annexation of Natal ◆ Effects of the British occupation of Natal ◆ Relations between the British, Boers and Africans 	<ul style="list-style-type: none"> ❖ Class discussion ❖ Research
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SENIOR THREE

TERM III

TOPIC 5:

CHRISTIAN MISSIONARY ACTIVITY IN SOUTHERN AFRICA

GENERAL OBJECTIVE:

To enable learners appreciate the role of Christian missionaries in Southern Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVE	CONTENT	TEACHING-LEARNING STRATEGIES
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVE	CONTENT	TEACHING-LEARNING STRATEGIES
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I
SENIOR FOUR TERM I

TOPIC 6:

THE NEW SCRAMBLE FOR SOUTHERN AFRICA

GENERAL OBJECTIVE:

To enable learners understand the nature and impact of the new European scramble for Southern Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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4	THE JAMESON RAID 1895 (should be placed after Anglo Boer War I)	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) describe the origin of the Jameson Raid of 1895 ii) state the causes of the Jameson Raid iii) describe the course of the raid iv) outline the reasons for its failure v) explain its impact. 	<ul style="list-style-type: none"> ◆ Origins of the Jameson Raid of 1895 ◆ Causes of the Jameson Raid of 1895 ◆ describe the course of the Jameson Raid ◆ Reasons for the failure of the Jameson Raid ◆ Results of the Jameson Raid. 	<ul style="list-style-type: none"> ❖ Stage a mock raid in class/ Simulation ❖ Research ❖ Guide learners to identify reasons why plans and programs fail.
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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5	TRANSVAAL GOVERNMENT AND THEIR RELATIONS WITH THE BRITISH <i>(May be removed the little that will be analysed in the Anglo Boer wars will be sufficient)</i>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) describe the British plan to form a federation of Southern Africa ii) state reasons for the failure of the plan iii) describe the career and importance of Paul Kruger iv) explain the causes of conflicts between the Germans and the British in South Africa v) describe the activities of Cecil Rhodes and British South African Company (BSACO). 	<ul style="list-style-type: none"> ◆ The British plan to form a federation in Southern Africa ◆ Reasons for the failure of the plan ◆ Paul Kruger 1825 – 1904 ◆ The career and importance of Paul Kruger ◆ Causes of Anglo-German rivalry ◆ Cecil Rhodes and the British South Africa Company (BSACO). 	<ul style="list-style-type: none"> ❖ Guided discovery ❖ Class discussion ❖ Research
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
4	THE MINERAL REVOLUTION IN SOUTH AFRICA (The discovery and exploitation of minerals) Should be the first section for topic 6)	Learners should be able to: i) define the Mineral Revolution ii) identify problems faced in the exploitation of minerals iii) explain the impact of the Mineral Revolution.	<ul style="list-style-type: none"> ◆ Definition of the Mineral Revolution ◆ Problems faced in the Southern Africa during the exploitation of minerals ◆ Changes brought by the discovery of minerals in South Africa ◆ Impact of the discovery of minerals on Africans, Boers and the British. 	<ul style="list-style-type: none"> ❖ Guided discovery ❖ Organise a debate on the motion: "The discovery of minerals in South Africa was more of a curse than a blessing to Africans". ❖ Research
4	THE UTILANDERS	Learners should be able to: i) Describe the origin of Utilanders ii) outline reasons for their coming to Southern Africa iii) explain the reasons for the British annexation of	<ul style="list-style-type: none"> ◆ Who are the Utilanders ◆ Why they came to South Africa ◆ The annexation of Transvaal by the British ◆ Reasons why there were conflicts between the 	<ul style="list-style-type: none"> ❖ Discovery ❖ Class discussion ❖ Task learners to find

		<p>Transvaal</p> <p>iv) explain effects of the conflicts between the Boers, Utilanders, and the British.</p>	<ul style="list-style-type: none"> ◆ Boers and Utilanders ◆ Effects of conflicts between the Boers and the British ◆ The involvement and role of Cecil Rhodes in the conflict. 	out the qualities of Cecil Rhodes.
4	THE SECOND ANGLO-BOER 1899 – 1902	<p>Learners should be able to:</p> <p>i) State causes of the 2nd Anglo-Boer war 1899 -1902</p>	<ul style="list-style-type: none"> ◆ Causes of the 2nd Anglo-Boer war ◆ Course of the 2nd Anglo 	<ul style="list-style-type: none"> ❖ Discussion

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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
		<p>ii) describe the course of the 2nd Anglo-Boer war</p> <p>iii) outline the terms of the Vereeniging Treaty</p> <p>iv) explain the effects of the war</p>	<p>Boer war</p> <ul style="list-style-type: none"> ◆ Terms of the Treaty of Vereeniging 1902 ◆ Reasons why it was signed ◆ Effects of the 2nd Anglo-Boer war. 	<ul style="list-style-type: none"> ❖ Research

4	THE ESTABLISHMEN T OF THE SOUTH AFRICAN UNION IN 1910	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) explain the origin of the Act of Union of 1910 ii) describe the steps taken during the formation of the Union iii) explain the terms of the Act of Union iv) explain the effects of the union. 	<ul style="list-style-type: none"> ◆ Origin of the Act of Union of 1910 ◆ Steps taken during the formation of the Union ◆ Terms of the Act of Union of 1910 ◆ Effects of the Act of Union. 	<ul style="list-style-type: none"> ❖ Research ❖ Discussion
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SENIOR FOUR

TERM II

TOPIC 7: AFRICAN RESPONSE TO THE SCRAMBLE OF SOUTHERN AFRICA

GENERAL OBJECTIVES: To enable learners understand the response of Africans to the new scramble of Southern Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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6	COLONISATION OF NAMIBIA AND THE AFRICAN RESPONSE	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) describe the peoples of Namibia ii) explain how Germany colonized Namibia iii) explain the effects of German rule on Namibia iv) explain the causes of the Nama-Herero rebellion 1904 -07 v) describe the course of the Nama-Herero rebellion vi) outline the effects of the Nama-Herero rebellion vii) 	<ul style="list-style-type: none"> ◆ The people of Namibia ◆ How Germany gained control over Namibia ◆ Effects of German rule on Namibia ◆ The Nama-Herero uprising 1904 – 07: <ul style="list-style-type: none"> - Causes - Course - Effects ◆ Reasons why Africans were defeated 	<ul style="list-style-type: none"> ❖ Research ❖ Brainstorming ❖ Discuss with learners the causes and effects of uprisings in Africa.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
			◆	

4	THE ZULU RESPONSE	Learners should be able to: i) describe the Zulu Kingdom under Cetwayo ii) explain the effort of the Zulu in trying to preserve their independence iii) Establishment of British control in 1789 iv) explain causes of the Bambata rebellion of 1906 v) describe course of the Bambata rebellion vi) outline effects of the Bambata rebellion	<ul style="list-style-type: none"> ◆ The Zulu Kingdom under Cetwayo ◆ Efforts by Zulu to preserve the independence of his kingdom ◆ Bambata Rebellion ◆ Causes ◆ Course ◆ Effects. 	<ul style="list-style-type: none"> ❖ Discussion ❖ Task learners to compare the Zulu Kingdom with the Kingdom of Buganda.
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4	THE BASUTO RESPONSE	Learners should be able to: i) Explain the reasons for Mosheshe's collaboration with the British ii) outline the effects of Mosheshe's collaboration	<ul style="list-style-type: none"> ◆ Reasons for Mosheshe's collaboration with the British 	<ul style="list-style-type: none"> ❖ Discussion
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PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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		<p>iii) explain the causes of the Basuto “Gun war of 1880”</p> <p>iv) describe the course of the Basuto “Gun War”</p> <p>v) explain the effects of the Basuto “Gun War”</p>	<ul style="list-style-type: none"> ◆ Effects of Mosheshe’s collaboration ◆ The Basuto “Gunwar” ◆ Causes ◆ Course ◆ Effects 	❖ Research
3	THE TSWANA RESPONSE (May be left out , the Basotho represents them well)	<p>Learners should be able to:</p> <p>i) explain the reasons of Chief Khama III’s collaboration with the British</p> <p>ii) explain the effects of Chief Khama III’s collaboration with the British.</p>	<ul style="list-style-type: none"> ◆ Reasons for Chief Khama III’s collaboration with the British ◆ Effects of Chief Khama III’s collaboration with the British. 	❖ Discussion ❖ Research
3	THE SWAZI RESPONSE (May also be left out without much loss) N.B. There is a mix here too the Bapedi were not Swazi but Northern Sotho	<p>Learners should be able to:</p> <p>i) explain the causes of the BAPEDI resistance under Sekukuni</p> <p>ii) explain the course of the BAPEDI resistance under Sekukuni</p> <p>iii) explain the effects of the BAPEDI resistance under Sekukuni</p>	<ul style="list-style-type: none"> ◆ Causes of BAPEDI resistance under Sekukuni ◆ Course of the BAPEDI resistance under Sekukuni ◆ Effects of the BAPEDI resistance under Sekukuni 	❖ Discussion ❖ Research

		Sekukuni.		
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SENIOR FOUR

TERM II

TOPIC 8:

POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENTS IN SOUTHERN AFRICA

GENERAL OBJECTIVE:

To enable learners appreciate the political, social and economic developments in Southern Africa since 1910.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
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5	BRITISH RULE IN LESOTHO, SWAZILAND AND BOTSWANA <i>(I suggest that again only Lesotho is chosen to represent Botswana and Swaziland)</i>	Learners should be able to: i) describe the origins of Lesotho, Swaziland and Botswana ii) explain the political, social and economic developments in <ul style="list-style-type: none"> - Lesotho, - Swaziland and - Botswana during British rule. 	<ul style="list-style-type: none"> ◆ Origins of Lesotho, Swaziland and Botswana ◆ Political, social and economic developments in Swaziland up to independence ◆ Political, social and economic developments in Lesotho up to independence ◆ Political, social and economic developments in Botswana up to independence. 	❖ Guided discovery ❖ Guide learners to discuss the impact of British rule in Swaziland.
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

4	AFRIKANER DOMINATION OF SOUTH AFRICA	Learners should be able to: i) describe the steps taken by the Boers to dominate South Africa after in the period 1910-1948 ii) explain the role of the nationalist Party in South African politics iii) explain economic, political and social developments in South Africa from 1910 to 1948 iv) state challenges which the South African Union government between 1910 and 1948	<ul style="list-style-type: none"> ◆ The Boer domination of South Africa 1910 – 1948 ◆ The formation and role of nationalist party in South African politics ◆ Economic developments (changes) in South Africa from 1910 to 1948 ◆ Challenges faced by the South African Union government. 	<ul style="list-style-type: none"> ❖ Discussion ❖ Research
4	THE APARTHEID POLICY IN SOUTH AFRICA	Learners should be able to: i) describe the origin of Apartheid in South Africa	<ul style="list-style-type: none"> ◆ Racial conflicts in South Africa 	<ul style="list-style-type: none"> ❖ Discussion
PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
	AFRICA	Africa	<ul style="list-style-type: none"> ◆ Definition of Apartheid 	<ul style="list-style-type: none"> ❖ Debates

		<ul style="list-style-type: none"> ii) state reasons why it was used iii) describe how Apartheid was practiced in South Africa iv) describe the efforts taken to oppose it e.g. Mahtma Ghandi's passive resistance v) explain the impact of Apartheid in South Africa. 	<ul style="list-style-type: none"> ◆ Reasons why it was established ◆ How Apartheid was practiced in South Africa. ◆ Efforts to oppose it e.g. Mahtma Ghandi's passive resistance ◆ Impact of Apartheid on Africans, Indians/Coloureds and Whites. 	<ul style="list-style-type: none"> ❖ Task learners on what they could have done if they lived in South Africa under Apartheid.
3	BANTUSTANS	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) State the reasons why the Bantustans were created ii) state reasons for opposing them iii) explain how the Bantustan Policy was implemented 	<ul style="list-style-type: none"> ◆ Reasons why Bantustans were created ◆ How independent were the Bantustans ◆ Reasons why they were opposed ◆ Impact of the Bantustans 	<ul style="list-style-type: none"> ❖ Guided discovery ❖ Discussion ❖ Research

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES

		iv) explain the impact of the Bantustans on South Africa		
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SENIOR FOUR TERM III

TOPIC 9: AFRICAN NATIONALISM IN SOUTHERN AFRICA SINCE 1910

GENERAL OBJECTIVE: To enable learners understand the growth of African Nationalism in Southern Africa since 1910.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
7	NATIONALISM IN SOUTHAFRICA	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> i) state factors for the growth of African Nationalism in Southern Africa ii) describe the activities of the political parties in Southern Africa iii) outline the problems faced by political parties in Southern Africa iv) describe the role of political activists in the growth of Nationalism. 	<ul style="list-style-type: none"> ◆ Factors for the growth of African Nationalism ◆ Activities of the political parties e.g. African National Congress (ANC), Pan-African Congress ◆ Problems faced by African National Congress, Pan-African Congress ◆ The career and importance of the following in the history of South Africa: 	<ul style="list-style-type: none"> ❖ Inquiry ❖ Discussion ❖ Task learners to find out why Nelson Mandela is respected all over the world.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
			<ul style="list-style-type: none"> - Nelson Mandela - Chief Albert Luthuli - Steve Biko - Robert Sobukwe. 	
5	NATIONALISM IN NAMIBIA	<p>Learners should be able to:</p> <p>i) describe the social, political and economic developments in Namibia during the years of mandate and trusteeship</p>	<ul style="list-style-type: none"> ◆ Economic, social and political developments in Namibia and the years of mandate and trusteeship ◆ Rise of African Nationalism in Namibia 	<ul style="list-style-type: none"> ❖ Research ❖ Brainstorming ❖ Discussion ❖ Debate

	<ul style="list-style-type: none"> ii) outline the factors for the rise of nationalism iii) explain the role of South West African Peoples Organization (SWAPO) in the struggle for independence iv) outline the obstacles to the achievement of independence in Namibia. 	<ul style="list-style-type: none"> ◆ The role of South West African Peoples Organization in the struggle for independence in Namibia ◆ Obstacles to the achievement of independence in Namibia. 	
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SENIOR FOUR

TERM II

TOPIC 10: SOUTH AFRICA AND THE OUTSIDE WORLD

SPECIFIC OBJECTIVE: To enable learners appreciate the role of the international community in the liberation of South Africa.

PERIODS	SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING-LEARNING STRATEGIES
5	RELATIONS WITH FRONTLINE STATES AND THE INTERNATIONAL ORGANISATIONS	<p>Learners should be able to:</p> <ul style="list-style-type: none"> i) describe South Africa's foreign policy ii) explain the role of the United Nations in the struggle for majority rule in South Africa 	<ul style="list-style-type: none"> ◆ South African foreign policy ◆ Role of the UN in the struggle for majority rule in South Africa 	<ul style="list-style-type: none"> ❖ Discussion ❖ Question and answer

	<ul style="list-style-type: none"> iii) describe the role of Organisation for African Unity in the struggle for independence of South Africa iii) explain the role of NATO in the struggle iv) explain the role of Frontline States in the struggle for majority rule. 	<ul style="list-style-type: none"> ◆ Role of OAU in the struggle for freedom in South Africa ◆ Role of NATO in the struggle for freedom in South Africa ◆ Role of Frontline States. 	<ul style="list-style-type: none"> ❖ Role play
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Justifications.

SUBJECT CHANGES JUSTIFICATION

History is one of the Core and Compulsory subjects in the O Level Curriculum, categorized under humanities. It promotes the individual's general understanding of social and personal civic responsibilities through appreciation of the past events.

SOUTHERN AFRICA HISTORY

A matrix of critical changes and justification.

SN	CRITICAL CHANGES S.4 History of South Africa	JUSTIFICATION
1	THE GEOGRAPHY OF SOUTH AFRICA.	I would like to suggest that the geography is maintained. It paints a global picture and helps in general interanalisation of the Content. Concepts learnt here can be achieved through other subjects like geography thus enabling the learner to transfer knowledge .
2	THE SOTHOSTATE	Similar content /concept with the empire topics above.(Khoi,San ,Xhosa) in my view this is key it's the

		best case study of diplomatic leadership as opposed to Shaka's aggression
3	THE SWAZI STATE	Similar content /concept with the empire topics above. Well represented by Lesotho
3	THE TSWANA STATE	Similar content /concept already covered with the empire topics above Well represented by Lesotho
	Details on Boer republics may be Ignored	What is covered in British –Boer relations should suffice
4	Missionaries in Southern Africa	Similar content /concept already taught through the teaching of History of East Africa. Transfer of knowledge is key here. True it does not add a lot of Value
	The TSWANA Response	Similar content /concept covered already with the responses of the Zulu, Bapedi and other Africans in Southern Africa. Learners are free to transfer knowledge from previous topics.
	Bapedi	Should be left out. First of all there is a mix up secondly., it does not add a lot of Value
6	The SWANA NATION	Similar or related content has already been covered when handling nation building of the Zulu, Xhosa etc. Already represented by the Sotho.
	Namibia	In light of the circumstances, I would also suggest that Namibia/ South West Africa be expunged. It does not add a lot of value. This could appear in the Wider picture of interaction and impact of South Africa on her neighbours. This can be brought out in the following topics: The People of Southern Africa, Great Trek, Mineral discovery and exploitation, impact of the South African Union, Apartheid and elsewhere.

ABRIDGED GEOGRAPHY FOR S.2, S.3 & S.4 2022

ABRIDGED GEOGRAPHY SYLLABUS FOR SENIOR TWO 2022

YEAR PROGRAM PLANNER

SENIOR 2	TOPIC	DURATION (NUMBER OF PERIODS)
Term 1	Weather and Climate	20
	Movements of the earth and Major climatic zones of the world	18
	Location, Size and Relief regions of East Africa	4
Term 2	Formation of major landforms and drainage in East Africa	26
	Climate change in East Africa and the world	8
	Mining in East Africa	12
Term 3	Sustainable use of fisheries resources in east Africa	12
	Wild life conservation and tourism in East Africa	10
	Transport and Communication in East Africa	16
Total		126

CRITICAL CHANGES IN THE SENIOR TWO 2022 SYLLABUS

SN	CRITICAL CHANGES	JUSTIFICATION
1	Left out the topic of: What is Geography?	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school. Also integrated in all topics on the syllabus
2	Left out the topic of Showing the local area on a map	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school.

3	Left out the topic of: Maps and their uses	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school.
4	Left out the topic of: Ways of studying geography: Field work, photographs, statistics, Charts and graphs	<ul style="list-style-type: none"> Presumed to have been covered in the period of time learners attended school. The geographic skills of collecting and managing data, interpreting photographs, and analyzing statistics are integrated in all topics across the syllabus.
5	Merged the topic of Major climatic zones of the World with the topic of The Earth and Its Movements to become: The earth, its movements and Major climatic zones of the world	<ul style="list-style-type: none"> To reduce content overload since the two topics are related and share some learning outcomes. The relationship between the Earth and the sun provides the basis for dividing the world into climatic zones.
6	Left out the sub- topic of Erosion by ice; in the topic: Formation of major landforms and drainage in east Africa	<ul style="list-style-type: none"> Glacial erosion is not a major geomorphic process in East Africa. It is highly localized and therefore few learners can relate with the effects of the process.
6	Left out the topic of Climate and natural vegetation of east Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 22, S.3: The Climate and Vegetation of Africa
7	Left out the topic of: Development of manufacturing industries in east Africa	<ul style="list-style-type: none"> Related content to be covered Topic 26, S4: Industrial development in Africa
8	Population and urbanisation in east Africa	<ul style="list-style-type: none"> Related Content to be covered in Topics 28 and 29 in S.4: Population and Urbanisation in Africa, Population and Urbanisation in China

Theme: Introduction to Geography
TOPIC: WEATHER AND CLIMATE

20 PERIODS

Competency: The learner understands the main elements of the weather, their causes and how to measure them.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. understand the differences between weather and climate (u) b. understand the elements of weather and how they are measured (u) c. carry out a project to observe, measure and record the elements of weather, make suitable instruments and visit a weather station(s) d. know the names of the main instruments used for recording the different elements of the weather and how each one is used (k) e. know the terms used for plotting weather on maps (k) f. know the names and characteristics of the main kinds of clouds and rainfall. 	<p>Weather and climate</p> <ul style="list-style-type: none"> • Learners describe the weather that day • Primary revision: Learners list all the elements used to describe the weather, including sunshine, wind, clouds, rainfall, temperature, humidity, pressure. • These describe the weather. Ask "What is the difference between weather and climate?" Weather describes a particular moment or day. Climate describes what the weather is usually like. <p>Measurement of weather</p> <ul style="list-style-type: none"> • Ask learners to name any instruments they know for recording the weather. • List these on the chalk board and add any not named. • Explain that places where all elements of the weather are measured are called Weather Stations. • Learners visit a working weather station to research the components of a weather station and how they work. They name, describe and practise using the tools and approaches they have seen and make their own equipment, where practical, such as Okta grids for measuring cloud cover and rain gauges. • Show diagrams, or ask learners to investigate, any weather instruments not seen at the weather station 	<ul style="list-style-type: none"> ○ Observe learners as they discuss and explain their weather data and how it influences everyday activity. Note how well they cooperate and respect each other's views. ○ Observe learners' use of appropriate terminology as they record data using instruments and report back. ○ Observe group dialogue as they prepare their presentation and their explanation of the work produced.

<p>(k)</p> <p>g. appreciate that people's lifestyles are influenced by the type of weather and climate (a, v, gs)</p> <p>h. understand the positive and negative effects of weather on their own lives and those of their communities (u)</p> <p>i. draw and use climate graphs of local and other areas to describe climate (s)</p>	<p>and explain their use.</p> <ul style="list-style-type: none"> Learners work in groups, using their collected weather data to create charts and graphs that help to explain daily variations. Groups make a presentation about weather and climate, and everyday life, in their own or a contrasting locality. <i>Learners should ensure they understand the following key terms: thermometer; rain gauge; measuring cylinder; sunshine recorder; wind vane; anemometer; barometer; humidity; hygrometer; relative and absolute humidity; Stevenson screen.</i> <p>Recording weather</p> <ul style="list-style-type: none"> In groups, learners make any simple weather instruments they can e.g. rain gauge (straight sided tin), wind vane Group learners and guide them to start a weather diary to record daily weather, either by instruments, if available, or by observation e.g. dry, wet, very wet; sunny, cloudy; hot, warm, cold; wind strong, mild, calm; wind direction (from); thunder/lightening etc. Learners use simple statistics to record the weather. <p>Recording weather on maps and graphs</p> <ul style="list-style-type: none"> Explain and show examples of recording weather on maps by lines, symbols or shading e.g. temperature (isotherms), rainfall (isohyets), pressure (isobars): "lines of equal....." <p>Elicit ending.</p>	<p>○ Observe learners as they draw weather maps and graphs and note how logically they follow</p>
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	<ul style="list-style-type: none"> • Learners use examples of maps and weather data to do an exercise on based on iso lines. • Guide learners to practice how to record weather on graphs: line graphs for temperature; bar graphs for rainfall. • Give a set of figures for learners to draw graphs. • Learners keep written/digital weather diaries and a diary of day-to-day activities, presenting these together with an explanation of how weather can influence day-to-day human activity. • Learners work in groups to research and explain how the local climate influences their lives, contrasting this with lifestyles in a different climate zone. They give examples of how extreme weather events and the effects of climate change affect people's lives here and elsewhere in the world. <p>Clouds and rainfall</p> <ul style="list-style-type: none"> • Through questioning, guide learners to revise the causes of rain. (Air rises and cools and cool air can contain less water vapour so some turns into drops of water). • Show pictures of cloud types and/or learners go outside and see clouds as they appear in reality: depends on height, shape and thickness: <ul style="list-style-type: none"> • cirrus (very high, thin) • stratus: (lower, thick and flat) 	<p>the right steps and how accurately they represent the data given.</p> <ul style="list-style-type: none"> ○ Converse with the learners and ask them to explain the benefits of representing weather on maps and graphs. ○ In the written reports learners should clearly relate people's lifestyles to the climate of each zone.
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	<ul style="list-style-type: none"> • cumulus: (low, thick and tall often growing upwards) • cumulo-nimbus (low, thick, tall and causing rain) • Learners look for pictures of cloud types on the Internet. • Types of rain: Challenge learners to explain the different types of rain and what causes rain. Type depends on what causes air to rise: <ul style="list-style-type: none"> • relief rain: air rises due to passing over high hills • convectional: air rises because it gets hot in daytime • frontal: Two types of air/wind meet and hotter air moves up over cooler air • Ask where and when in local area each type is common. 	
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Theme: Introduction to Geography

TOPIC: MOVEMENTS OF THE EARTH AND MAJOR CLIMATIC ZONES OF THE WORLD

16 PERIODS

Competency: The learner understands the relationship between the Earth and the sun, and the effects these have on climates and our lives.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: a. understand the relationship between the Earth and the sun and how this affects temperatures and seasons (u)	<ul style="list-style-type: none"> • Give learners a set of 'True' and 'False' statements about the rotation of the Earth and its orbit around the sun and ask them to carry out research in groups to identify the correct answers. They use their chosen facts to illustrate a demonstration of the Earth in 	<ul style="list-style-type: none"> • Observe learners as they demonstrate their models and give a verbal explanation of the processes at work.

<p>b. draw diagrams to show the relationship between the Earth and the sun's rays and the causes of temperature variations and use these to show why the Earth can be divided into tropical, temperate and polar regions (s)</p> <p>c. understand how the rotation causes day and night (u)</p> <p>d. know how we can locate places on a globe by using a grid including the use of latitude and longitude. (u)</p> <p>e. use and measure latitude and longitude (s)</p> <p>f. calculate time using longitude (s)</p> <p>g. appreciate how the movement of the Earth in relation to the Sun affects the way people live: the effect of temperatures and seasons, lengths of day and night (a, v, gs)</p> <p>h. know the names of some of the major climatic regions of the world (k)</p>	<p>motion over a twenty-four hour and yearly cycle, using models and oral explanation.</p> <ul style="list-style-type: none"> • Learners work in groups to: <ul style="list-style-type: none"> • investigate, using a globe or football and light source, how the energy from the sun reaches different parts of the Earth when it is tilted on its axis and in orbit around the sun. • explain this verbally and use relevant vocabulary. • Individually, learners draw their own diagrams and label them, writing a short explanation of how temperature variation occurs over the Earth throughout the year and how this causes different climatic zones. • In groups, learners write a set of questions for another group about the Earth's relationship to the sun and then take it in turns to ask each other. <ul style="list-style-type: none"> o Learners play globe-tossing games using a blow -up globe and respond to questions about latitude and longitude with increasing difficulty, developing their own questions to ask each other. o Learners investigate webcams in different cities, East and West of where they are, to compare time zones and describe what is happening there; they use a map of world time zones to help them make the comparison. <p>Rotation of the Earth</p> <ul style="list-style-type: none"> • Guide learners to explore that the Earth moves, not the sun – proved by scientists like Copernicus 	<ul style="list-style-type: none"> • Observe learners' models and drawn diagrams, and their verbal and written explanations with appropriate vocabulary. • In conversation, ask learners to explain how longitude and latitude are used to locate places on Earth. • Learners explain how longitude is used to calculate time and produce written calculations of time difference. • Learners identify a place in another climate zone, explain how daily life might differ and explain why. • Assess the learners' written work to find out how accurate their calculations are and how logical their explanation is.
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<p>i. understand the main characteristics of the climates, factors affecting these characteristics and how each type of climate affects the vegetation of the area (u)</p> <p>j. plot the major climatic regions on a world map (s)</p> <p>k. recognise each type of region on photographs (s)</p> <p>l. appreciate that the influence of climate on the ways people live is becoming less as technology helps people to overcome difficulties of their climate and as people move into urban areas.(a, v, gs)</p>	<ul style="list-style-type: none"> • Using a globe or football, spin round to show the axis. The Earth spins on an axis. • Ask learners: In which direction are we moving in relation to the sun: at sunset, at sunrise? • Ask where we are in relation to the sun: in daytime; at night? • Demonstrate this with a globe or football and light source. <p>Revolution of the Earth</p> <ul style="list-style-type: none"> • Explain that the Earth revolves or moves round the sun once a year • Demonstrate this with a globe or ball moved round the classroom with a source of light in the middle. • Demonstrate and draw diagrams to show the meaning of the axis being tilted. • Demonstrate through questions that poles do not move and equator moves round fastest. • Move tilted globe or ball, with poles marked, round the 'sun'. Ask which parts of the Earth are tilted towards or away from the sun at different times. (April – August – north tilted towards, south away; October – February – south tilted towards, north away. March and September: sun overhead at equator) • Ask: When will it be hotter or colder: when we are tilted away or towards the sun? • Explain and demonstrate that this causes seasons: Hot or summer when tilted towards sun, and cold or winter 	
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- when tilted away from sun.
- Explain spring: moving from winter to summer; and autumn (American: fall): moving from summer to winter.
 - Ask why places near equator do not have hot and cold seasons.
 - Move globe or ball to position when north is tilted towards the sun: for how long will a place near the North Pole be in the sun; for how long will a place near the South Pole be in the sun?
 - Explain the different lengths of day and night in summer and winter.

Learners research on the Internet for any sets of diagrams or pictures which explain the seasons.

Latitude and longitude

- Ask how we use lines on a map to find places. Use grid.
- Explain that we can draw lines on a globe like a grid on a map, but they are circles.
- Demonstrate with globe and diagrams: lines going around the world through north and south poles are longitude; lines going around at right angles to these are largest half way from the poles (the equator) and get smaller towards the poles.
- Guide learners to draw a diagram to show how latitudes and longitudes are measured by angles.
- Guide learners to identify examples of longitude and

- latitude of places in Uganda using atlas maps.
- Learners use atlas maps to practice latitude and longitude.
 - Explain through demonstration and questioning special lines using globe and light source as above:
 - Sun's rays come from directly overhead near equator. Tropics of Cancer (north) and Capricorn (south) are the farthest away from the equator where the sun is overhead only one day a year.
 - When Earth is tilted away from sun in winter, places near the poles will not see the sun. When Earth is tilted towards the sun in summer, places near the poles will receive sun for 24 hours. The Arctic (north) and Antarctic (south) circles show areas where this happens at least one day per year.

Time

- Ask and demonstrate: if Earth rotates round once in 24 hours: how many degrees does it go through: in 24 hours? In 1 hour? The Earth moves round on its axis completely i.e. 360° in 24 hours, so 15° in 1 hour.
- Using diagrams, guide learners to understand how time is measured from a line of longitude which passes through Greenwich in London. When it is noon at Greenwich, we count how many degrees we are east or west of Greenwich e.g. Uganda is about 45 ° east of Greenwich. So how many hours does the sun reach us before Greenwich?

	<p>We can find the time in any place by knowing our own time and adding 1 hour for every 15° if the place is east of us and subtracting 1 hour for every 15° if the place is west of us.</p> <ul style="list-style-type: none"> Learners do some exercises to find time in different places. <i>Learners search the Internet to find maps of world time zones.</i> <p>Major climatic regions and characteristics</p> <ul style="list-style-type: none"> Learners use a wall map or a chalk board map to find out the major climates of the world depending on their distance from the equator: <ul style="list-style-type: none"> tropical: equatorial (near equator) savannah: (between equator and tropics) desert: (near the tropics) temperate (north and south of tropics) polar: (near the poles) Ask learners what they can deduce about the differences between each type of climate Through questioning, guide learners to understand the main factors affecting temperature and rainfall: Distance from the equator; distance from the sea and wind direction, respectively. Individually, learners study the map showing the major types of climate in the world and summarise the information on a table. In groups, learners study photographs of each type of 	<ul style="list-style-type: none"> In conversation, learners suggest one effect that each of the major climatic regions of the world might have on the way people live <ul style="list-style-type: none"> Assess their understanding of climatic regions and ability to give logical and coherent explanation of issues. Ask learners to produce a table which outlines the types of climate. Observe
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	<p>climate and identify the type of climate with reasons. <i>Learners research the type of climate on the Internet.</i></p>	<p>how well the table provides accurate information about these climates.</p> <ul style="list-style-type: none"> Evaluate learners' ability to summarise information without losing the major aspects of the situation.
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on to East Africa

TOPIC: LOCATION, SIZE AND RELIEF REGIONS OF EAST AFRICA 3 PERIODS

Competency: The learner knows the countries that make up East Africa; their Comparative sizes in area and population; and the main relief regions they are divided into.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> use maps, statistics, graphs and diagrams to analyse population (s) appreciate that East African countries vary greatly in area and population (a, v, gs) know the East African countries, their approximate population and area (k) 	<p>The countries</p> <ul style="list-style-type: none"> Learners answer questions about the countries making up East Africa to determine what they know about their comparative size and population. They then work in groups to research and create their own table of information regarding this, comparing results and explaining their use of sources. Explain that answers may differ as there 	<ul style="list-style-type: none"> Observe learners as they collect information and create their graphs and diagrams: ask them to describe what their maps show and how accurate they believe the information to be. Observe learners as they describe and locate key landscape features through

	<p>are two definitions; countries linked into a geographical region and countries which have joined the political Community of East Africa. This expands as more countries join. Ask which countries are in each.</p> <ul style="list-style-type: none"> Explain that in this syllabus we are using the traditional idea of East Africa as Uganda, Kenya and Tanzania. <p>Physical or relief regions</p> <ul style="list-style-type: none"> Use wall map, sketch map on BB or atlas relief map of East Africa to ask learners questions e.g. position and names of highland areas, plateaus, coastal plains etc. Name main relief regions on sketch map Learners study one or more local features through fieldwork, collecting samples, taking photographs and creating a labeled map display to show the physical environment and the influence of relief on weather and climate. Learners add the location of some past and present physical hazards and link to a short piece of text explaining what happened/might happen and how severe the threat is. Learners work in groups to draw a map 	<p>fieldwork and research on their map and add correctly labeled images.</p> <ul style="list-style-type: none"> Listen to learners' explanations of their map and judgment of hazardous areas. <p>Models and diagrams produced by learners will reveal their level of understanding as they explain the steps involved in the process.</p>
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	showing relief regions and collaborate to identify and explain regions where there is or has been a high hazard risk.	
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Theme: Introduction to East Africa

TOPIC: FORMATION OF MAJOR LANDFORMS AND DRAINAGE IN EAST AFRICA

26 PERIODS

Competency: The learner understands how each of the main types of landforms in East Africa was formed, the main types of rocks and the main features of the drainage.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: a. know the main types of landforms and drainage features of East Africa(k) b. understand how igneous, sedimentary and metamorphic rocks	Structural features Faulting <ul style="list-style-type: none">• Ask: where do most earthquakes occur in East Africa?• Show diagrams of faulting. Ask, if there is a fault or crack, what might happen to the land along the fault.	<ul style="list-style-type: none">• Observe how well learners make links when explaining a landscape between the appearance, geology and the process involved.• Observe how effectively

<p>are formed and how each influences landforms (u)</p> <p>c. understand the process of weathering and how weathered rock particles form the basis of soil (u)</p> <p>d. understand how each of the main types of landform was formed: by rocks themselves or by the rocks being worn away or eroded away (u)</p> <p>e. understand the relationship between drainage and landforms. (u)</p> <p>f. locate the examples of landforms on maps of East Africa. (s)</p> <p>g. appreciate that the rocks, landforms and drainage affect the way people live.(v/a)</p> <p>h. understand the main concepts of plate tectonics and how this has led to the formation of the main physical features of East Africa (u)</p> <p>i. understand the characteristics of important kinds of physical features in East Africa, including mountain ranges, volcanoes, plateaus, basins and rift valleys (u)</p> <p>j. study through field work any of the above physical features in the local area (s)</p>	<ul style="list-style-type: none"> • Explain with diagrams: earthquakes; faults; rift valleys; block mountains. • Show map of East Africa and ask where the rift valleys and block mountains are: east and west rift valleys and block mountain (e.g.: The Rwenzoris) • Learners look for diagrams of faulting on Internet. <p>Vulcanicity</p> <ul style="list-style-type: none"> • Ask what happens when a volcano occurs and where these occur in East Africa. • Use diagrams and questions to explain volcanoes, including volcanic mountains, plugs, craters, calderas, with examples from East Africa. • Learners list the advantages and problems of living in a volcanic area • Learners look for diagrams and pictures of volcanoes in East Africa on Internet. <p>Warping</p> <ul style="list-style-type: none"> • Explain that most of East Africa is a plateau. Ask if they live on a plateau. What is a plateau? – High and fairly flat although cut into by rivers. • Using a diagram, show how the plateau can be warped or sink down slightly in places. 	<p>learners express their views about living near a particular type of feature e.g. a volcano? Note how well they explain why volcanic areas or former volcanoes often have a high density of population.</p> <ul style="list-style-type: none"> • Observe how well learners use correct terminology and locate features accurately on maps.
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<p>k. draw a map to show the main relief regions of East Africa (s)</p> <p>l. recognise physical features on photographs (s)</p> <p>m. understand how their own lives and the lives of their communities are affected by physical features, including natural hazards (u)</p> <p>n. understand through case studies how the physical features affect the lives of people in selected areas of East Africa (u)</p> <p>o. draw diagrams to show the formation of important physical features (s)</p>	<ul style="list-style-type: none"> • Challenge learners to suggest the possible causes of warping. • Learners suggest where, in East Africa, this has happened most (Lake Victoria basin) <p>Drainage</p> <ul style="list-style-type: none"> • Ask learners what lakes are. In what type of landforms are lakes likely to form? (rift valleys and warped basins e.g. Lake Victoria) • Ask learners what a river is and how rivers form. Where in East Africa are rivers likely to start? (highlands and lakes) • Show a wall map or a chalkboard map showing main lakes and rivers of East Africa. • Learners copy the map into their books. <p>Erosional features</p> <ul style="list-style-type: none"> • In pairs, learners discuss and explain what happens to the soil when it rains heavily. • Guide learners to understand that each of the types of landscape they have learnt about can be eroded or washed away. • Ask learners what different forces can erode or wash away the land and rocks. • Through questioning, guide learners to explore how each of the following erosional forces affects landscape: rain, 	
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- the sea or lake, ice on high mountains (glaciers)
- Learners look up erosion and its effects on landscape on Internet
- Erosion by running water**
- Learners observe any steep slope outside the classroom. Ask: What happens to the soil when it rains? Observe a gentle area. What happens to some of the soil which is washed away?
 - If possible, learners visit a river or stream and observe it, or ask those who have seen rivers: how can the river wash away the land? What happens to some of the soil washed away? Observe deposition.
 - If possible, learners visit a river or a stream to investigate the stages of a river and main features of river valleys or use diagrams and photographs to guide them to understand these features: v-shaped valleys, waterfalls, rapids, gorges, meanders, flood plains, alluvial fans, deltas etc.
 - Learners look up each of these features on the internet and find related photographs.
- Erosion by lake or sea**

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	<ul style="list-style-type: none"> • If possible, learners visit a lake, observe and ask: <ul style="list-style-type: none"> • how does the water move? • what causes it to move? • what effects does this have where the waves break? • where does the material on the lake shore come from? • Using diagrams and photos, guide learners to understand coastal erosion: cliffs, caves, arches, stacks etc. • Using diagrams and questions guide learners to understand coastal deposition: beaches, dunes, spits and bars etc. Learners draw the diagrams in their books. 	
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EAST AFRICA AND THE WORLD

8 PERIODS

Competency: The learner understands what climate change is, what causes it and effects in East Africa.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a. understand the concept of climate change and its indicators (u)	<ul style="list-style-type: none"> • In groups, learners research the meaning of climate change using different sources 	<ul style="list-style-type: none"> • Listen to learners as they explain the distinction

<p>b. draw diagrams to show the causes of climate change (s)</p> <p>c. understand the possible causes of climate change and how climate change may affect Uganda and the rest of East Africa (u)</p> <p>d. understand the difficulties faced in addressing climate change and its effects (u)</p> <p>e. understand possible ways in which local communities and government can reduce the effects of climate change (u)</p> <p>f. use two case studies to examine the possible effects of climate change in other areas of Africa and the world (u)</p> <p>g. form opinions about measures to reduce or mitigate climate change (a)</p> <p>h. participate in tree planting and other activities which might alleviate the effects of climate change in their own communities/school (v, a)</p> <p>i. appreciate the need for people and governments to take actions to reduce the effects of climate change (a, v, gs)</p>	<p>and think critically about the definitions before reporting back with the one they have agreed upon.</p> <ul style="list-style-type: none"> • Challenge the groups to explain the difference between climate change, which has happened over millennia, and the rapid climate change that is currently happening and attributable to human activity. • Learners investigate how some degree of global warming makes this planet habitable – at just the right temperature for us and other life to flourish. • Learners investigate enhanced global warming and its basics and then think of the best questions to investigate this further. They research and question sources and create their own diagrams to show the global warming process and the enhanced global warming process o Learners work in groups, taking on the roles of government ministers with different views about the relative importance of people, the economy and the environment. Some learners prepare a case for building more roads and cars and burning more fossil fuels, others in 	<p>between climate change and human-induced climate change. Evaluate their ability to cooperate and create knowledge and how well they respect each other's opinions.</p> <ul style="list-style-type: none"> • In conversation look for learners' ability to analyse issues and processes and point out salient contrasts.
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the group want a greener economy. Others act as advisors offering some solutions to the effects of climate change. The groups use newspaper headlines from the region to help them to gather the views.

- Learners identify some of the major causes of enhanced global warming and suggest ways and actions that might address it.
- Learners think about ways to first address reduction and careful use of energy, and then how energy might be produced in more sustainable and renewable ways.
- Learners research important global agreements and use their new knowledge to discuss why some countries might not want to sign up.
- In groups, learners use photographs, Internet and fieldwork to compare local climate change issues with those in another region of Africa and the world. They think about geographical similarities and differences.
- Learners read reports about the effects of climate change on people's lives and

	<p>ecosystems. They draw conclusion about how to most effectively mitigate these issues.</p> <ul style="list-style-type: none"> Learners carry out fieldwork in and round the school and local community and identify some positive actions that can be taken, mapping them and creating an action plan that can be carried out. <p>What is climate change?</p> <ul style="list-style-type: none"> Ask learners if they have ever heard that the climate is changing. Ask learners to ask old people, especially farmers and people who fish, whether they have noticed any changes in the weather patterns or seasons in recent years. Explain the available evidence that the climate and the seasons in East Africa are not the same as they used to be. <p>Causes of climate change</p> <ul style="list-style-type: none"> Guide learners to investigate the available evidence that climates are changing all over the world and how scientists relate this to the fact that we are sending too many greenhouse gases 	<ul style="list-style-type: none"> Learners draw a diagram to show what causes climate change and explain this in their own words, using appropriate vocabulary. Look at the learners' diagrams in and assess their creativity, originality and understanding of climate change.
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	<p>into the atmosphere.</p> <ul style="list-style-type: none"> Learners suggest actions by people that cause greenhouse gases to go into the atmosphere and where these gases go. Through brainstorming they investigate why the release of green house gases has increased in the last 100 years. Ask: What happens if you are in a room with closed glass windows on a sunny day? Why do people in cold areas sometimes grow crops in houses made of glass? These are called greenhouses. Using a diagram and questions guide learners to explore the effect of green house gases in the atmosphere. Compare the atmosphere to a greenhouse. Learners copy the diagram. <p>Effects of climate change and how these can be prevented</p> <ul style="list-style-type: none"> Through questioning, guide learners to investigate the main effects of climate change: some places become hotter; some become drier, dry seasons become longer, more rain storms, cyclones or hurricanes and floods. Challenge learners to explain why climate 	<ul style="list-style-type: none"> In conversation, ask learners to suggest measures that can be taken in their communities to reduce the causes and effects of climate change. Assess the learners' problem-solving skills as they suggest ways of mitigating climate change and its effects. Evaluate how effectively they can explain whether or not their actions can be replicated elsewhere. Ask learners to produce some diagrams of global warming. Observe how well their labels and descriptions explain the balance or green house warming. Observe learners as they carry out the tree planting project and assess how well they share responsibilities and apply the skills learnt in Agriculture. In conversation, ask learners to justify every step they take
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	<p>change is likely to lead to food shortages in some areas.</p> <ul style="list-style-type: none"> • In groups, learners discuss and suggest how climate change can be prevented or slowed down. • Explain that most countries in the world have signed international agreements (e.g. the Paris agreement) to reduce the amount of greenhouse gases or heat-causing gases they produce. • <i>Learners look up the Paris agreement or any other agreement on climate change on Internet and summarise main parts of agreement. They find out why these agreements may not effectively reduce climate change.</i> <p>What can East Africa do to help prevent climate change?</p> <ul style="list-style-type: none"> • In groups, learners discuss whether East Africa gives off many gases which cause climate change, and the main gases we give off. They explain their views. • Ask learners how East Africans can help to reduce greenhouse gases. 	<p>and assess the relevance of their procedure.</p> <ul style="list-style-type: none"> • In the written project report evaluate how effectively the learners can communicate their experiences.
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	<p>Reducing the effects of climate change.</p> <ul style="list-style-type: none">○ In groups, learners discuss the following actions and suggest the ones which may be most effective in reducing the effects of climate change:○ Increasing the use of irrigation during droughts and dry seasons; growing crops more suited to drier seasons; scientists breeding special crops which can grow with less water; planting more trees which absorb carbon dioxide.○ In groups, learners prepare and maintain a tree nursery bed. They plant the seedlings on school land or in the local community, nurture the trees and write a report about the activity.	
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ning and manufacturing in East Africa

TOPIC: MINING IN EAST AFRICA

12 PERIODS

Competency: The learner knows where minerals are found in East Africa, and understands the methods used to extract them, the factors that favour mining and its contribution to the East African economy.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: a. understand what a mineral is and why	<p>Minerals and mining</p> <ul style="list-style-type: none">• Learners have five minutes to work in pairs	○ Listen to learners during pairs work to evaluate learners'

<p>some minerals are valuable (u)</p> <p>b. locate the main mining centres on the map of East Africa (s)</p> <p>c. know the main minerals occurring in East Africa and their amounts (k)</p> <p>d. understand the use of mineral resources in the development of any two industries in Uganda (u)</p> <p>e. understand the methods of mining used for different minerals and their problems (u)</p> <p>f. draw flow diagrams to show the main stages and methods of mining (s)</p> <p>g. recognise types and consequences of mining on photographs (s)</p> <p>h. understand the effects of mining on the environment (u)</p> <p>i. appreciate the positive and negative contribution of mineral resources to development (v, a)</p> <p>j. appreciate that the benefits of mining often go mainly to overseas companies or a local elite only (a, v, gs)</p> <p>k. understand the physical and economic problems facing mining (u)</p> <p>l. appreciate the need for strict laws to control mining physically and economically (a, v, gs)</p>	<p>to name things in the classroom or things they use made of minerals.</p> <ul style="list-style-type: none"> • Pairs feedback to whole class. • Learners explain what a mineral is and give examples of minerals in East Africa. • Pairs group objects and artifacts that they might find in their community into minerals and non-minerals. Pairs feed their ideas into a whole-class discussion. • Ask learners whether all minerals are valuable and the difference between a valuable mineral and other minerals. • Guide learners to understand that although all rocks are made of minerals, mining is only concerned with minerals which are valuable because they have uses. • Show a map of the main mining sites in East Africa, and the minerals mined. Or ask the learners to look up the map on Internet. • Using the map of the main mining sites, learners work in pairs to make a list for each East African country in four columns: name of mineral, mining sites, uses of mineral, exported or used locally. (Note this should show only main minerals not every mineral and site) • Pairs compare their list with another pair to 	<p>understanding of minerals.</p> <ul style="list-style-type: none"> o Observe the tables completed by learners in order to explore how accurately they have described minerals. o Evaluate how well learners have understood from class feedback, explaining and expanding if necessary, to ensure all achieve the objective. • Observe diagrams produced by learners to explain the differences between open cast and underground mining, with examples from East Africa. • Observe as learners discuss the dangers of each kind of mining and the effect of each kind on the environment. • Learners explain with examples the contributions mining can make to the development of East African countries and the dangers of this development only benefitting a few people. Observe how well they are
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	<p>explain what the map and the list they have made show.</p> <p>Factors affecting mining</p> <ul style="list-style-type: none"> Explain to the learners that not all valuable minerals are worth mining. In groups, learners discuss and suggest factors which may affect whether a mineral is mined or not. Conduct class feedback from groups and supplement where necessary. <p>Types of Mining</p> <p>Open cast</p> <ul style="list-style-type: none"> Use a photograph and draw a diagram of an open cast mine. Learners use the diagram to describe the mining. Learners convert the diagram of an open cast mine into a flow diagram showing the stages of mining. Working in small groups and using the map showing the main mining sites, learners list examples of open cast mining in East Africa. Learners suggest the advantages and possible dangers of open cast mining; including how this might damage the environment. Groups compare their ideas with other 	<p>able to explain these dangers using examples and evidence.</p>
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groups, and then conduct whole-class discussion.

Underground mining

- Using the map showing the main mining sites, learners list minerals mined underground in East Africa.
- Use a photograph and draw a diagram of an underground mine (Kilembe copper?) and ask learners to describe the method of mining.
- Learners convert the diagram of an underground mine into a flow diagram to show the stages of mining.
- Learners suggest the advantages and possible dangers of underground mining; including how this might damage the environment.
- Explain why Kilembe underground mine stopped for a long while and task the learners to find out whether it has been re-opened.

Extraction of oil

- Draw a series of diagrams to show the stages in the extraction of oil or ask the learners look this up on Interns. Learners convert the diagrams into a flow diagram

	<p>to summarise the stages of mining.</p> <ul style="list-style-type: none"> • Learners suggest possible problems of oil extraction, how this might damage the environment and how the damage can be prevented. • Learners discuss the problems of ownership of land where the oil is found and compensation of the landowners. <p>Who benefits from mining?</p> <ul style="list-style-type: none"> • Explain the British system of ownership of minerals now used in Uganda. • Learners suggest why development of mining, including oil extraction, is very expensive. • Learners suggest why, in East Africa, mining is mainly done by overseas companies. • Ask learners whether local people always benefit from mining and if not, why. • Guide learners to understand that in many countries the mines are owned by overseas companies and they pay taxes to the government. Explain that sometimes taxes are diverted to rich people through corruption. • Explain that this sometimes means that ordinary people in the country, including 	
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	<p>those owning the land where the minerals are found, may get little or no benefit, since all the money goes to overseas companies or to important members of the government and other rich people.</p> <p>Learners suggest how corruption can be prevented so that all people can benefit from mining.</p>	
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Theme:
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Fishing, wildlife conservation and tourism in East Africa

TOPIC: SUSTAINABLE USE OF FISHERIES RESOURCES IN EAST AFRICA 12 PERIODS

Competency: The learner knows the main fishing areas in East Africa, factors affecting the development of fishing, types of fishing and the contribution of fishing to the economy, the dangers facing fishing and ways to make it sustainable.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ol style="list-style-type: none"> know the major fishing areas in East Africa, inland and on the sea (k) understand the main methods of fishing and draw diagrams to illustrate these (u, s) understand the factors that favour fishing in East Africa (u) 	<p>The fishing grounds of East Africa.</p> <ul style="list-style-type: none"> • Ask learners to name areas where people fish in East Africa. What kind of places are they? • Explain two types of fishing areas: <ul style="list-style-type: none"> • the sea and coast • lakes and rivers. • Use wall map, Chalk board sketch map or atlas map to show main fishing areas in East Africa. • Learners copy map as sketch map or create 	<ul style="list-style-type: none"> ○ Observe as learners sketch and explain methods of fishing, using appropriate language and identifying some of the problems associated with different methods of fishing. • Monitor group discussions to gauge

<p>d. understand the differences between traditional and modern fishing methods and factors affecting the choice of these methods (u)</p> <p>e. understand the characteristics, trends, benefits and problems of fishing in a local area (u)</p> <p>f. understand the dangers of over-fishing and how this can be prevented (u)</p> <p>g. understand the factors that cause damage to fishing grounds, including pollution and how this can be prevented (u)</p> <p>h. know some methods of preserving fish (k)</p> <p>i. understand the methods of farming fish and how they help in conserving fish stocks (u, v)</p> <p>j. understand the marketing of fish(u)</p> <p>k. understand the methods of conserving fishing grounds (u, v)</p> <p>l. use statistics, graphs and charts to analyse trends of fish stocks and fish catches (s, gs)</p> <p>m. appreciate the dangers facing fishing in East Africa, including over-fishing,</p>	<p>digital maps.</p> <p>Methods of fishing</p> <ul style="list-style-type: none"> • If possible, learners visit an area where fishing takes place. Find out the types of fish caught, methods used to catch fish, where and how the fish are sold and problems the fishing people face. • Guide learners in a discussion about the types of methods used to catch fish or they have observed. Volunteers sketch these on the chalk board and explain each method. Learners use artifacts, where possible, and research images of traditional fishing methods. • Individually, learners draw annotated diagrams of the equipment used in fishing, and research the methods used. (spears, nets, fishing lines, traps, baskets, bow and arrow) • Learners use photographs, video and other research to help them draw annotated diagrams of modern fishing methods and explain these (trawling, drift nets, dynamite blasting). Or learners could annotate digital images. ○ Learners use Internet to find out information about <i>fishing in East Africa</i> ○ In groups, learners discuss the advantages 	<p>learners' understanding. Add information if necessary, to develop their thoughts.</p> <ul style="list-style-type: none"> ○ Observe learners' discussions and prompt them if they need help getting started. Evaluate how well they can contribute to the discussion. • Ask learners to imagine that they are the Minister in charge of fisheries. Ask them to make up a policy for Uganda to get the best income from fishing that will also help preserve fish stocks. Observe the relevance of their policy. • Observe learners as they discuss the methods and benefits of fish farming, making links between health, jobs and the environment.
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<p>poor methods and pollution; and the need for</p> <p>n. strict laws and enforcement to preserve fish stocks(v, a, gs)</p>	<p>and disadvantages of each method of fishing and whether traditional or modern methods are best for conserving fish.</p> <ul style="list-style-type: none"> ○ Explain dangers of some modern fishing methods, (drift net and blasting) and why these are banned. ○ Learners suggest dangers of using nets with small holes and catching too many young fish and why people do it. <p>Preservation of fish</p> <ul style="list-style-type: none"> - Learners brainstorm what they know about methods of preserving fish so they can be sent to long distance markets (smoking, salting, sun-drying, canning, refrigeration) <p>Factors favouring fishing</p> <ul style="list-style-type: none"> - In group learners discuss factors which they think will encourage fishing. - Groups present their views to the whole class. Explain and expand group views where necessary. <p>Benefits of the fishing industry</p> <ul style="list-style-type: none"> - In groups, learners discuss and list the benefits the fishing communities and the country can get from fishing. <p>Problems of the fishing industry</p> <ul style="list-style-type: none"> ○ Learners discuss the dangers to fishing in East 	
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	<p>Africa e.g.:</p> <ul style="list-style-type: none"> • over-fishing • catching young fish • pollution of water by human waste and chemicals from farming (fertilizers etc.) and industries etc. <p>Improvement of fishing</p> <ul style="list-style-type: none"> - As a class, learners discuss and suggest how the above problems can be solved. Ask: Which of the suggested solutions are most effective and Why? - Elicit responses and explain with examples where necessary. <p>Fish farming</p> <ul style="list-style-type: none"> - Explain that one way to increase fish production is to farm fish. - Using picture(s) of fish farm, guide learners to explore how fish are farmed and the benefits of fish farming. 	
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TOPIC: WILD LIFE CONSERVATION AND TOURISM IN EAST AFRICA 10 PERIODS

Competency: The learner understands the need for conserving wildlife, and the importance of tourism industry.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
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<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. know the meaning of, wild life, National Park, game/wild life reserves, sanctuaries, historic and prehistoric sites (k) b. understand the factors that influence the development of tourism in Uganda and the rest of East Africa (u) c. understand that tourism is an important form of trade, the benefits of tourism and its possible benefits to young people (u) d. understand who a tourist is, why they come and the facilities tourists need (u) e. know the main tourist attractions of East Africa and locations of the main tourist areas (k) f. use field work to study a tourist attraction or potential tourist attraction in the local area (s) g. guide visitors and tourists around attractions in the local area or any other area (s, gs) h. know where most tourists to East Africa come from and reasons for this (k) 	<p>Wildlife conservation</p> <ul style="list-style-type: none"> • In pairs, with the word “wildlife” on the chalkboard, learners decide on a definition of the word. Then pairs tell class their definition. • In pairs, learners discuss why wildlife in East Africa is rapidly being destroyed (population increase, clearing for farming, poaching) • Pairs contribute their ideas to a whole-class discussion. • Ask: What might be the consequences of failing to conserve wildlife? • Learners recognise some threats to wildlife and suggest ways to conserve wild life in East Africa. • In pairs, with the word “tourist” on the chalk board, learners decide on a definition of the word. Then pairs tell the class their definition. • Guide learners in a discussion about the connection between wildlife and tourists. • Learners use photographs to identify important tourist attractions and draw a map to show the main national parks and other tourist areas in East Africa. <p>Why do tourists come?</p> <ul style="list-style-type: none"> • Working in small groups, learners discuss the following: <ul style="list-style-type: none"> • Are all people who come to East Africa 	<ul style="list-style-type: none"> • Note learners' definitions of wildlife and tourists. • Lead them to an agreement and explain how they are connected, giving examples. • Evaluate learners' contributions for clarity and relevance. • Note learners' definitions of tourist. Lead them to an agreement. Note how they make the connection between wildlife and tourists. Give examples if necessary, to consolidate their understanding. • To assess and consolidate understanding, learners think of any areas of Uganda that they know well and write a short essay suggesting the tourist attractions it has or could have, and how
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<p>i. understand the meaning of domestic tourism(u)</p> <p>j. use simple graphs, charts and flow diagrams to represent statistics about tourism (s)</p> <p>k. understand why we should preserve wildlife and the challenges facing wildlife conservation in East Africa (u)</p> <p>l. understand why tourists are particularly interested in natural scenery and wild animals (u)</p> <p>m. appreciate that tourism can bring both benefits and problems (v, a)</p> <p>n. understand the challenges facing</p> <p>o. tourism in East Africa and the problems which can be brought by tourism (u)</p> <p>p. appreciate the need for conserving wildlife (v, a, gs)</p> <p>q. appreciate the need for ensuring political stability and security if we are to develop tourism (v, a, gs)</p> <p>r. appreciate that caring for and preserving resources in the local community are signs of love for one's country (v, a)</p> <p>s. understand that in attracting tourists</p>	<p>tourists?</p> <ul style="list-style-type: none"> • What other kinds of people come to East Africa? (Tourists come for pleasure only. Others come on business) • Ask learners where they would like to go if they had the money to become a tourist. • Ask: Do tourists come to East Africa to see the kinds of things you want to see? Why not? • Explain that tourists mainly come from industrialized countries where they may live in big polluted cities, so they like to see natural areas and wild life. East African tourists might like to see big cities because they live in rural areas. • Learners use Internet to find tourist attractions in East Africa. • Learners make sketch or digital maps to show the location of key features that might attract tourists to East Africa and select one attraction to create a sketch map suitable for a tourist brochure. They discuss which features might be the most important and why. • Use photos of tourist attractions and tourist activities. (National/Game parks, game/wildlife reserves, wild animals, beaches and sea etc.) • Learners suggest other kinds of areas which attract tourists (historic and pre-historic sites; religious 	<p>they could attract tourists, or more tourists, to the area.</p> <ul style="list-style-type: none"> • Observe the writing they produce in order to evaluate how well they understand the key features of tourism. • Evaluate sketches or digital maps. • Evaluate learners' job descriptions. • Observe learners' plans and monitor role-play. Intervene if necessary, to ensure achievement of objective. • In conversation, ask learners to use what they have learnt to suggest the best ways to attract more tourists to East Africa. Evaluate the depth of their knowledge and broaden it if necessary.
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we are always competing with other countries (u)

places etc.) They identify jobs associated with tourism and write a job description for one. They identify and discuss pros and cons of tourism and draw a diagram to show how different groups of people benefit from tourism.

Tourism in the local area

- Learners individually think of an area they know e.g. the area round the school or their home area and investigate through fieldwork: what things in the area are or might be good for tourists; What activities might tourists be encouraged to do; How the people of the area could encourage tourists to come.
- Learners use their findings to plan a day's activity as though they were a tourist guide.
- Learners work in pairs and role -play one being a tourist, and the other persuading them to go on the day activity they have designed. Then they swap roles.

Where do tourists come from?

- *Use internet to find statistics of tourist arrivals and origins of tourists in East Africa*
- Explore statistics of tourist arrivals and origins of tourists for one or all East African countries. Learners draw graphs and analyse them to show tourist arrivals and origins. They could

map the statistics if relevant software is available.

- Explain that most tourists to East Africa come from industrialized countries, especially Europe which is traditionally linked to East Africa and is close. Also, North America and increasingly China, Japan and South Korea as those countries become more industrialized and richer.

Why is East Africa popular for tourists?

- Use a wall map of East Africa and ask learners to list main areas tourists go to. Ask why East Africa is popular for tourists.
- Explain that East Africa has some of the best game/national parks and wild life/game reserves, coastlines, mountain scenery and rivers and lakes in Africa
- Ask: what else attracts tourists? Well developed facilities: hotels, lodges, roads, tourist transport companies and sports grounds.

What are the challenges facing tourism?

- In groups, learners discuss why sometimes tourists do not come to some parts of East Africa and the dangers which may spoil tourism.
- Ask why tourists no longer go to some parts of the Kenya coast e.g. north of Masindi (political

	instability e.g. Al Shabab: rumours of political trouble e.g. during elections or between different ethnic groups/tribes)	
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Theme: Population, Urbanisation and Trade in East Africa; and Trade between East Africa and other parts of the World

TOPIC: TRANSPORT AND COMMUNICATION IN EAST AFRICA 16 PERIODS

Competency: The learner appreciates the major types of transport and communication in East Africa, factors influencing their development and the role of transport and communication in development.

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<p>The learner should be able to:</p> <ul style="list-style-type: none"> a. know the difference between transport and communication (k) b. use photographs to identify the different types/modes of transport (s) c. use maps to show the major transport routes in East Africa(s) d. understand the factors which influence the distribution of the major transport routes in Uganda and the rest of East Africa (u) e. understand the role of the different types of transport in development (u) f. understand the advantages and disadvantages of each form of communication (u) 	<p>Types of transport</p> <ul style="list-style-type: none"> • Ask learners how people used to move and transported goods traditionally. • Ask: What sort of people still use human or animal means of transport and why? • Working in pairs, learners list the problems caused to transport by relief and drainage features in East Africa. • Learners construct a table to show the advantages and disadvantages of the different types of transport (human, animal, road, railway, water, air) in terms of speed, cost, and ability to carry goods including bulk goods. • Guide learners to discuss the table they have drawn to compare all forms of 	<ul style="list-style-type: none"> • Give learners a list of different types of goods to be transported to different places. Observe how well learners suggest and justify the best means of transport for a particular journey. • Learners use evidence to explain some factors which influence the distribution of transport routes in Uganda and the rest of East Africa. • Learners discuss. Monitor the discussion and help steer learners if necessary, to ensure they achieve the outcome. • Observe pairs and ask

<p>g. understand the consequences of the revolution in communication caused by digital communication: mobile phones, computers and Internet, social media (u)</p> <p>h. appreciate the importance of transport in national and regional development (v, a, gs)</p>	<p>transport.</p> <ul style="list-style-type: none"> • Learners draw a paper or digital map showing the main railways, important road routes and shipping routes in East Africa. They draw and use maps to investigate proposed routes for exporting oil from east Africa and give their views. • Guide learners to discuss how the development of transport is affected by economic development and production of goods, population, capital and markets. • Learners discuss how the development of transport e.g. roads and railways, affects economic development. • Explain the transportation of oil by pipeline and learners suggest the advantages and disadvantages of different routes to transport oil from Uganda. • Working in pairs, learners talk about the different types of transport in their local area and how they have benefited the local community. They identify how transport and communication might be improved. • Pairs feed their ideas back to the class and the discussion broadens. 	<p>questions during feedback to bring out any points not pointed out. Note how relevant their ideas are.</p> <ul style="list-style-type: none"> • Ask learners to compare ways of communicating with people in other areas or places with the ways their grandparents used to communicate. Observe the discussions about the advantages and disadvantages of each.
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Types of communication

- Ask learners the main traditional forms of communication, the extent to which these forms are still used and the advantages they have.
- Ask learners to describe the means they use to communicate with people close to them and far away. They draw a table choosing their own criteria to compare and contrast the means of communication they have described.
- Guide learners to explore the main forms of communication that were used before the development of digital communication by mobile phone and Internet (letters, post office, fixed line telephones and telegraph).
- Learners describe the advantages of digital communication by mobile phone and internet, including social media.
- Explain some of the disadvantages and dangers of communication by mobile phone, internet and social media.

SENIOR THREE 2022 ABRIDGED GEOGRAPHY SYLLABUS

CRITICAL CHANGES IN THE SYLLABUS

SN	CRITICAL CHANGES	JUSTIFICATION
1	Left out the topic of Inland water transport: A Case study of the Great Lakes and St. Lawrence Seaway	<ul style="list-style-type: none"> Lessons to be learnt in the topic will be covered in Senior 3, Term One; and in S4 Term Three; Development of inland water transport.
2	Left out the topic of The Development of a semi-arid environment: A case study of Southern California	<ul style="list-style-type: none"> The content and lessons to be learnt in the topic will be covered in Senior 4 Term One; Irrigation farming in Africa.
3	Left out the Sub-topic of folding in the formation of landforms in east Africa	<ul style="list-style-type: none"> This is not a major process in the formation of East Africa's landscape. Related content to be covered in Senior 4 in the rest of Africa.
4	Left out the Sub-topic of natural vegetation of East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 47, S4: Major vegetation types and their characteristics
5	Left out the topic of Agriculture in East Africa vegetation	<ul style="list-style-type: none"> Related content to be covered in Topic 49, S4: Agricultural practices in Africa
6	Left out the topic of Mining in East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 53, S4: Development of the mining industry in Africa
7	Left out the topic of Industrial development in East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 54, S4: Industrial development in Africa
8	Left out the topic of Fishing In East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 55, S4: Fishing industry in Africa
9	Left out the topic of The development of towns and ports in East Africa	<ul style="list-style-type: none"> Content partly covered in Senior One - The growth of New York. Other related content to be covered in Topic 57, S4: Development of urban centres in Africa
10	Left out the topic of Transport, Communication and trade in East Africa	<ul style="list-style-type: none"> Related content to be covered in Topic 58, S4: Development of trade in Africa & Topic 56: Development of transport and communication in Africa
11	Left out topics of Photograph interpretation& Field work	<ul style="list-style-type: none"> Integrated in all topics across the syllabus

12	Left out the Sub topic of Types of farming in Switzerland & Agriculture in the Rhine rift valley	<ul style="list-style-type: none"> Lessons expected to be learnt from these sub topics will be learnt from farming in the Netherlands
13	Merged the sub-topic of Land reclamation in the Netherlands with Agriculture in the Netherlands	<ul style="list-style-type: none"> The two are related and enable the learner to learn how technology can be used to develop farming even in areas with limited farmland.
14	Left out the topic on Belgium and Luxembourg.	<ul style="list-style-type: none"> Lessons expected to be learnt from the two countries can be learnt from Case studies taken from Switzerland, Germany and the Netherlands.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
EAST AFRICA: Location, size and Composition of East Africa	<p>a. Describe the location, size and composition of East Africa.</p> <p>b. Use statistics, graphs or charts to analyse the size of East Africa</p>	<ul style="list-style-type: none"> Location of East Africa: <ul style="list-style-type: none"> Latitude and longitude Surrounding countries Member countries and major physical features The size of East Africa 	<ul style="list-style-type: none"> Present a wall map/text book /atlas map of east Africa and ask learner to: <ul style="list-style-type: none"> identify the countries of East Africa, describe the position of East Africa. Learners copy the map in their note books. Present a table with statistics about the areas (size) of individual countries of East and ask learners to draw a bar graph or pie chart to represent this. Observe the learners as they draw 	<ol style="list-style-type: none"> Ask learners to distinguish between East Africa, Eastern Africa and the East African Community. Task learners to estimate the proportion/fraction of East Africa covered by each country. They rank the countries of East Africa by size.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			the graph/ pie chart and note how well they do it. Give the necessary support.	
Relief regions of East Africa	<p>a. Locate the major relief regions of East Africa on a map</p> <p>b. Describe the major relief regions of East Africa</p> <p>c. Recognize relief regions on photographs.</p> <p>d. Analyze the influence of relief on people's ways of life</p>	<ul style="list-style-type: none"> • Relief regions: <ul style="list-style-type: none"> ◦ Coastal plain ◦ The Eastern/ Nyika plateau ◦ Rift valley ◦ Central /Lake plateau ◦ Highlands • Characteristics of relief regions • Influence of relief on people's ways of life 	<ul style="list-style-type: none"> • Present a wall map/chalkboard map/text book /atlas map showing the relief regions of east Africa and ask learner to: <ul style="list-style-type: none"> ◦ identify the relief regions, ◦ Suggest reasons why each region is named so. • Learners copy the map in their note books. • Learners work in groups to carry out research on characteristics of the main relief regions of East Africa and the influence of each on people's ways of life. • Groups present their findings in a whole class discussion. • Summarise their report on the chalkboard and correct mistakes if any. 	<ol style="list-style-type: none"> 1. Give a map showing the relief regions of East Africa(not named) and ask question about this; e.g. <ol style="list-style-type: none"> a) Learners name the relief regions. b) They choose any three relief regions and explain the main human activities carried out in each. 2. Give out photographs from different relief

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
				<p>regions and ask questions about these; e.g.</p> <ul style="list-style-type: none"> a) Learners describe the relief of the area shown in each photo. b) They identify human activities in each photograph and explain how they are related to the relief. c) They suggest the relief region from which each photo could have been taken.
Rocks of East Africa	<ul style="list-style-type: none"> a. Identify each main type of rock in East Africa b. Use diagrams to explain how each 	<ul style="list-style-type: none"> • Types of rocks and their formation: <ul style="list-style-type: none"> ○ Igneous rocks ○ Sedimentary rocks 	<ul style="list-style-type: none"> • If possible, show samples of some of the main types of rock and ask learners to identify any differences they can see. • In pairs, learners discuss and 	<ul style="list-style-type: none"> 1. Give a task for learners to imagine they live in an area with one of the rock types. They

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>c. Describe the characteristics of each main type of rock</p> <p>d. Locate the main types of rocks on the map of East Africa</p> <p>e. Analyse the effects of rocks on people's ways of life</p>	<ul style="list-style-type: none"> ○ Metamorphic/ changed rocks ● Characteristics of each type of rock ● Distribution of rock types in East Africa ● Effects of rocks on people's ways of life 	<ul style="list-style-type: none"> explain what they understand by a rock and present their views to the whole class. Explain that every rock is a combination of minerals. Through discussion, use diagrams to explain how the three main types of rock are formed: <ul style="list-style-type: none"> ○ Igneous/volcanic rock ○ Sedimentary rocks ○ Metamorphic rocks Using the map of relief regions of East Africa, ask learners to suggest the main type of rock in each region. Guide learners to draw a map showing the distribution of rocks in East Africa. In Groups, learners carry out a field work study of a local area to identify rocks in the area. They discuss the influence of rocks on human activities. Groups share their reports in a 	<p>suggest how the rocks would affect life in their own communities.</p> <p>2. Give a task for learners to individually explain the formation of the major rock types.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			whole class discussion.	
PROCESSES RESPONSIBLE FOR THE FORMATION OF LANDFORMS IN EAST AFRICA: Faulting	a. Explain the meaning and causes of faulting b. Identify the relief features resulting from faulting c. Use diagrams to explain the formation of faulted landforms d. Locate features formed by faulting on a map of East Africa e. Recognise faulted landforms on photographs f. Explain the benefits and problems associated with features formed by faulting	<ul style="list-style-type: none"> • Meaning and nature of faulting • Features resulting from faulting: <ul style="list-style-type: none"> ○ Rift valleys ○ Block mountains ○ Escarpments ○ Rift valley lake basins • Benefits and problems associated with faulted landforms 	<ul style="list-style-type: none"> • Show diagrams of tensional and compressional forces. Ask, if a fault or crack occurs, what might happen to the land along the fault line? • Explain with diagrams: types of faults; and the main effects of faulting on landscape including rift valleys, Block Mountains and escarpments. • Through questioning, guide the learners to explain what is meant by faulting. • Show a map of East Africa and ask learners to identify where the rift valleys and Block Mountains are found. • Learners copy the map into their notebooks. • Guide learners in a discussion on the benefits and problems associated with faulting. • Learners individually conduct a 	1. (a). Give a task for learners to draw a sketch map of East Africa showing the distribution of faulted landforms. (b). Learners use diagrams to explain how any two landforms shown on the map were formed. 2. Give photographs from a faulted area and ask learners to: a) Identify the landforms shown in the photograph. b) Identify the human activities carried out in

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			library or internet research on other features resulting from faulting and make notes about them.	the area. c) Explain how the human activities are affected by the landforms.
Vulcanicity	a. Explain the meaning and cause of vulcanicity. b. Identify the relief features formed due to extrusive and intrusive eruptions. c. Use diagrams to explain the formation of volcanic features. d. Draw a map to show the distribution of volcanic features in East Africa. e. Recognise volcanic	<ul style="list-style-type: none"> • Igneous features; Extrusive: Volcanic mountains, Plugs/Necks, Calderas, Lava plateaus • Intrusive features: Batholiths , Sills, Dykes • Benefits and problems associated with igneous features 	<ul style="list-style-type: none"> • Build on learners' knowledge of vulcanicity learnt in primary school. • Ask: what happens when molten rock material rises to the earth's surface and where does this occur in East Africa? • Using diagrams and questioning, guide learners to explore how volcanoes, including volcanic mountains, craters, calderas, plugs etc are formed. • Using diagrams explain how sometimes molten rock may fail to reach the earth's surface and the features formed when it cools and solidifies inside the crust/underground e.g. batholiths, 	1. Give an exercise about the formation of volcanic features and the advantages and dangers of living in a volcanic area. 2. Give learners photographs of volcanic areas and ask questions about these.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>features on photographs.</p> <p>f. Explain the benefits and problems associated with volcanoes.</p>		<p>sills and dykes.</p> <ul style="list-style-type: none"> Explain that these are called intrusive igneous landforms. Guide learners to understand the meaning of vulcanicity. Using a chalk board map/textbook map/atlas map guide learners to explore the distribution of igneous features in East Africa. Learners copy and label the map. Learners suggest the advantages and problems of living in a volcanic area. 	
Warping	<p>a. Explain what warping is and the forces that cause it.</p> <p>b. Draw diagrams to explain the effects of down warping on landscape.</p> <p>c. Locate down warped lake basins on a map.</p> <p>d. Analyse influence</p>	<ul style="list-style-type: none"> Down warped lake basins Benefits and problems associated with don warped lake basins 	<ul style="list-style-type: none"> Basing on the knowledge of relief regions of East Africa, Ask: How much of East Africa is a plateau? What are the characteristics of these plateaus? Using a diagram, explain how the plateau can be warped or sag in slightly in some places. Learners suggest where this has happened most in East Africa. Learners copy the diagram and 	<p>1. Give a task for learners to use a diagram(s) to explain the effects of down warping on landscape in East Africa.</p> <p>2. Task learners to explain the benefits the people of East Africa get</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	of down warping on the drainage and resources of East Africa.		<p>summarise the process of down warping in their notebooks.</p> <ul style="list-style-type: none"> • Challenge learners to draw a map showing down warped lake basins in east Africa. • In groups, learners discuss the benefits and problems of down warped lakes. 	from down warped lake basins.
DENUDATION: Weathering	a. Explain what weathering is. b. Explain the different types of weathering. c. Outline the factors influencing weathering. d. Explain the effects of weathering on rocks relief. e. Analyse the effects of weathering on human activities.	<ul style="list-style-type: none"> • Types of weathering: <ul style="list-style-type: none"> ○ Physical/mechanical ○ Chemical ○ Biological • Factors influencing weathering: <ul style="list-style-type: none"> ○ Nature of the rock, ○ Climate, ○ Relief, ○ Human activities, ○ Time 	<ul style="list-style-type: none"> • Present samples of unweathered rock and loose rock material or soil and ask learners to examine them. • Explain that the loose material was at one time a hard rock material. • Challenge learners to explain how the rock material could have broken into the loose material. • Through discussion, explain that the process by which rocks are broken down into loose material is called weathering • Explain the main types of weathering ,their processes and 	1. Give an exercise to draw a tree diagram to summarise the types of weathering. Learners briefly explain any two processes of each type of weathering. 2. Task learners to write a short essay on how weathering affects the activities of people in their own

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			<p>conditions under which each takes place:</p> <ul style="list-style-type: none"> ○ Physical weathering: Block disintegration, Frost action, Exfoliation. ○ Chemical weathering: Oxidation, Carbonation, Hydration, Hydrolysis ○ Biological weathering: Wedging action of plant roots, Work of barrowing animals. <ul style="list-style-type: none"> • In groups, learners conduct a field study of a local area to identify the effects of weathering on relief and human activities • Groups present reports in a whole class discussion. 	community.
RIVERS AND DRAINAGE PATTERNS IN EAST AFRICA	a. Identify the processes of river erosion and transportation b. Describe the long profile of a river	<ul style="list-style-type: none"> • River erosion and resultant features • River transportation • River deposition and resultant 	<ul style="list-style-type: none"> • Through questioning, challenge learners to explain what a river is and how rivers form. • Ask: Where in East Africa are rivers likely to start? • Learners name any three rivers 	1. Provide a survey map of a highland/hilly or dissected plateau area. Use this to ask questions on

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>c. Recognise features of a river valley and drainage patterns on survey maps and photographs</p> <p>d. Locate the major rivers of East Africa on a map</p> <p>e. Analyse the importance of rivers to development of East Africa.</p> <p>f. Describe the major drainage patterns in East Africa</p>	<p>features</p> <ul style="list-style-type: none"> • Stages/the long profile of a river • Drainage patterns • Economic importance of rivers 	<p>they know in each country of East Africa.</p> <ul style="list-style-type: none"> • List these on the chalkboard. • Present a wall map, atlas map or chalkboard map showing the main rivers of East Africa and task the learners to identify the rivers they have mentioned and to draw the map in their notebooks. • If possible, guide learners to visit a nearby river or stream and observe how it erodes the land; carries its load, and where it deposits its load. • Through discussion, guide learners to explore the processes of river: <ul style="list-style-type: none"> ○ Erosion, ○ Transportation, ○ Deposition; and features resulting from each. <p>Stages/courses of a river</p> <ul style="list-style-type: none"> • Using diagrams and photos explain the main stages of a river 	<p>the main drainage patterns.</p> <p>2. Ask learners to think of any one river they know and explain how:</p> <p>(i) Useful it is to people living around it.</p> <p>(ii) It negatively affects people living around it.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>course and features found in each: Youthful stage, mature stage, and old stage.</p> <ul style="list-style-type: none"> Learners draw diagrams and use these to explain how each feature is formed. <p>Drainage patterns</p> <ul style="list-style-type: none"> Show diagrams or topographic survey maps of different areas and challenge learners to work in groups to identify the main rivers and their tributaries. In groups, learners describe how each river and its tributaries are arranged on the ground over which they flow. Explain that the plan formed on the ground by rivers and their tributaries is called a drainage pattern. Learners individually draw diagrams of main drainage patterns in East Africa in their notebooks and write a description 	

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			<p>of each:</p> <ul style="list-style-type: none"> ○ Dendritic, ○ Radial, ○ Trellis, and ○ Centripetal patterns <ul style="list-style-type: none"> • In groups, learners discuss the benefits and problems associated with rivers. • Group share their ideas in a whole class discussion. 	
THE SOILS OF EAST AFRICA: Types of Soil	<p>a. Describe the different constituents of soil.</p> <p>b. Identify the different types of soil.</p> <p>c. Describe the characteristics of the different types of soil</p>	<ul style="list-style-type: none"> • Components of soil: <ul style="list-style-type: none"> ○ soil particles ○ soil air ○ soil water ○ inorganic matter ○ organic matter ○ soil organisms • Major types of soil <ul style="list-style-type: none"> ○ loam soil ○ clay soil ○ sandy soil 	<ul style="list-style-type: none"> • Build on the learners' knowledge of soil acquired in primary school. Through questioning guide learners to revise the component of soil. • Present samples of the main soil types and task learners to work in groups to identify each type. • Explain that soil is divided into three main types: Loam soil, Clay soil, Sandy soil • Using the same soil samples, learners suggest materials from which soil is formed. 	<p>1. Task the learners to write short notes on the main types of soil.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
Soil formation and development	<p>a. Explain the key terms related to soil.</p> <p>b. Explain the main processes of soil formation and development.</p>	<ul style="list-style-type: none"> • Soil formation and development: <ul style="list-style-type: none"> ◦ Weathering, ◦ Soil profile, ◦ Soil catena 	<ul style="list-style-type: none"> • Through brainstorming, guide learners to revise rock weathering and how it leads to formation of soil. • Explain how soil is formed from the remains of living things; especially vegetation. • Present a chalk board/textbook diagram of a simple soil profile and ask learners to draw it in their notebooks, identify and name the layers. • Explain that sometimes the soil profile may have a hard stony reddish-brown layer in the sub soil. This is called laterite. • Guide learners to understand how laterite is formed; by leaching. • Ask learners whether they have ever seen a garden on a hill slope or moved along a hill slope from the valley up to the hill top. • Ask: Was the same type of soil is 	<p>2. Give an exercise for the learners to explain the meaning of the following terms:</p> <ol style="list-style-type: none"> a) Soil profile b) Soil texture c) Soil structure d) Soil catena

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			<p>found along the hill from the bottom to the hill top?</p> <ul style="list-style-type: none"> Using a diagram, explain a soil catena. Learners copy the diagram and annotate it. In groups, learners discuss and suggest why soil changes with height even over a small area. 	
Soil erosion and Soil conservation in East Africa	a. Describe the major forms of soil erosion. b. Explain the causes of soil erosion and its effects on the environment. c. Locate areas affected by soil erosion	<ul style="list-style-type: none"> Major forms of soil erosion: <ul style="list-style-type: none"> splash erosion Sheet erosion rill erosion gully erosion Causes of soil erosion <ul style="list-style-type: none"> Relief climate poor farming methods deforestation Methods of soil conservation 	<ul style="list-style-type: none"> Learners observe a gentle slope outside the classroom. Ask: What happens to some of the soil when it rains? Through questioning, guide learners to explore splash erosion and how it affects top soil. Use diagrams to guide learners to understand splash, sheet, rill and gully erosion. Learners copy the diagrams into their notebooks. In groups, learners discuss and suggest which of the four types of soil erosion is most destructive and why. 	1. Provide an outline map of East Africa and task learners to locate major areas experiencing soil erosion. 2. Give an exercise on the causes and problems of soil erosion, and ways it can be prevented.

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	in East Africa. d. Evaluate the different methods of soil conservation .	<ul style="list-style-type: none"> ○ contour ploughing ○ strip cropping ○ terracing ○ afforestation ○ re-forestation ○ mulching 	<ul style="list-style-type: none"> • Ask learners to list areas they know in Uganda and the rest of East Africa which experience soil erosion. • Challenge learners to conduct a textbook or internet search and draw a map of East Africa showing areas affected by soil erosion. • Use questioning to discuss the main causes of soil erosion in different areas of East Africa. • In groups, learners carry out Library or internet search on ways of controlling soil erosion and places in East Africa where each method is used. • Groups share their findings in a whole class discussion. • Summarize these on the chalkboard and add those left out if any. 	
THE CLIMATE OF EAST AFRICA:	a. Identify the main types of climate in East Africa.	<ul style="list-style-type: none"> • Climatic zones and their characteristics: 	<ul style="list-style-type: none"> • Build on the learner's knowledge of weather and climate acquired in Senior One to guide learners to 	1. Give out two climate graphs different from

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Types of climate in East Africa	<p>b. Describe the characteristics of each type of climate in East Africa.</p> <p>c. Locate the types of climate in East Africa on a map.</p> <p>d. Use graphs and statistics to represent and describe climate.</p>	<ul style="list-style-type: none"> ○ Equatorial ○ Tropical ○ Semi arid, ○ Montane 	<p>understand the climate of East Africa.</p> <ul style="list-style-type: none"> • Show a climate graph for each type of climate, un-named. • Challenge learners to work in groups, to discuss and describe climate from the graphs. • Present a wall/chalk board/textbook map showing the climatic regions of East Africa. • Learners copy the sketch map into their notebooks and annotate it. • Through questioning basing on climate graphs/climatic statistics, guide learners to understand: Equatorial, Tropical, Semi-arid and montane climates. 	<p>those already used or climate statistics and ask learners to draw graphs. Learners describe the climates and explain how people would live in each area.</p> <p>2. Give out a sketch map of East Africa with climatic regions marked, not named. Learners use a key and shading to show the names of each type of climate.</p>
Factors affecting the climate of East Africa	<p>a. Explain the factors affecting the climates and their distribution.</p>	<ul style="list-style-type: none"> • Factors affecting the climate of East Africa: <ul style="list-style-type: none"> ○ Position of the 	<ul style="list-style-type: none"> • Build on learners' knowledge of weather and climate; and the climate of North America to guide them to explore factors affecting 	<p>1. Task learners to identify the climatic region in which their school</p>

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	<p>b. Draw diagrams to illustrate factors affecting the climate of east Africa.</p>	<ul style="list-style-type: none"> overhead sun (ITCZ) ○ Relief ○ Water bodies ○ Vegetation cover ○ Human activities ○ Wind regime 	<p>the climate of East Africa.</p> <ul style="list-style-type: none"> ● Ask the learners to explain why most places in East Africa have a hot climate; which places are cooler and why. ● Learners work in groups to find answers to the questions: <ul style="list-style-type: none"> ○ When is the northern hemisphere tilted towards the sun? ○ When is the southern hemisphere tilted towards the sun? ○ What months will it be hottest in East Africa north of equator; and what months will it be hottest in places south of the equator? ● Explain that rainfall seasons and temperature mainly depend on the position of the overhead sun (ITCZ). Most rain occurs at the hottest time (summer). ● Use maps to explain the positions 	<p>is found. They describe the characteristics of the climate.</p> <p>2. Learners explain the factors affecting the climate of the area.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>of the ICTZ (N.E and S.E trade winds) in January and July/August and how this affects rainfall distribution in East Africa. Learners copy the maps into their books.</p> <ul style="list-style-type: none"> • List other factors on the chalkboard and ask learners to explain how each may affect temperature and rainfall in East Africa. • Summarise learners' contributions on the chalk board and make necessary corrections. 	
Influence of climate on people's ways of life	<p>a. Explain the influence of climate on people's ways of life including agriculture.</p> <p>b. Recognise climatic regions from photographs</p>	<ul style="list-style-type: none"> • Effects of climate on the ways people live 	<ul style="list-style-type: none"> • Present photographs showing land use and people's ways of life in different climatic regions of East Africa. • In groups, learners study each photo and suggest how the climate affects the way people in that area live; what economic activities they carry out, their dressing styles etc. 	<p>1. Give a task for learners to think of any one region they know and explain the relationship between climate and people's life styles in the region.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> Challenge learners to identify the climatic region shown in each photograph. Explain that traditionally, the way people live depends mainly on the climate. 	
WILD LIFE CONSERVATION AND TOURISM IN EAST AFRICA: Major areas of wildlife conservation in East Africa	a. Identify the major areas of wild life conservation and tourism sites. b. Locate the major areas of wild life conservation. c. Analyse the challenges facing wildlife conservation in East Africa.	<ul style="list-style-type: none"> Meaning of wild life conservation and tourism Wild life conservation areas: <ul style="list-style-type: none"> National parks Wild life reserves/game reserves Sanctuaries 	<ul style="list-style-type: none"> Learners study atlas/wall map/chalk board map, identify and list wild life conservation areas in East Africa. They draw the map in their notebooks. Ask learners what they understand by wildlife. List their responses on the chalk board. Guide learners to understand that wild life includes both plants (flora) and animal life (fauna) in their natural habitats. In groups, learners discuss the reasons for conserving wild life. Groups discuss why wildlife in East Africa is rapidly decreasing. In groups, learners discuss and suggest the consequences of 	1. Give learners a map with wild life conservation areas marked but not named. Task them to name specific conservation areas. 2. Ask learners to suggest ways to ensure more effective conservation of wildlife in East Africa.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			failing to conserve wildlife.	
Tourism in East Africa	<p>a. Locate the major tourism sites in East Africa.</p> <p>b. Describe the factors leading to development of tourism industry in East Africa.</p> <p>c. Explain the Contribution of tourism industry to the development of East Africa.</p> <p>d. Analyse the challenges facing tourism in East Africa.</p>	<ul style="list-style-type: none"> • Tourist attractions: Wild life, Relief , Drainage features, Climate, Historic and pre-historical sites, recreation centers • Factors leading to the development of tourism industry: <ul style="list-style-type: none"> ○ Wide range of tourist attractions ○ Political stability ○ Accommodation facilities ○ Improved transport and communication ○ Improved 	<ul style="list-style-type: none"> • Ask learners what tourism means. Are all people who come to East Africa tourists? What other kinds of people do come? • Wrap up the activity by clarifying on what tourism means. • Ask learners where they would like to go if they had the money to become a tourist. • Do tourists come to East Africa to see the kinds of things you want to see? • Explain that tourists visiting East Africa mainly come from industrialized countries where they live in big polluted cities, so they like to see natural areas and wild life. • In pairs, learners discuss and make a list of the kinds of places and things tourists come to see in East Africa; and decide which ones are the most important. 	<p>1. (a). Give a task for learners to draw a sketch map showing tourism sites in East Africa and name at least two attractions at each site.</p> <p>(b).They explain the benefits tourism brings for people living in those areas.</p> <p>2. Give statistics on tourist arrivals either in East Africa or any one East African country for several years and task learners to draw a graph to represent the information.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		<ul style="list-style-type: none"> banking facilities ○ Publicity and advertisement ○ Government policy ○ Availability of capital ○ Skilled labour ● Contribution of tourism to development ● Challenges of tourism in East Africa: <ul style="list-style-type: none"> ○ Climate change ○ Reduction in biodiversity ○ Political instability ○ Hostility of some tribes ○ Competition ○ Poor 	<ul style="list-style-type: none"> ● List these on the chalkboard and add any not listed. ● Explain that East Africa has some of the best national parks and wild life/game reserves, coastlines and coral reefs, mountain scenery and rivers and lakes in Africa ● Challenge learners to add the tourist attractions and sites identified on the map of wild life conservation areas they drew. <p>Factors leading to the development of tourism</p> <ul style="list-style-type: none"> ● Build on the learners' knowledge of tourism acquired in primary school. ● Guide learners to brainstorm on the factors leading to the development of tourism. ● Summarise their contributions on the chalk board. <p>Challenges facing tourism in East</p>	Learners describe the trend of tourist arrivals and suggest likely reasons for this.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		<p>infrastructure</p> <ul style="list-style-type: none"> ○ Shortage of skilled labour ○ Encroachment ○ Changing government policy ○ Small domestic market ○ Inadequate recreation facilities] 	<p>Africa</p> <ul style="list-style-type: none"> • In groups, learners discuss why sometimes tourists do not come to some parts of East Africa and the dangers which may spoil tourism. • Ask why tourists no longer go to some parts of the Kenya coast e.g. north of Malindi. • Challenge learners to suggest why Uganda receives fewer tourists than Kenya and Tanzania. 	
FORESTRY IN EAST AFRICA	<p>a. Explain the meaning of forestry.</p> <p>b. Identify the types of forests.</p> <p>c. Locate major forests on the map of east Africa</p> <p>d. Describe the factors favouring forestry</p>	<ul style="list-style-type: none"> • Meaning of the forestry • Types of forests <ul style="list-style-type: none"> ○ Natural forests ○ Planted forests • Factors favouring the forestry industry e.g. <ul style="list-style-type: none"> ○ nature of forests 	<ul style="list-style-type: none"> • Build on the learners' knowledge of forestry in British Columbia and through questioning; help them to understand the meaning of forest and forestry. • Summarize their ideas on the chalk board; guide them to a common meaning and to understand that forestry is broader than a forest. 	<ol style="list-style-type: none"> 1. Give statistics or photographs about forestry in both East Africa and British Columbia and ask questions about these. 2. Learners use their knowledge about forestry to

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>industry in east Africa.</p> <p>e. Explain the contribution of forestry to the development of east Africa.</p> <p>f. Analyse the problems caused by forest exploitation.</p> <p>g. Identify the problems facing the forestry industry in East Africa.</p> <p>h. Suggest possible solutions to the problems</p>	<ul style="list-style-type: none"> ○ presence of forest reserves ○ level of technology ● Importance of forestry: <ul style="list-style-type: none"> ○ forest products ○ employment ○ utilization of marginal lands ○ wood fuel ● Problems caused by forest exploitation: <ul style="list-style-type: none"> ○ soil erosion ○ reduction of bio-diversity ○ disappearance of tree species ● Solutions: <ul style="list-style-type: none"> ○ Afforesting and re-a forestation ○ Population control 	<ul style="list-style-type: none"> ● Ask: what are the main types of forests in East Africa? List them on the chalkboard. Emphasise the two broad types: Natural and planted forests. ● Present a wall map/chalkboard map/text book or atlas map. Ask learners to identify the areas covered by the major natural forests in East Africa <p>Factors favouring forestry and benefits of forestry in east Africa</p> <ul style="list-style-type: none"> ● Using their existing knowledge of forestry, lead learners to brainstorm and suggest factors which favour the development of forestry in East Africa. ● In groups, learners discuss the benefits of forestry. Group ideas feed into a whole class discussion. <p>Destruction and Conservation of forests</p> <ul style="list-style-type: none"> ● Ask learners if they have heard of 	<p>interpret and analyse the stimulus materials given.</p> <p>3. Give a task involving imagination that one is in a position controlling all forests in a country or district. Ask questions concerning:</p> <p>a). destruction of forests.</p> <p>b). best policies to control the cutting down of forests.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>illegal destruction or cutting down of forests in Uganda. Guide them to explore factors leading to destruction of forests.</p> <ul style="list-style-type: none"> • In groups, learners discuss the dangers of uncontrolled forest exploitation. Focus learners to understand the main dangers including: <ul style="list-style-type: none"> ○ Climate change ○ Soil erosion ○ Reduction of bio- diversity ○ Loss of medicinal plants ○ Scarcity of construction materials and wood fuel • Learners suggest how these dangers can be controlled and how we can replace the forests in areas where they have been destroyed. 	
THE POPULATION OF EAST AFRICA	a. Explain the meaning of population growth, distribution,	<ul style="list-style-type: none"> • Terms related to population: <ul style="list-style-type: none"> ○ population size ○ population 	<p>Population growth</p> <ul style="list-style-type: none"> • Present population figures of East Africa or any one country of East Africa for at least 5 censuses. Ask 	1. Provide learners with different survey maps and task them to

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
Population growth and distribution and density in East Africa	<p>density, under population and over population.</p> <p>b. Use statistics, graphs and charts to analyse population.</p> <p>c. Evaluate measures used to control population growth.</p> <p>d. Locate the areas of high, moderate and low population density.</p> <p>e. Describe the factors influencing population distribution.</p> <p>f. Explain the effects of population distribution (dense and sparse) on the environment and development.</p>	<ul style="list-style-type: none"> ○ population density ○ under population ○ over population ○ optimum population ○ population pyramid ● Factors influencing population distribution: <ul style="list-style-type: none"> ○ soils ○ climate ○ relief ○ drainage ○ vegetation ○ incidence of diseases ○ government policy ○ historical 	<p>the learners to individually draw a line or bar graph to represent the information.</p> <ul style="list-style-type: none"> ● Learners use the graph to describe how population is growing. ● Using illustrations, guide learners to understand the concepts of: <ul style="list-style-type: none"> ○ under population, ○ over population, and ○ optimum population ● Present a population pyramid of Uganda, or any other East Africa country and challenge the learners to use it to analyse the population structure. ● Focus learners to understand young, adult and ageing (old) population and how each affects development. ● Through discussion and questioning, guide learners to relate the population structure to population growth (births and 	<p>describe the distribution of population in the areas shown on the maps. They explain, with evidence, the reasons for the distribution.</p> <p>2. Task learners to suggest population related problems experienced in the areas shown on the maps with reasons.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	g. Suggest solutions to the problems caused by rapid population growth.	<ul style="list-style-type: none"> • factors <ul style="list-style-type: none"> ○ transport • Effects of high population density: <ul style="list-style-type: none"> ○ Large labour supply ○ large market ○ large base of revenue for the government • Negative effects: <ul style="list-style-type: none"> ○ over exploitation of resources ○ over crowding ○ unemployment ○ high crime rate ○ rapid spread of diseases ○ pressure on social services • Effects of sparse population: 	<p>deaths)</p> <ul style="list-style-type: none"> • In pairs, learners discuss the benefits and dangers of rapid population growth. Pair ideas feed into a whole class discussion. • Learners, individually, conduct library/internet research on the solutions to problems of high rapid population growth and present their findings to the whole class. <p>Distribution and density of population</p> <ul style="list-style-type: none"> • Present a wall map/chalkboard map/atlas map showing the distribution of population in East Africa. Learners copy the map into their notebooks. • Learners work in groups to identify and list: a). areas of high population density; b). moderate population density; c). low population density. 	

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		<ul style="list-style-type: none"> ○ minimal environmental degradation ○ low levels of resource utilization ● Negative effects: <ul style="list-style-type: none"> ○ Small market ○ low level of infrastructure development ○ inadequate labour supply 	<ul style="list-style-type: none"> ● Learners suggest reasons for areas of high and low density. ● Using learners' ideas, clarify on factors affecting population density of in East Africa. ● In groups, learners discuss problems of living in densely populated areas. Group ideas feed into whole class discussion ● List their views on the chalkboard and clarify, add others not given, if any. 	
THE RHINELANDS Location, position and size of the Rhine lands	a. Identify the countries that make up the Rhine lands. b. Draw a map showing the Rhine basin.	<ul style="list-style-type: none"> ● Countries of the Rhine lands: Netherlands , Germany ,Switzerland ,Luxembourg and Belgium ● Location of the Rhine ands in terms of latitude and longitudes, 	<ul style="list-style-type: none"> ● Present a wall map/ chalk board map of the Rhine basin and ask the learners to follow the Rhine River and its tributaries and identify the countries through which it flows. Learners draw the map in their note books. ● Ask learners to suggest why the region is called the Rhine lands. ● Through questioning, ask the learners to compare Rhine lands 	1. Provide a map of the Rhine basin with features not named. Task learners to name the counties through which the Rhine flows. Learners explain why the Rhine flows northwards.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		relative position	<p>with East Africa.</p> <ul style="list-style-type: none"> Guide learners to understand the difference between the Rhine lands and East Africa in terms of size, population (size and density), and level of development. 	<p>2. Learners study the atlas and draw a map of the Nile basin. They explain the benefits associated with the river Nile.</p>
The relief and drainage of Switzerland	<p>a. Describe the position of Switzerland and how it affects the country's development.</p> <p>b. Describe the physical characteristics of Switzerland basing on relief regions.</p> <p>c. Identify the major drainage features of Switzerland.</p> <p>d. Draw a map of Switzerland showing relief</p>	<ul style="list-style-type: none"> Map of Switzerland showing relief regions and drainage features Relief regions <ul style="list-style-type: none"> Alps Swiss plateau Jura 	<p>The Position of Switzerland</p> <ul style="list-style-type: none"> Present a wall map/textbook map/atlas map showing the position, relief regions and drainage features of Switzerland. Ask learners to copy the map into their note books. As whole class, learners describe the position of Switzerland in Europe and compare this with the position of Uganda. Learns suggest the likely problems associated with the position of Switzerland in Europe. <p>Relief regions and drainage</p> <ul style="list-style-type: none"> Using the map which the learners 	<p>1. (a). Task the learners to draw a sketch map to show the position and relief regions of Switzerland.</p> <p>(b). Learners write a short essay comparing Switzerland with Uganda.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>regions and drainage.</p> <p>e. Analyse the effects of relief and drainage on human activities in Switzerland.</p>		<p>have drawn, challenge them to identify the major relief regions of Switzerland: Alps, Swiss plateau and Jura.</p> <ul style="list-style-type: none"> • Ask: Which region covers the: <ul style="list-style-type: none"> (i) Largest, (ii) Smallest part of Switzerland? • Learners use the atlas/textbook to find the lakes and rivers in Switzerland and add them on the map showing relief regions. • In groups, learners discuss how important the lakes and rivers might be to Switzerland. • If possible, use photographs from each of the relief regions and guide the learners to describe their characteristics. • Use these figures to help learners to understand that Switzerland is largely a mountainous country: Alps or Alpine region 60%, the Swiss Plateau 30%, the Jura 	

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>covers 10% of the country. Challenge the learners to draw a pie chart to illustrate the figures.</p> <ul style="list-style-type: none"> • Ask: <i>What proportion of Switzerland is covered by mountains?</i> • Through discussion, learners suggest the likely human activities carried out in each relief region. • Summarise learners' ideas and guide them to understand the effects of relief on human activities in Switzerland. 	
Development of tourism industry in Switzerland	a. Identify the main tourist attractions and tourist centres in Switzerland. b. Locate the main tourist centres of Switzerland. c. Describe the activities carried out by tourists in the different tourist	<ul style="list-style-type: none"> • Tourist attractions <ul style="list-style-type: none"> ○ climate ○ mountain scenery ○ drainage features ○ vegetation • Tourist centers e.g. <ul style="list-style-type: none"> ○ St. Moritz: winter ○ Davos: winter 	<ul style="list-style-type: none"> • Give a chalk board/textbook map showing the major tourist resorts of Switzerland. Learners copy the map into their notebooks. • In groups, learners compare the map with the relief and drainage map of Switzerland and suggest the tourist attractions at each centre/resort. • Present photographs and guide the learners to identify the 	1. Give statistics on tourist arrivals in Switzerland and ask questions about these. 2. Task the learners to explain why the tourism industry of Switzerland is more developed than that of East

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>centres and seasons of the year.</p> <p>d. Explain the factors that have favoured the development of tourism in Switzerland.</p> <p>e. Explain the benefits and disadvantages of tourism</p> <p>f. Use statistics to analyse aspects of tourism in Switzerland</p>	<ul style="list-style-type: none"> ○ Lugano: winter ○ Geneva 	<p>activities carried out by tourists during :</p> <ul style="list-style-type: none"> ○ Winter ○ Summer <ul style="list-style-type: none"> • Learners compare the tourist attractions of Switzerland with those of Uganda. • List some of the factors favouring tourism in Switzerland e.g. relief and drainage, climate, position in Europe, using many languages, political neutrality and stability, highly trained labour, administrative centre, etc. and task the learners to explain how each might have led to the development of tourism. • Summarise learners' ideas and give clarification where necessary. • Task the learners to compare the tourism industry of Switzerland with that of Uganda. • Using questioning, guide the learners to explore the benefits 	<p>Africa. They suggest how East African countries can improve their tourism industry.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			and disadvantages of tourism in Switzerland.	
Benefits and Challenges of tourism in Switzerland	<p>a. Explain the contribution of the tourism industry to the development of a country.</p> <p>b. Analyse the challenges facing the tourism industry in Switzerland.</p>	<ul style="list-style-type: none"> • Contribution of the tourism industry • Challenges of the tourism industry: <ul style="list-style-type: none"> ○ Risk of terrorism ○ increased transport costs ○ climate change ○ retreat of the snowline ○ avalanches ○ pollution 	<ul style="list-style-type: none"> • Using questioning, prompt learners to raise and explain the contributions of the tourism industry to the development of Switzerland. • List their responses on the chalk board and clarify further where necessary. • Working in groups, the learners discuss the likely challenges facing the tourism industry in Switzerland. • Summarise learners' contributions on the chalk board and add those not raised if any. 	<p>1. Task the learners to describe potential or actual tourist attractions in their home area. They explain the benefits tourism can bring to their community.</p>
Industrial development in Germany	<p>a. Identify the types of industries in Germany.</p> <p>b. Draw a map to show the distribution of industries in</p>	<ul style="list-style-type: none"> • Types of industries in Germany i.e. heavy and light industries. • Location of major industries in Germany 	<ul style="list-style-type: none"> • List examples of different types of industries on the chalk board and challenge learners to classify them. Focus the learners to understand the main types of industries; light and heavy industries. Learners suggest 	<p>1. Give an exercise for the learners to draw a labeled sketch map of the Ruhr industrial region and coal field.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	Germany. c. Analyse factors leading to industrial development in the Ruhr region of Germany. d. Explain the contribution of industrial development to Germany. e. Explain the challenges of industrial development in Germany.	<ul style="list-style-type: none"> • Location of the Ruhr industrial region • Factors leading industrial development in the Ruhr region • Mining and importance of coal as a basis for industrial development • Challenges of industrial development e.g. <ul style="list-style-type: none"> ○ Pollution ○ exhaustion of resources ○ development of conurbations ○ encroachment on agricultural land 	<p>possible reasons for this classification.</p> <ul style="list-style-type: none"> • Present a sketch map of Germany showing the distribution of minerals and major industries. Learners copy the map into their notebooks. • Challenge the earners to suggest the relationship between mineral resources and the development of industries in the country. <p>Case study: The Ruhr industrial region</p> <ul style="list-style-type: none"> • Present a sketch map of the Ruhr industrial region and coalfields. Ask learners to copy the map into their notebooks. • Learners describe the position of the Ruhr region in Germany in relation to river Rhine and its tributaries. • Using the map showing exposed and concealed coal fields, explain how coal mining formed the basis 	2. They explain why the Ruhr has developed as an industrial region. 3. Task the learners to explain lessons which Uganda can learn from the development of industry in Germany.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>for the development of industries in the Ruhr.</p> <ul style="list-style-type: none"> • Through discussion, guide learners to explore other factors that favoured the development of industries in the Ruhr region. • Working in pairs, learners discuss the contribution of manufacturing industries to the development of Germany. • Learners discuss and suggest the challenges of industrial development in Germany. Clarify on their ideas where necessary. 	
Land reclamation and Agriculture in the Netherlands: Land reclamation	a. Describe the relief and drainage of the Netherlands b. Locate the reclaimed lands of the Netherlands c. Explain the factors that led to land reclamation d. Describe the steps	<ul style="list-style-type: none"> • Position, relief and drainage of the Netherlands <ul style="list-style-type: none"> ○ Uplands, ○ Lowlands below sea level, ○ Rhine delta, ○ Sand dunes ○ Rhine river and North Sea 	<ul style="list-style-type: none"> • Provide a chalk board/wall/atlas/textbook map and task the learners to identify the Netherlands. Learners draw the map of the Netherlands in their note books. • Using the map, learners describe the position, relief and drainage of the Netherlands. • Through questioning, basing on 	1. Challenge the learners to identify any one area in Uganda which needs reclamation. They suggest methods which they can use to reclaim the area.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	e. Explain the benefits and challenges of reclaimed areas.	<ul style="list-style-type: none"> • Reclaimed land e.g. Zuiderzee project • Factors that led to land reclamation • Steps of land reclamation • Benefits and challenges of reclaimed areas 	<p>local examples, guide the learners to understand the concept of land reclamation.</p> <ul style="list-style-type: none"> • Ask the learners to explain what is meant by land reclamation. • Ask: How much of the Netherlands lies below sea level? Using the learners' response, explain how much of the current land of the Netherlands was reclaimed from the North Sea. • Through discussion, help the learners to explore the factors that led to land reclamation in the Netherlands. • In groups, learners carry out a library/internet research and make notes about the Zuiderzee project. They explore the benefits and challenges of land reclamation. • Groups share their findings in a whole class discussion. 	
Types of farming	a. Identify the types of	<ul style="list-style-type: none"> • Types of farming: 	<ul style="list-style-type: none"> • If possible, provide photographs 	2. (a). Provide a map

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
in the Netherlands	<p>farming in the Netherlands</p> <p>b. Locate the major types of farming in the Netherlands</p> <p>c. Describe the factors favouring the type of farming</p> <p>d. Explain the contributions of farming to the development of the Netherlands</p> <p>e. Analyse the challenges of farming in the Netherlands</p>	<ul style="list-style-type: none"> ○ Market gardening ○ Dairy farming • Factors favouring farming: <ul style="list-style-type: none"> ○ Flat relief ○ Cool climate ○ capital ○ Skilled labour • Contribution of farming • Challenges: <ul style="list-style-type: none"> ○ Limited land ○ Pollution ○ High cost of farming ○ Pests and diseases 	<ul style="list-style-type: none"> of Market gardening and Dairy farming and ask learners to identify the activities taking place; and the type of farming in each photo. Using the same photos, guide learners to describe the characteristics of each type of farming. Present a textbook/chalk board map showing the distribution of Market gardening and dairy farming in the Netherlands. Learners copy the map into their notebooks. Ask: What factors do you think have favoured the development of: <ul style="list-style-type: none"> ○ Market gardening ○ Dairy farming in the Netherlands? Summarise learners' responses and focus them to understand factors for each type of farming. 	<p>showing with market gardening areas in the Netherlands not named and task learners to name them.</p> <p>(b). Give a task for the learners to compare farming in the Netherlands with that in Uganda. They explain why Market gardening and Diary farming are not highly developed in Uganda.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> In groups learners conduct a library/internet research and write reports on the contribution and challenges of each type of farming in the Netherlands. Groups present their reports in a whole class discussion. 	

**NATIONAL CURRICULUM DEVELOPMENT CENTRE
ABRIDGED GEOGRAPHY SYLLABUS
Senior Four 2022**

SN	CRITICAL CHANGES	JUSTIFICATION
1	Left out the topics of Fishing in East Africa, Wild life conservation and tourism in East Africa, Development of Towns ad ports in East Africa; and Transport, Communication and trade in east Africa.	<ul style="list-style-type: none"> All are presumed to have been covered in term One before the lock down.
2	Left out the topics of Map work, Photograph interpretation, and Filed work	<ul style="list-style-type: none"> These are methods of learning Geography and have been integrated in all topics across the syllabus
3	Left out the topics of introduction to the Rhine lands, A highly	<ul style="list-style-type: none"> Presumed to have been covered in before the lock down.

	developed economy in a land locked country with limited physical resources: Switzerland	
4	Left out the topics on Belgium and Luxembourg	<ul style="list-style-type: none"> Some of the lessons to be learnt from these countries were learnt from Switzerland and the rest shall be learnt from Germany and the Netherlands.
5	Left out the topic of Population growth, distribution, characteristics and problems in Africa	<ul style="list-style-type: none"> Related content was covered in the Geography of East Africa. Other aspects shall be covered under the influence of relief and landforms, and climate and vegetation on human activities.
6	Merged the topics of nomadic pastoralism with Change from traditional nomadic pastoralism to modern livestock farming: Ranching in Africa to form one topic: Livestock farming in Africa .	<ul style="list-style-type: none"> The 2 topics are related and one is a modification of the other.
7	Merged the topics of climate and Vegetation to form: Characteristics and factors affecting climate and vegetation in Africa .	<ul style="list-style-type: none"> The 2 topics are related and they feed into each other.
8	Left out the topic of Population distribution growth , characteristics and problems in Africa	<ul style="list-style-type: none"> Related content was covered in Senior Two term 3: Population of East Africa
9	Left out the topic of Multi-purpose scheme and river development in Africa	<ul style="list-style-type: none"> To avoid content overload since the topic has very little relevance to Uganda.

Program Planner

YEAR PROGRAM PLANNER

SENIOR 4	TOPIC
Term 1	Industrial development in Germany
	Land reclamation and Agricultural development in the Netherlands
	The rest of Africa: Location, position, size, and political units of Africa
	Relief and major landforms and processes leading to their formation in Africa

Term 2	The Characteristics and factors affecting climate/ vegetation in Africa
	Major Agricultural practices in Africa
	Livestock farming in Africa: Traditional nomadic pastoralism and modern livestock ranching in Africa
Term 3	Development of mining Manufacturing industries in Africa.
	Development of transport and communication, problems and prospects in Africa

DETAILED SYLLABUS

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
INDUSTRIAL DEVELOPMENT IN GERMANY	f. Identify the types of industries in Germany. g. Draw a map to show the distribution of industries in Germany. h. Analyse factors leading to industrial development in the Ruhr region of Germany.	<ul style="list-style-type: none"> • Types of industries in Germany i.e. heavy and light industries. • Location of major industries in Germany • Location of the Ruhr industrial region • Factors leading industrial development in the Ruhr region • Mining and 	<ul style="list-style-type: none"> • List examples of different types of industries on the chalk board and challenge learners to classify them. Focus the learners to understand the main types of industries; light and heavy industries. Learners suggest possible reasons for this classification. • Present a sketch map of Germany showing the 	4. Give an exercise for the learners to draw a labeled sketch map of the Ruhr industrial region and coal field. 5. They explain why the Ruhr has developed

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>i. Explain the contribution of industrial development to Germany.</p> <p>j. Explain challenges of industrial development in Germany.</p>	<p>importance of coal as a basis for industrial development</p> <ul style="list-style-type: none"> • Challenges of industrial development e.g. <ul style="list-style-type: none"> ○ Pollution ○ exhaustion of resources ○ development of conurbations ○ encroachment on agricultural land 	<p>distribution of minerals and major industries. Learners copy the map into their notebooks.</p> <ul style="list-style-type: none"> • Challenge the earners to suggest the relationship between mineral resources and the development of industries in the country. <p>Case study: The Ruhr industrial region</p> <ul style="list-style-type: none"> • Present a sketch map of the Ruhr industrial region and coalfields. Ask learners to copy the map into their notebooks. • Learners describe the position of the Ruhr region in Germany in relation to river Rhine and its tributaries. • Using the map showing exposed and concealed coal fields, explain how coal mining formed the basis for 	<p>as an industrial region.</p> <p>6. Task the learners to explain lessons which Uganda can learn from the development of industry in Germany.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>the development of industries in the Ruhr.</p> <ul style="list-style-type: none"> • Through discussion, guide learners to explore other factors that favoured the development of industries in the Ruhr region. • Working in pairs, learners discuss the contribution of manufacturing industries to the development of Germany. • Learners discuss and suggest the challenges of industrial development in Germany. Clarify on their ideas where necessary. 	
Land reclamation and Agriculture in the Netherlands: Land reclamation	f. Describe the relief and drainage of the Netherlands g. Locate the reclaimed lands of the Netherlands h. Explain the factors that led to land	<ul style="list-style-type: none"> • Position, relief and drainage of the Netherlands <ul style="list-style-type: none"> ○ Uplands, ○ Lowlands below sea level, ○ Rhine delta, ○ Sand dunes 	<ul style="list-style-type: none"> • Provide a chalk board/wall/atlas/textbook map and task the learners to identify the Netherlands. Learners draw the map of the Netherlands in their note books. • Using the map, learners describe the position, relief 	3. Challenge the learners to identify any one area in Uganda which needs reclamation. They suggest

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> reclamation i. Describe the steps of land reclamation j. Explain the benefits and challenges of reclaimed areas. 	<ul style="list-style-type: none"> ○ Rhine river and North Sea ● Reclaimed land e.g. Zuiderzee project ● Factors that led to land reclamation ● Steps of land reclamation ● Benefits and challenges of reclaimed areas 	<ul style="list-style-type: none"> and drainage of the Netherlands. ● Through questioning, basing on local examples, guide the learners to understand the concept of land reclamation. ● Ask the learners to explain what is meant by land reclamation. ● Ask: How much of the Netherlands lies below sea level? Using the learners' response, explain how much of the current land of the Netherlands was reclaimed from the North Sea. ● Through discussion, help the learners to explore the factors that led to land reclamation in the Netherlands. ● In groups, learners carry out a library/internet research and make notes about the 	methods which they can use to reclaim the area.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>Zuiderzee project. They explore the benefits and challenges of land reclamation.</p> <ul style="list-style-type: none"> Groups share their findings in a whole class discussion. 	
Types of farming in the Netherlands	<p>f. Identify the types of farming in the Netherlands</p> <p>g. Locate the major types of farming in the Netherlands</p> <p>h. Describe the factors favouring the type of farming</p> <p>i. Explain the contributions of farming to the development of the Netherlands</p> <p>j. Analyse the challenges of farming in the Netherlands</p>	<ul style="list-style-type: none"> Types of farming: <ul style="list-style-type: none"> Market gardening Dairy farming Factors favouring farming: <ul style="list-style-type: none"> Flat relief Cool climate capital Skilled labour Contribution of farming Challenges: <ul style="list-style-type: none"> Limited land Pollution High cost of farming Pests and diseases 	<ul style="list-style-type: none"> If possible, provide photographs of Market gardening and Dairy farming and ask learners to identify the activities taking place; and the type of farming in each photo. Using the same photos, guide learners to describe the characteristics of each type of farming. Present a textbook/chalk board map showing the distribution of Market gardening and dairy farming in the Netherlands. Learners copy the map into their notebooks. 	<p>1 (a). Provide a map with market gardening areas in the Netherlands (not named) and task learners to name them.</p> <p>(b). Give a task for the learners to compare farming in the Netherlands with that in Uganda. Learners explain why Market gardening and Diary farming are not highly developed in</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<ul style="list-style-type: none"> • Ask: What factors do you think have favoured the development of: <ul style="list-style-type: none"> ○ Market gardening ○ Dairy farming in the Netherlands? • Summarise learners' responses and focus them to understand factors for each type of farming. • In groups learners conduct a library/internet research and write reports on the contribution and challenges of each type of farming in the Netherlands. Groups present their reports in a whole class discussion. 	Uganda.
THE REST OF AFRICA: Location, size and political units of Africa	e. Describe the location and size of Africa. f. Draw a map to show the location of Africa. g. Use statistics to	<ul style="list-style-type: none"> • Meaning of the rest of Africa. • Location of Africa in terms of Latitude and longitude; and Size. • Political units and 	<ul style="list-style-type: none"> • Present a wall map/chalkboard map/text book /atlas map showing the position of Africa and ask learner to: <ul style="list-style-type: none"> ○ Describe the position of 	1. (a) Give learners a task to draw a map to show the location of Africa.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
	<p>analyse the size of Africa.</p> <p>h. Locate the political units and regional economic groupings in Africa.</p>	<p>economic groupings e.g. IGAD, ECOWAS etc.</p>	<p>Africa in relation to the surrounding continents and water bodies</p> <ul style="list-style-type: none"> ○ Describe the position of Africa using latitude and longitude ● Learners copy the map in their note books. ● Using questioning, guide the learners to understand the meaning of the rest of Africa. ● Give figures of continents and task the learners to draw a pie chart or simple divided rectangle to illustrate these. ● Learners use the diagram they have drawn to rank the size of continent and to determine the rank position of Africa. ● In groups, learners study the atlas/wall map/textbook map of Africa to identify and number the countries of 	<p>(b) Learners explain the advantages and problems associated with the position and size of Africa</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>Africa. Learners draw the map in their notebooks.</p> <ul style="list-style-type: none"> • In groups, learners research about the regional communities in Africa and reason for their creation e.g. SADC, ECOWAS, IGAD, EAC, CEN-SAD 	
RELIF AND MAJOR LANDFORMS AND PROCESSES LEADING TO THEIR FORMATION IN AFRICA: Relief and landform features in Africa	a. Describe the relief and land form features of Africa. b. Draw a sketch map of Africa showing the relief and major landforms. c. Explain the processes of the formation of relief and landforms d. Analyse the influence of relief and landforms on people's ways of life.	<ul style="list-style-type: none"> • The Relief of Africa: <ul style="list-style-type: none"> ◦ Highlands (areas above 3000 m) ◦ Plateau (areas 1000-2000m) ◦ Lowlands (areas 200-1000m) ◦ Coastal plain (0-200) ◦ Depressions (below 0m) • Landforms and relief regions. <ul style="list-style-type: none"> ◦ Volcanic mountains ◦ Fold mountains 	<ul style="list-style-type: none"> • Present a wall/atlas/textbook/chalk board map of Africa and challenge the learners to identify the major relief regions. Ask: which relief region covers the largest part of Africa? • Learners copy the map into their notebooks. • Using questioning, guide the learners to revise the relief regions of East Africa. • Using the knowledge of East Africa, learners work in groups to discuss the 	1. Provide a map showing the relief regions of Africa and ask questions about it. Focus on the relationship between relief regions and people's ways of life.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
		<ul style="list-style-type: none"> ○ Rift valley areas ● Processes of formation <ul style="list-style-type: none"> ○ Volcanicity ○ Folding ○ Faulting ● Influence of relief and landforms on people's ways of life: <ul style="list-style-type: none"> ○ Occurrence of minerals, ○ Highlands are sources of rivers which provide water to people ○ Attract tourists ○ Modify climate etc. 	<p>characteristics of the relief regions of Africa and the influence of each on people's ways of life.</p> <ul style="list-style-type: none"> ● Groups present their findings in a whole class discussion. ● Summarise their report on the chalkboard and correct mistakes if any. ● Learners work in groups to carry out research on the formation of the main relief features and landforms of Africa; and their influence on people's ways of life. ● Groups share their findings in a whole class discussion. ● Summarize their report on the chalkboard and correct mistakes made, if any. Focus the learners to understand the benefits and disadvantages associated with the relief and landforms 	

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			of Africa.	
CHARACTERISTICS AND FACTORS AFFECTING CLIMATE AND VEGETATION IN AFRICA	<p>Major climatic and vegetation types and their characteristics</p> <ul style="list-style-type: none"> a. Identify the types of climate in Africa. b. Describe the major climates of Africa and their influence on vegetation. c. Draw a sketch map of Africa showing the major types of climate in Africa. d. Explain the factors influencing the climate of Africa. e. Analyse the influence of climate and vegetation types on human activities. 	<ul style="list-style-type: none"> • Types of climate: <ul style="list-style-type: none"> ◦ Equatorial climate ◦ Tropical/savanna ◦ Mediterranean climate ◦ Hot Desert climate ◦ Montane climate ◦ Warm temperate (high veldt) • Characteristics of each type of climate/vegetation. • Influence of climate/vegetation on human activities and ways of life; including problems faced by people living in each climatic/vegetation region. 	<ul style="list-style-type: none"> • Build on the learner's knowledge of the climate of East Africa acquired in Senior Two to guide learners to understand the climate of Africa. • Show a climate graph for each type of climate, un-named. • Challenge learners to work in groups, to discuss and describe climate from the graphs. • Present a wall/chalk board/textbook map showing the climatic regions of Africa. <p>Learners copy the sketch map into their notebooks and annotate it.</p>	<ul style="list-style-type: none"> 1. Provide maps showing the flow of trade winds, ocean currents, and major water bodies and task learners to explain how each of the features shown influences the climate of Africa.

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>characteristics of the following climates:</p> <ul style="list-style-type: none"> ○ Equatorial climate ○ Tropical/savanna ○ Mediterranean climate ○ Desert climate ○ Montane climate ○ Warm temperate (high veldt) <ul style="list-style-type: none"> ● List the following factors on the chalkboard and through questioning and discussion, challenge the learners to explain how each affects the climate of Africa: Altitude/relief <ul style="list-style-type: none"> ○ Latitude (ICTZ) ○ Ocean currents ○ Distance from the sea ○ Prevailing winds ○ Relief ● Using maps help learners to further their understanding of the influence of the ICTZ 	

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			<p>(N.E and S.E trade winds in January and July/August) and ocean currents on the climate of Africa.</p> <ul style="list-style-type: none"> Present photographs showing types of vegetation from each climatic region and task the learners to describe the characteristics of each. Present a map of Africa showing types of natural vegetation. Learners draw the map and work in groups to compare the vegetation and climate types. Learners carry out a library or internet research about the human activities and ways of life in each climatic and vegetation zone; and share their findings in a whole class discussion. 	
AGRICULTURAL PRACTICES IN AFRICA	o. Identify the major types of agriculture.	Major types of agriculture	Subsistence agriculture in Africa	1. Provide statistics about

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
Location of major types of agriculture	<p>b. Locate the different types of agriculture in Africa.</p> <p>c. Draw maps to the case study areas.</p> <p>d. Describe the characteristics of small scale commercial farming.</p> <p>e. Describe the factors favoring commercial farming e.g. cocoa growing in Ghana.</p> <p>f. Describe the characteristics of small scale commercial farming (e.g. in Ghana).</p> <p>g. Explain the contribution of small scale commercial farming to the development of a country.</p>	<ul style="list-style-type: none"> • Subsistence agriculture: <ul style="list-style-type: none"> ◦ Shifting cultivation/Bush fallowing • Commercial <ul style="list-style-type: none"> ◦ Small holder farms e.g. cocoa growing in Ghana ◦ Oil palm growing in Nigeria • Factor favoring cocoa growing in Ghana: <ul style="list-style-type: none"> ◦ Heavy rainfall ◦ Deep fertile soils ◦ Flat relief ◦ Abundant labour ◦ Capital • Contribution of cocoa growing to Ghana: <ul style="list-style-type: none"> ◦ Foreign exchange ◦ Employment opportunities ◦ Local revenue 	<ul style="list-style-type: none"> • Through questioning, guide the learners, working as a whole class, to revise traditional agriculture in East Africa: shifting cultivation or bush fallowing, and the reasons it is adapted to the climate and soils. • Learners suggest why it was also the main traditional method in other parts of Africa. <p>Change to more commercial farming</p> <ul style="list-style-type: none"> • Learners suggest why many farmers in Africa are changing to more commercial methods. • Revise two main methods of commercial farming: smallholdings and plantation. <p>Smallholding commercial farming in Ghana</p>	<p>cocoa production or exports in Ghana and ask questions to guide the learners analyse them.</p> <p>2. Task learners to draw a map showing the farming areas of Ghana or Nigeria and task the learners to annotate it. They explain the conditions favouring farming in the areas shown on the map and related</p>

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	h. Analyze the challenges of small scale commercial farming in Africa.	<ul style="list-style-type: none"> • Challenges of cocoa growing: <ul style="list-style-type: none"> ◦ Soil exhaustion as a result of monoculture ◦ Easy spread of diseases 	<ul style="list-style-type: none"> • Learners find a case study of cocoa growing in Ghana in textbooks/on Internet. • Explain that many small-scale farmers in Ghana started to grow cocoa as a cash crop as well as continuing to grow some subsistence crops. • Learners suggest why smallholders started to grow a cash crops and why they have continued to grow some subsistence crops. • Support learners to locate areas where cocoa is grown in Ghana and create a map to show this. Learners draw the map in their notebooks. • Use photograph to show cocoa growing in Ghana. Challenge the learners to identify the activities involved in growing the crop. 	problems.

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			<ul style="list-style-type: none"> • Explain factors making southern Ghana suitable for cocoa as a cash crop: • Explain characteristics of cocoa growing in Ghana and compare these with coffee growing in Uganda: <ul style="list-style-type: none"> ○ family-owned farms ○ small size ○ perennial crop harvested annually once mature ○ uses family labour ○ farmers intercrop cocoa with subsistence crops for food etc. • Through discussion, learners explore the problems facing cocoa farmers in Ghana and solutions to those problems. • <i>Task the learners to carry out research and write reports about Oil palm growing in Nigeria.</i> 	
Large scale	o. Identify areas where	Large scale farming	Case study: Rubber Plantations	1. Task the

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agriculture in Africa Plantation farming in Liberia	<p>large scale farming is carried out in Africa.</p> <p>b. Describe the characteristics of plantation farming.</p> <p>c. Describe the factors favouring plantation farming in selected countries.</p> <p>d. Explain the advantages and disadvantages of plantation farming.</p>	<ul style="list-style-type: none"> ○ Rubber plantations in Liberia ○ Sugarcane plantations in Natal <p>Plantation farming in Africa</p> <ul style="list-style-type: none"> • The major crops grown under plantation • Location of plantation farming areas • Characteristics of large scale agriculture • Factor favoring large scale agriculture 	<p>in Liberia</p> <ul style="list-style-type: none"> • Explain that crops are also grown on plantations in many parts of Africa e.g. rubber in Liberia. • Support learners to locate and map rubber plantations in Liberia. • Learners look up rubber plantations in Liberia in textbooks/on Internet. • In pairs, learners use the information below to compare the characteristics of rubber plantations in Liberia with those of sugar cane or tea plantations in Uganda: <ul style="list-style-type: none"> ○ large estates of hundreds of hectares ○ one single crop ○ heavy rain and high temperatures all year ○ flat land and fertile 	<p>learners to draw a map to show the distribution of plantation farms in Liberia.</p> <p>2. Learners imagine a plantation farm has been set up in their local area. They suggest the likely benefits and disadvantages which may come along with the new farming project.</p>

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			<ul style="list-style-type: none"> soils <ul style="list-style-type: none"> ○ mainly foreign-owned by one rich American company ○ needs a lot of capital ○ most profits sent overseas ○ highly mechanised for sowing and planting ○ large labour force needed for harvesting ○ labour force poorly paid and often work in poor conditions ○ trees yield for many years once mature • In groups, learners use the map of Liberia and the above characteristics of rubber plantations to discuss the factors favouring plantation farming in Liberia. Groups share their ideas. 	

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			<ul style="list-style-type: none"> Revise from East Africa, the advantages and disadvantages of plantations/monoculture. <i>Individually, learners carry out library/internet research and make report about Sugar cane plantations in Natal Province (South Africa)</i> 	
Large scale irrigation farming in Africa: Gezira irrigation scheme on the Nile river	<ol style="list-style-type: none"> Locate areas of large scale irrigation schemes on a sketch map of Africa. Draw a sketch map of the Gezira irrigation scheme. Describe the organisation of the Gezira Scheme. Explain the factors favouring the development of large scale irrigation in Africa 	<ul style="list-style-type: none"> Location of the Gezira scheme; Map. Organisation and management of the scheme: <ul style="list-style-type: none"> perennial irrigation, net work of canals Ownership of the scheme. Factors favouring the development of the scheme: physical and human Benefits and 	<ul style="list-style-type: none"> Guide learners to locate and map large scale irrigation schemes in Africa. In pairs, learners compare the map showing irrigated lands with the climate map of Africa; they point out characteristics of irrigated lands in Africa.. <p>The importance of irrigation and types of irrigation</p> <ul style="list-style-type: none"> Ask learners why irrigation is important in Africa and becoming increasingly important. 	<ol style="list-style-type: none"> Task learners to name an area in Uganda which can be developed through irrigation and give reasons to support their idea. They explain methods which they can use to irrigate the area and

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	<p>e. Explain the benefits and disadvantages of irrigation farming</p> <p>f. Analyze the challenges of irrigation farming</p>	<p>challenges of the scheme:</p> <ul style="list-style-type: none"> o Loss of water due to high rates of evaporation o Pests and diseases o Silting of irrigation canals o Rapid growth of Weeds o High costs of maintenance. 	<ul style="list-style-type: none"> • Summarise their responses and focus them to understand the reasons for irrigation including aridity and climate change. • Show pictures of different methods of irrigation and ask learners to describe them. <p>The Gezira irrigation scheme</p> <ul style="list-style-type: none"> • Show a map of the position of the Gezira scheme in relation to the branches of the Nile and a climate graph of the Gezira plains. Learners copy the map into their notebooks. • Ask learners to suggest why the Gezira scheme was established and developed where it is and factors leading to its development. • Using diagrams, explain the organisation and management of the Gezira 	suggest possible challenges which can be faced.

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			<p>scheme.</p> <ul style="list-style-type: none"> • Focus learners to understand the size, ownership, and system of water supply on the scheme; including the roles of the Sudan Gezira Board, Water User Associations, Land owners, Share croppers, Renters, Croppers and the Sudan government. • Ask learners to suggest the advantages of cooperation between government and local farmers. • Through discussion, guide learners to explore the benefit and problems of the Gezira scheme. • Learners suggest how the problems of the Gezira scheme can be solved. 	
LIVESTOCK FARMING IN AFRICA:	a. Locate areas of traditional nomadic pastoral farming in	<ul style="list-style-type: none"> • Meaning of "nomadic pastoral farming". • Areas practicing 	Traditional pastoral farming <ul style="list-style-type: none"> • Show learners one or more photographs of Fulani 	1. (a) Give a task for learners to account for the

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
Traditional nomadic pastoralism and modern livestock ranching in Africa	<p>a. Africa.</p> <p>b. Explain the factors leading to nomadic herding.</p> <p>c. Explain the challenges facing nomadic herders.</p> <p>d. Identify the areas where ranching is practiced in Africa.</p> <p>e. Describe the characteristics of ranching in Africa.</p> <p>f. Analyze the factors favoring ranching in Africa</p> <p>g. Explain the benefits and challenges of livestock ranching.</p>	<p>nomadic pastoral farming: the Fulani of the Sahel.</p> <ul style="list-style-type: none"> • Characteristics, benefits and challenges of nomadic herding. • Location of ranches in Africa: Botswana • Characteristics of ranching in Africa. • Factors favoring ranching. • Benefits and challenges of livestock ranching. 	<p>nomadic pastoral farming and a climate graph of the Sahel region. Learners describe the area on the photograph, including the environment and the activities seen.</p> <ul style="list-style-type: none"> • Using the climate graph, explain how the farming is related to the environment. • Learners investigate the main nomadic pastoral areas of Africa and the names of some pastoral groups and create a map of their own to show this. Monitor and help as needed. • Learners work in groups to identify and discuss some of the problems nomads face in the modern world, drawing on own knowledge and further research. <p>Commercial livestock ranching</p>	<p>presence of nomadic herding in the Sahel region.</p> <p>(b) Learners explain the challenges of transforming nomadic herding in Nigeria into modern livestock farming.</p>

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			<ul style="list-style-type: none"> • Use a map and photograph of a Commercial ranch in Botswana. Ask learners to describe what they see and compare with the nomadic pastoral areas. • Learners use the library/Internet to find out about ranching in Botswana. • Describe the main features of ranching in Botswana and learners summarise in a table the differences between nomadic pastoral farming and ranching. • Learners discuss the advantages of commercial ranching in the modern world. • Learners discuss how difficult it is for nomads to change to commercial farming, but also identify the advantages of 	

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			doing so.	
Development of the mining and manufacturing industries in Africa	a. Identify the major minerals in Africa b. Locate minerals and mining centres on the sketch map of Africa c. Explain the factors favouring the development of mining in Africa. d. Describe the method used in mining different minerals. e. Locate the major industrial centres in Africa f. Describe factors that favoured the development of industries g. Explain the contribution and challenges of industrial	<ul style="list-style-type: none"> • Mineral and mining centres: <ul style="list-style-type: none"> ○ Copper belt in Zambia ○ The rand gold fields of south Africa ○ Oil mining in Nigeria • Factors favouring the development of copper belt in Zambia: <ul style="list-style-type: none"> ○ Large copper deposits ○ High grade of copper ○ Power ○ Accessibility <p>Mining methods</p> <ul style="list-style-type: none"> ○ Open cast, ○ Underground / Adit method. 	<p>Minerals in Africa</p> <ul style="list-style-type: none"> • Use a wall map, sketch map and/or atlas map or Internet map of mineral resources and mining areas in Africa. • Learners draw the map and make a table of countries with minerals and the minerals in each. (Use the most important mining areas only, not an exhaustive list). • Revision: From work on minerals in East Africa, learners draw diagrams to show the three main methods of mining: open cast, underground and oil drilling. Make a list of the problems of each method. • Learners annotate photographs of mining, identifying what the process 	<ol style="list-style-type: none"> 1. Assess the learners' field work reports and evaluate their data collection and management skills; also note how well they have understood industrial development. 2. Provide a map of any one country studied showing mining and industrial areas and ask questions about it.

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	development	<ul style="list-style-type: none"> ○ Drilling ● Major industrial centres: <ul style="list-style-type: none"> ○ Accra-Tema complex in Ghana ○ Witwatersrand of South Africa ● Factors favouring development of industries ● Benefit and challenges of industrial development 	<p>is and how it might affect the environment.</p> <p>Case studies</p> <ul style="list-style-type: none"> ● Help the learners to explore the following case studies of mining: <ul style="list-style-type: none"> ○ Mining in South Africa ○ Copper mining in Zambia ○ Oil in Nigeria. ● Emphasise the social, economic and environmental problems which are associated with mining in each case study area. <p>Economic benefits of mining</p> <ul style="list-style-type: none"> ● Ask learners to suggest the possible economic benefits of mining to governments and people (profits from taxes and exports, employment, infrastructure development, social service development). 	

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			<ul style="list-style-type: none"> • Explain why these economic developments do not always benefit the people of the countries where mining takes place. • Learners discuss the above problems and collaborate in groups to come up recommendations and suggestions as to how we can make sure that most people in a country benefit from mining. <p>Manufacturing industries in Africa</p> <ul style="list-style-type: none"> • Revision by questioning: guide learners to revise factors influencing the distribution of industries. • Ask learners to explain the relationship between mining and industrial development. • Arrange a field visit to a local 	

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			<p>factory/industry to help learners understand the development of industries; including the positive and negative impacts on people and the environment.</p> <ul style="list-style-type: none"> • Use maps to show examples of Major industrial areas in Africa (Accra-Tema, Ghana; Witwatersrand or Rand industrial area, South Africa). • Learners draw their own maps of the case study areas. • In groups, learners conduct research on the two case study areas and present their reports. • Learners discuss the advantages, disadvantages, and challenges of African countries establishing manufacturing industries. 	
Development of	a. Identify the major	• Major forms of	Transport in Africa	1. Provide a map

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
transport and communication problems and prospects in Africa	<p>forms of transport in Africa</p> <p>b. Describe factors influencing the development of transport in selected countries(water transport in Congo , rail transport in Zambia ,rail and air in South Africa</p>	<p>transport in Africa</p> <ul style="list-style-type: none"> • Distribution of major international air ports , railway lines, and major water ways • Telecommunications • Transport and communication In D.R. Congo • Map showing D.R. Congo in relation to surrounding countries e.g. Uganda, Rwanda • Major rivers e.g. Congo and its tributaries • Railway lines joining navigable parts of the river • Major air port e.g. Kinshasa • Factors influencing the development of transport 	<ul style="list-style-type: none"> • Use a map showing the main railways, important inter-African roads, main navigable waterways, main international airports and main ports of Africa. (Note: show only the very important ones.) • Learners make a table of the above, showing type of transport, from where to where, and countries linked. • Learners suggest reasons for this pattern of transport: <ul style="list-style-type: none"> ○ Transport developed by colonial powers more interested in exporting raw materials outside Africa and importing industrial goods than inter-African trade ○ Transport networks mainly developed within each country's borders or 	<p>showing transport network in any one of the countries studied and task the learners to;</p> <p>a) Account for the distribution of the network</p> <p>b) Explain the problems facing transport in the country</p> <p>c) Explain how the problems are being solved.</p>

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>within countries linked politically e.g. East Africa or southern Africa.</p> <ul style="list-style-type: none"> ○ Different colonial powers introduced railways with different gauges. ○ Many countries produce the same kinds of goods, so no need for trade. ● Explain the physical problems of African transport e.g. Congo. ● Ask learners which types of transport are likely to be important for inter-African trade (road and air, and rail in some places). Which types of transport are important for international trade outside Africa? (ship and air) ● Ask learners to suggest the usefulness and advantages of developing inland water transport e.g. on Congo River. 	

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>Ask learners the importance of developing ports in Africa.</p> <ul style="list-style-type: none"> • Observe learners making tables and evaluate their transparency and effectiveness in delivering information. • Evaluate how effectively learners are consolidating their prior learning, and ability to build on this. • Observe learners as they discuss and explain the problems facing inter-African trade. How well can they identify the advantages and disadvantages of developing more inter-African trade? • Note how well learners explain whether and how the internet will improve trade within Africa. To what extent are they able to back this up with Communications in 	

TOPIC/SUBTOPIC	OBJECTIVES The learner should be able to:	CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
			<p>Africa</p> <ul style="list-style-type: none"> Revision: learners list the main forms of communication in the past and today. Ask learners how they would communicate with people in other African countries. Learners suggest the changes in communication brought about by the Internet and social media. How has this helped Africa? Learners explain whether and how the internet will improve trade within Africa and back this up with reasons. 	

ABRIDGED CRE FOR S.2, S.3 & S.4 2022

Abridged Curriculum For S.2 2022

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior two. It combines work of senior One that was not taught and that of senior two. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
WORSHIP	Left out	covered before the lock down and the short opening during the Lockdown
RITUALS AND CELEBRATIONS: Know the main rituals practiced by Christians in order to develop unity and love.(k, v)	left out	Taken care of by the following learning activities <ul style="list-style-type: none"> • Discuss and share ideas about their understanding of a ritual • Research and report on how any of these rituals are conducted in their Church. • Use the New Testament to identify and record at least three rituals\discuss rituals • Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians. • Discuss and record celebrations observed by Christians in the Church today • Choose one Christian celebrations and role-play how it is conducted share the importance of Christian's celebrations in promoting fruitful friendship between young people
CHRISTIAN RITUALS AND CELEBRATIONS LO: Understand that religion is ancient, diverse and dynamic(u)	left out	Taken care of by the following learning activities <ul style="list-style-type: none"> • Link the Old Testament to the New Testament • Identify the values promoted by the Torah. • Explain the expected relationship between God and man and with fellow men.
RESPECT FOR HUMAN LIFE • Watch movies depicting human dignity	left out	The other activities promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

<ul style="list-style-type: none"> Write a summary of the lessons learnt about respect for human life from biblical teachings Discuss self-esteem and assertiveness in the promotion of human dignity. 		
MARRIAGE Discuss the importance of children in a marriage relationship using examples.		Taken care of by other learning activities
FAMILY: suggested activities <ul style="list-style-type: none"> Explain the meaning of a family using examples Write the responsibilities of each of the family members Use role play to express the role of family members Draw lessons from the good practices of the traditional African family. 	left out	Taken care of by the other learning activities to reduce overload.

TERM ONE 2022

THEME: MAN'S RELATIONSHIP WITH GOD

TOPIC 2: CHRISTIAN RITUALS AND CELEBRATIONS

Competency: Learners understand religious rituals and celebrations as a means of promoting unity, love and commitment to God.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the main rituals practiced by Christians in order to develop unity and love (k, u, v)	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Brainstorm and share ideas about rituals and share their experiences of rituals so as to identify the Christian rituals conducted in Church today. 	<ul style="list-style-type: none"> • Observe responses of individual learners for evidence of understanding of Christian rituals. • Listen to learners contribution for accuracy of facts and fluency in communication
a) Understand the importance of observing Christian rituals as a way of expressing commitment and love to God and fellow human beings (k, u, v)	<ul style="list-style-type: none"> • Describe the following Christian rituals. <ul style="list-style-type: none"> • Baptism • Confirmation • Marriage/Ordination • Discuss the meaning of the Christian rituals 	<ul style="list-style-type: none"> • Observe learners discuss the Christian rituals, observe their notes for evidence of understanding and accuracy. • Examine the quality and accuracy of the research each learner presents in their written products. • Analyse the product of accuracy
	<p>In groups, the teacher guides learners to:</p> <ul style="list-style-type: none"> • Trace the origin of the rituals observed with a specific focus on Matthew 3:13-17, 17, 26: 17-30, and Acts of the Apostles 2:1-13, 38 and 19:4 <p>In groups:</p> <ul style="list-style-type: none"> • Discuss rituals in the Old Testament • Read the Biblical verses to identify rituals, in Luke 2:21-40, Matthew 3:13-17 and 26:17-30, and John 2:1-12 • Identify rituals in the life of Jesus, such as the Baptism in the River Jordan, Matthew 	<ul style="list-style-type: none"> • Examine the quality and accuracy of individual learners 'product'. • Assess the accuracy of the Bible quotations used in the summary report • Listen to learners read the verses for accuracy and fluency

	<p>3:13 – 17, and the presentation in the Temple.</p>	
a) Appreciate the values of rituals in the lives of Christians (u, v)	<p>In groups learners:</p> <ul style="list-style-type: none"> • Discuss importance of rituals in Christian life showing how Christian rituals bring people together. <p>In groups learners:</p> <ul style="list-style-type: none"> • Use the internet or Research and report about the rituals in the African tradition from birth to death. 	<ul style="list-style-type: none"> • Observe learners contribution in a peaceful way during group work. • Question/converse with learners to assess their understanding of the Christian rituals • Examine individual learners written product to assess accuracy of the information

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to:		

<p>a) Understand symbols related to Christian rituals. (u, v)</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Collect pictures depicting Christian celebrations and display the different pictures and drawings on the walls • Share stories about Christian celebrations they have participated in. • Describe ceremony and explain each of the steps • Choose Christian celebrations and write about its origin and importance in the Christian church. • Explain the importance of the following Christian celebrations: Congregational celebrations on Saturday and Sunday, Ash Wednesday, Palm Sunday, Easter Sunday, and Christmas; and other celebrations, such as the Ascension, the Assumption, All Saints Day and Martyrs Day. <p>Learners:</p> <ul style="list-style-type: none"> • Discuss the celebrations in the traditional Africa and how they fostered unity 	<ul style="list-style-type: none"> • Scrutinise the collected materials and listen to the learners as they talk about each of them. • Observe individual learners contribution to a class discussions and conversations about celebrations. • In a conversation question the learners to ascertain their understanding of how celebrations promote unity and fellowship. • Observe leaners roles in the role play and judge if the message, meaning andprocedure are presented correctly.
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Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested learning activities:

- Discuss and share ideas about their understanding of a ritual
- Research and report on how any of these rituals are conducted in their Church.
- Use the New Testament to identify and record at least three rituals\discuss rituals
- Write a report explaining ways through which Christian rituals create a bond of love and unity among Christians.
- Discuss and record celebrations observed by Christians in the Church today
- Choose one Christian celebrations and role-play how it is conducted share the importance of Christian's celebrations in promoting fruitful friendship between young people

Merged Learning Outcomes:

- a) Know the main rituals practiced by Christians in order to develop unity and love.(k, v)

TERM ONE 2022**THEME: MAN'S RELATIONSHIP WITH GOD****TOPIC 3: VALUES IN CHRISTIANITY, ISLAM AND AFRICAN TRADITIONAL RELIGION**

Competency: Appreciate the beliefs and moral practices in other religions to develop tolerance to other faiths in order to live in harmony with them in a diverse world.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand the foundation of Christianity, Islam and traditional African religion(k, u) b) Understand the characteristics of religions other than their own for the purposes of harmonious living (u)	<p>Learners:</p> <ul style="list-style-type: none"> • Use the internet or Research on the foundation of Christianity and Islam and share their findings in presentation • Use the internet or Research the origin of African Traditional Religion and share their findings in class. • Watch a movie about or Research the Pre- Islamic period (Jahiliyya) and share their findings in a plenary. <p>In groups, learners</p> <ul style="list-style-type: none"> • identify the prophesies about Christ in the Old Testament • Discuss the Torah, the Ten Commandments in Christianity. • Read about the pillars of Islam and collect pictures relating to each of the pillars. 	<ul style="list-style-type: none"> • In a conversation question the learners to ascertain their understanding of the Jahiliyya period • Assess their written products for evidence of understanding the teaching of the New and Old testament • Read the written reports on monotheism in Christianity, Islam and an African Traditional Religion for accuracy. • Observe learners work in groups and look out for co-operation, respect and self-control. • Listen to the learners' views about Islam, for peace and harmonious living and respect.

	<ul style="list-style-type: none"> • Discuss the features of African Traditional Religious beliefs. 	
a) Understand the common beliefs across Islam, Christianity and traditions religions (k, u) b) Appreciate the values of other religions (u, v)	<p>In groups:</p> <ul style="list-style-type: none"> • Respectfully share ideas about different beliefs in God across the three religious traditions • Use the internet to search or Research monotheism in Christianity, Islam and African Traditional Religion and present their findings in a plenary. • Discuss the aspect of monotheism in Christianity and Islam • Identify the similarities and differences of the same concepts in Islam and Christianity. • Research and discuss the nature of God under the following topics. <ul style="list-style-type: none"> a) Omnipotence b) Omnipresent c) Omniscience 	

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
	<ul style="list-style-type: none"> • Identify God's intermediaries in African Traditional Religion and share their findings in a plenary under the guidance of the teacher. • Analyse the differences between Christianity, Islam and African Traditional Religion. <p>Learners:</p> <ul style="list-style-type: none"> • Research and explain the concept of ancestors and mediators in African Traditional Religion. 	<ul style="list-style-type: none"> • Observe learner's research assess their communication and cooperation skills together with their individual contribution to the task. • Assess their written products for evidence of understanding the teaching of 2 religions. • Observe individual participation of learners as they read and discuss in groups. • Analyse the written reports to ascertain knowledge and accuracy.
<p>a) Understand the relationship between Christian and Islamic beliefs (k, u).</p> <p>b) Appreciate the values promoted by the Ten Commandments and the Pillars and Articles of Faith in Islam(u)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Watch the movies about or Read the Ten Commandments and use them to compare the beliefs between Christianity and Islam. • Read the Nicene Creed to identify aspects that relate to the relationship with God. • Research the 5 Pillars of Islam and the 6 articles of faith in Islam and explain how man related to God in Islam. • Choose one of the 5 Pillars of Islam and one of the beliefs in the Nicene 	

	<p>Creed, explain what they mean and how each enables one to relate with God.</p> <ul style="list-style-type: none"> Write a summary of the values promoted in the Pillars of Faith in Islam. 	
a) Appreciate the biblical teaching about harmonious living (u, v, s)	<p>In groups learners:</p> <ul style="list-style-type: none"> Read about the Jewish tradition with reference to Luke 9:49-50 and discuss how Jesus lived in harmony with others with a focus on John4:7-27 Read about the teachings on harmonious living in the New Testament with a focus on Acts of the Apostles 28:30-31, Romans 14:1-23 and 1Corinthians10:31-32 Write a report on the similarities across Christianity, Islam and African Traditional Religion Write the report on the values promoted by each of the religious traditions. Write a report on how people of different faiths can live harmoniously. 	<ul style="list-style-type: none"> Listen to learners read for fluency Analyse the written reports for accuracy and respect for humanity Read the written report for accuracy and understanding of harmonious living

Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested learning activities:

- Link the Old Testament to the New Testament
- Identify the values promoted by the Torah.
- Explain the expected relationship between God and man and with fellow men.

Merged Learning Outcomes:

- Understand that religion is ancient, diverse and dynamic(u)

TERM TWO 2022

THEME: MAN'S SOCIAL RELATIONS

TOPIC 1: RESPECT FOR HUMAN LIFE

Competency: Learners understand how religions promote respect for human life by fostering the values of tolerance, respect, fairness, harmony and peaceful co-existence

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE STRATEGY	ASSESSMENT
The learner should be able to:			

a) Appreciate Christian teaching of human dignity and respect for life (u/v)	<ul style="list-style-type: none"> • Discuss the meaning of human dignity with examples from school where community members have not been respected. • Debate whether being human is not conditional to one's status, level of education, wealth and religion. • Use the Bible to explain that human beings are created in God's image (Genesis 1:26-28, 5:1-2 and 9:6) • Identify teaching about the sanctity of life in Exodus 20:13 and John 8:11 • Use John 8:11 to explain Jesus' attitude to human dignity. • Write a summary of teachings about the sanctity of life in Exodus 20:13 and John 8:11 	<ul style="list-style-type: none"> • Observe learners as they exchange ideas about human dignity, listen for accuracy of facts and the logic in the ideas presented • Assess the accuracy of the Bible quotations used in the summary report • Investigate the written reports to ascertain knowledge and accuracy.
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<p>a) Appreciate life as a special gift from God that should be respected and protected (u, v)</p>	<ul style="list-style-type: none"> • Discuss ways through which life should be respected and protected. • Use examples to describe acts that deprive respect for human life. <p>In groups:</p> <ul style="list-style-type: none"> • Discuss how respect for human life is presented through the teaching about slaves in Leviticus 19:12-18 and Numbers 35:9-12. • Discuss ways in which Jesus promoted the human dignity of sinners with a focus on Mathew 9:9-13 and Luke 19:1-10 • Identify ways through which human dignity should be promoted and protected with a focus on Exodus 20:12- 17 • Identify ways through which human dignity of the underprivileged should be protected with an emphasis on Exodus 21:1-3, 2 Samuel 9:1-8, 1 Peter 18-20, James 5:1-6. Colossians 3:22, 4:1 and Mark 1:40 – 45 	<ul style="list-style-type: none"> • Assess learners' written products for evidence of understanding the Biblical teaching about human dignity • Assess the accuracy of the Bible quotations used in the summary report • Observe the learners work in groups to find out the promotion of respect • Listen to learners' discussion in relation to the promotion of the gift of life.
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LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE STRATEGY	ASSESSMENT
	<ul style="list-style-type: none"> • Discuss how Jesus promoted the human dignity of children and women in Mark 10:13-16, John 4:1-9 and Luke 7:36 -39 and 11:38 - 42 • Discuss acts that promote human dignity • State reasons why life should be respected and protected. • Choose verses relating to human dignity from the Bible, other than those given, and explain what they teach about human dignity. 		

<p>a) Appreciate sexuality as God's design of creation(v/a)</p> <p>b) Understand the importance of respecting oneself by valuing one's own body(u, v)</p> <p>c) Appreciate the complementary nature of men and women (v).</p>	<p>In groups, learners:</p> <ul style="list-style-type: none"> • Use the internet to search or discuss human development and sexuality according to God's plan in relation to the creation story in the bible. • Discuss the complementary nature of men and women. • Explain concepts in human life and sexuality, such as dignity of human sexuality and hygiene. • Discuss the importance of self-respect in terms of: <ul style="list-style-type: none"> ➢ Valuing your own body ➢ Observing personal hygiene ➢ Protecting self from communicable diseases ➢ Abstinence from sex. • Write about religious teachings on sexuality <p>Individually learners:</p> <ul style="list-style-type: none"> • Word process or write an article on ways young people can value their bodies. <p>Learners:</p> <ul style="list-style-type: none"> • Discuss ways in which the Africans promoted human dignity 	<ul style="list-style-type: none"> • Observe learner's interaction and individual contribution in the group activity in a conversation question individual learner to assess their understanding of sexuality in relation to Gods plan. • Examine the written products for evidence of accuracy of information given in relation to sexuality. • Listen to learners' discussion about the African perspective of human dignity.
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Remarks

The following have been removed from the abridged version but are well taken care of:

Suggested learning activities:

- Watch movies depicting human dignity
- Write a summary of the lessons learnt about respect for human life from biblical teachings
- Discuss self-esteem and assertiveness in the promotion of human dignity.

Learning Outcomes: These are all retained however, some of the activities that promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

TERM TWO 2022

THEME: MAN'S SOCIAL RELATIONS

TOPIC 2: MARRIAGE

Competency: Learners appreciate the importance of marriage and how it fosters the values of love, honesty, respect, harmony and generosity

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to:		

<p>a) Understand the meaning purpose of courtship and marriage in the promotion of love and honesty(u, v)</p> <p>b) Appreciates the purpose of marriage(v)</p>	<p>In a discussion the teacher guides learners to:</p> <ul style="list-style-type: none"> • Discover the meaning and purpose of marriage given examples, which reflect marriage as a custodian of the values of love and honesty. • Explain marriage as a custodian of love and honesty using examples. • Describe the importance of courtship period using examples • Discuss the problems associated with not having courtship period • Identify and record the value of preparing for marriage with reference to Genesis24. • Analyse the values of unity in marriage with reference to the Bible text in Genesis 2:18 - 25 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners. • Observe group discussions conversations for evidence of individual participation and respect for others' opinions. • Examine the written products for evidence of accurate bible references and presentation of personal opinion • Examine the written products for accuracy of facts provided
<p>d) Appreciate the importance of children in marriage and society (u, v)</p>	<p>The teacher guides learners to:</p> <ul style="list-style-type: none"> • Analyse the value of children in a marriage with reference to Genesis 1:28, 21:6-7 and 1Samuel 2:8 • Word process or write about and suggest ways of keeping a childless marriage happy. 	<ul style="list-style-type: none"> • Observe learners discuss for evidence of co-operation • Assess the learners products

e) Appreciate Christian teachings about marriage (u, v)	<p>Guide learners to:</p> <ul style="list-style-type: none"> • Identify the values of love, patience and forgiveness with reference to Hosea 2 and 3 • Discuss the conduct of husbands and wives in a marriage and how it applies today with reference to 1 Peter 3:17 • Identify ways of promoting stability in a marriage using John 2:1 • Write about the expected Christian behaviour in a marriage with reference to 1 Corinthians 	<ul style="list-style-type: none"> • Assess learners' written products for evidence of understanding the Biblical teaching about marriage • Assess learners' written products for evidence of understanding the African teaching about marriage
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LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: <p>a) Appreciate traditional African marriage and the values therein (u, v)</p>	<p>Learners:</p> <ul style="list-style-type: none"> • Use the internet or research and report about courtship and marriage in traditional Africa • Discuss the good practices of traditional African marriage • Compare traditional and Christian marriages 	<ul style="list-style-type: none"> • Observe group discussion for evidence of individual participation and respect for others' opinions

Remarks

The following have been removed from the abridged version but are well taken care of:

- **Suggested learning activities:**
- Discuss the importance of children in a marriage relationship using examples.

Learning Outcomes: These are all retained however, some of the activities that promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

TERM THREE 2022

THEME: MAN'S SOCIAL RELATIONS

TOPIC 3: FAMILY

Competency: Learners understand how the family promotes the values of responsibility unity, loyalty, generosity and harmony as derived from Christianity and African traditional society

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
The learner should be able to: a) Understand the importance of family to society to promote unity (u)	In a discussion the teacher guides learners to: <ul style="list-style-type: none">• Write about the meaning of family and the members who constitute a family• Share ideas about the importance of a family in society.	<ul style="list-style-type: none">• Observe learners' discussion in group work\examine their writings in their exercise books• Observe learner's interaction and individual contribution in the group activity in a conversation questions individual learner to assess their understanding of the family institution• Examine the quality and accuracy of the biblical understanding of the texts presented by the learners
a) Know the various types of family to develop unity, empathy, loyalty and generosity (k)	<ul style="list-style-type: none">• Explain the two major types of family• Share ideas and experiences about the advantages and disadvantages of each of them.• Record the values that are promoted by each type of family.	

<p>a) Understand the roles of the different members of the family to promote the values of individual responsibility (u/v/a)</p>	<ul style="list-style-type: none"> • Discuss and record the roles played by different members of the family • Use Ephesians 6:1-4, 1 Peter 3:1-7, Exodus 2:1-3, 20:12 and Genesis 24 to identify the roles of different members of the family. • Write about the ideal relationship in a family as expressed in Paul's letter to the Ephesians. 	<ul style="list-style-type: none"> • Analyse the written product about the family for accuracy and value progression
<p>a) Appreciate the values of harmony within the family relationships (u, v)</p>	<ul style="list-style-type: none"> • Share ideas about misunderstandings between children and their parents. • Write about the causes of misunderstandings between husbands and wives. • Summarise the dangers of family instability of family members and society in general. • Suggest and record possible ways of resolving misunderstandings within the family. • Explain the importance of harmony in the family. • Discuss the challenges facing the modern family setting and give solutions in your exercise book. 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners • Examine the quality and accuracy of the biblical understanding of the texts about family presented by the learners • Observe the learners discuss for accuracy and co-operation amongst the learners

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
a) Understand current family trends (u)	<ul style="list-style-type: none"> • Discuss the current family trends • Share ideas about the challenges brought about by the new family. • Suggest ways of promoting the right attitudes to family. 	<ul style="list-style-type: none"> • Listen to learners discuss the Biblical verses for accuracy and proper understanding • Analyse written products in regard to respect for the relationship between children and parents
a) Appreciate Christian teaching about family (u, v)	<ul style="list-style-type: none"> • Use the Bible to identify and record teachings about the family • Use the example of Abraham's family to identify the values expressed • Use Ephesians 5:22-33 to describe the relationship within in a family setting. • Use Ephesians 6:1-4 to explain the ideal relationship between children and parents. 	

<ul style="list-style-type: none"> a) Understand the types of family in traditional African Society (u) b) Understand the nature of the traditional African family(u, v) c) Understand how modernity has influenced the African family(u, v) 	<ul style="list-style-type: none"> • Explain the nature of family in the traditional African setting • Identify the features of a good family in traditional Africa • Explain the place of the family in the community • Word process or write about the African family values that are relevant to today. • Compare the African family to the modern family in Uganda today 	<ul style="list-style-type: none"> • Examine the quality and accuracy of the research presented by the learners • Analyse the written products for accuracy of facts
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Remarks

The following have been removed from the abridged version but are well taken care of:

- **Suggested learning activities:**
- Explain the meaning of a family using examples
- Write the responsibilities of each of the family members
- Use role play to express the role of family members
- Draw lessons from the good practices of the traditional African family.

Learning Outcomes: These are all retained however, some of the activities that promote the same knowledge, skills, attitudes and values have been merged to reduce the load.

CHRISTIAN RELIGIOUS EDUCATION

Abridged curriculum for S.3 2022

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior two. It combines work of senior two that was not taught and that of senior three. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
RESPONSE TO VALUES		These concepts are well explained in the sub theme of loyalty and justice in society.
Working in the Changing Society: Changes in the patterns of work	shifted	To be done while discussing the types of change
JUSTICE: the church history section Slavery practices, The Early Church, African slave trade and practices, oppression of minority groups	left out	The concept of slavery and oppression is taught in History
JUSTICE: Old Testament Use the kings – King Saul – King David – King Solomon – King Jeroboam – King Ahab	merged	They all explain one aspect of injustice
Service: in the Early Church	left out	The aspects of the early church are discussed in other themes.
Loyalty in the middle ages and recent times	left out	Catered for in the subtheme of change.

Happiness in the early Church <ul style="list-style-type: none">• Ignatius of Antioch• Cyprian of Carthage• Augustine of Hippo	left out	The following has been left out in consideration of the fact that their relevance to Ugandan learners is very minimal.
Success CHURCH HISTORY <ul style="list-style-type: none">• Teaching about un-ending life in church History.• General belief about un-ending life at the time of Christ.• The preaching of the Apostles.• The Middle – Ages (distortion, fear of death, sale of indulgences)• Modern times (pre - destination Threatening/scaring preaching by the missionaries, correct teaching Success <ul style="list-style-type: none">• Hindrances to success.• Identification of successful people in society.	left out	These mainly discuss the evolution of beliefs at that time. They are more of historical facts that can be learned at higher levels of education.

SENIOR THREE

TERM I

THEME: MAN IN A CHANGING SOCIETY

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
LIVING IN A CHANGING SOCIETY.	<ul style="list-style-type: none"> • Define change • Identify the types of change, effects • Share their experiences of how they have responded to change 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> • Types of change; social, economic, political and physical • Causes and effects of change 	<ul style="list-style-type: none"> • Analysing pictures • Group work and discussion about the various changes.
	<ul style="list-style-type: none"> • Identify the various ways in which Africans marked the different stages of change in life 	<p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> • Change in traditional society [status, rites of passage) 	<ul style="list-style-type: none"> • Analysis of written stories.
	<ul style="list-style-type: none"> • Appreciate the role of Adrian Atiman and Apollo 	<p>CHURCH HISTORY</p> <ul style="list-style-type: none"> • Agents of change; Adrian Atiman and Apollo Kivebulaya 	<ul style="list-style-type: none"> • Historical briefs about church history times • Guided discovery

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	<p>Kivebulaya as agents of change</p> <ul style="list-style-type: none"> • Mention ways in which worship and evangelism have changed over the years. 	<p>.</p>	<ul style="list-style-type: none"> • Role play about the role of the agents of change
	<ul style="list-style-type: none"> • Identify the purpose and responsibilities of human beings at creation. • Describe the changes experienced by: • Abraham, • The Israelites under Moses, Joshua, • The prophet Amos 	<p>BIBLE: Old Testament</p> <ul style="list-style-type: none"> • Creation stories; Genesis 1&2 • Changes experienced by Abraham and Moses. • The Decalogue as an instrument of change for the Israelites • Prophet Amos a call to change. 	<ul style="list-style-type: none"> • Video show Abraham or Moses' life. • Bible reading and text analysis. • Discussion about how the given personalities coped with change. • Bible reading/film/video show about the ten commandments • Comparative study between the Decalogue and the constitution
	Identify the New Testament teaching about the change	<p>New Testament.</p> <ul style="list-style-type: none"> • New Testament teaching on change • Jesus as an agent of change • Christians as agents of change • Messengers from John the Baptist 	Bible reading, text analysis and discussion about the parables concerning responsibility.

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		<p>Matt.11:1-6</p> <ul style="list-style-type: none"> Parables in Jesus' ministry; Matt.13:1-17, the parable of weeds Matt.13: 24-30. <p>1Corinth12:12-27</p> <p>Mark 1:8-11</p> <p>John 2:13-22</p> <p>Acts 2:1-12</p>	
WORKING IN A CHANGING SOCIETY	<ul style="list-style-type: none"> Define work Identify the importance of work, problems associated with work and the solutions. Identify the different ways in which work is abused, what causes it and how it can be solved. Tell the factors influencing the choice of a career. 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> Importance of work Abuse of work Solutions to the problems Careers and their choice 	<ul style="list-style-type: none"> Sharing of experiences and Discussion about the meaning and problems associated to work. Debate on abuse of work in the modern times.
	<ul style="list-style-type: none"> Explain the understanding of work Express appreciation of the traditional African 	<p>WORK IN TRADITIONAL AFRICAN SOCIETY</p> <ul style="list-style-type: none"> Understanding of work in ATS 	<ul style="list-style-type: none"> Story telling about the meaning and values of work in traditional Africa. Discussion about the attitude

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	<p>Society attitude towards work.</p> <ul style="list-style-type: none"> • 		<p>towards work in Africa.</p>
	<ul style="list-style-type: none"> • Give examples of the ways workers were treated in the early centuries in the Roman Empire and why they were treated like that. • Tell who monks and nuns were, why they chose that life and the work they did. • Identify the role missionaries played in the field of work. 	<p>CHURCH HISTORY</p> <ul style="list-style-type: none"> • Role of the monks and nuns in the field of work • The role of craft guilds in the field of work may not be very relevant to Ugandan situation. • The role missionaries played in the field of work. 	<ul style="list-style-type: none"> • Reading of texts from the students' book and analysis of the text read. • Guided discussion about personalities who tried to improve the working conditions of people of their time. • Discussion about work ethics of the missionaries. • Discussion about the role of missionaries in Africa
	<ul style="list-style-type: none"> • Give examples to show that God is a worker • Explain the ways in which human beings are co-creators with God. • Identify the ways in which work can be a dis- 	<p>THE BIBLE</p> <p>Old Testament</p> <ul style="list-style-type: none"> • God as a worker and initiator of work • Genesis 1& 2. • How human beings share in God's creative activity through work Genesis 1:28 (co-create). 	<ul style="list-style-type: none"> • Bible reading and analysis of the text about the Old Testament perspective of work

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>service to God according to Genesis.</p> <ul style="list-style-type: none"> • Express the realization that God is at the centre of work. • Mention the Israelite's laws protecting workers according to the book of Deuteronomy. • Mention what prophets taught about work/employers and employees. 	<ul style="list-style-type: none"> • How at times work divides us. (Cain and Abel), the Tower of Babel. • Israelites as slaves in Egypt Exodus 1: 8– 15, 5: 7 – 19 • Old Testament. laws protecting workers Deuteronomy 24: 5 – 22 • Prophets and their condemnation of worker exploitation Jeremiah 22: 13 – 17, Ezra 3, Amos 5:11 ff. 	

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> • Tell what Jesus taught about proper values in our work. • Describe how Jesus and followers worked for the kingdom of God. 	<p>New Testament</p> <ul style="list-style-type: none"> • Jesus' teaching on the values which should be evident in our work Matthew 25: 14 – 30, Matthew 25: 31 – 46 • Working for the Kingdom of God Attitudes we should develop in work; Romans 8: 18 – 25 	<ul style="list-style-type: none"> • Bible reading and analysis of the text about the New Testament perspective of work
LEISURE IN A CHANGING SOCIETY	<p>By the end of the subtopic the learner should be able to:</p> <ul style="list-style-type: none"> – Define leisure. – Identify types of leisure. <p>PRESENT SITUATION</p> <ul style="list-style-type: none"> – Mention principles governing good leisure. 	<ul style="list-style-type: none"> • Definition of Leisure. • Types of leisure; Active and passive • Importance of leisure. • Problems associated with leisure today. • Abuse/misuse of leisure today (How and why). 	<ul style="list-style-type: none"> • Guided discovery into the meaning of leisure, the types of leisure and governing principles of good leisure. • Discussion about the importance, problems and abuse of leisure.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> – Appreciate the importance of leisure. 		
	AFRICAN TRADITION <ul style="list-style-type: none"> – Identify ways in which traditional Africans used their leisure. 	AFRICAN TRADITIONAL SOCIETY <ul style="list-style-type: none"> • Leisure in African Traditional Society; purpose and nature of leisure activities. 	<ul style="list-style-type: none"> • Story telling about the leisure activities in traditional African society
	CHURCH HISTORY <ul style="list-style-type: none"> – Identify ways in which the Early Church used leisure. 	LEISURE IN THE CHURCH HISTORY. <ul style="list-style-type: none"> • Activities which were approved and disapproved by St Augustine • Similarities and differences about spending leisure time 	<ul style="list-style-type: none"> • Discussion about leisure activities in the church history. • Sharing of experiences about leisure
	OLD TESTAMENT <ul style="list-style-type: none"> – Mention purpose of the Sabbath day Mention ways in which leisure time was spent in Old Testament and New Testament 	LEISURE IN THE BIBLE Old Testament <ul style="list-style-type: none"> • Deuteronomy 5: 12 – 15; the purpose of the Sabbath day <ul style="list-style-type: none"> i) for remembering God, for thanks ii) giving and praising Him for His goodness. iii) It is time to rest from work and 	<ul style="list-style-type: none"> • Bible reading, analysis of text and discussion about the purpose of leisure and the Sabbath. • Bible reading, text analysis and discussion about Jesus' perception of leisure

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		<p>iv) strengthen fellowship</p> <ul style="list-style-type: none"> • Psalm 23: True peace is experienced through trust in God. • Leisure activities in the Old Testament; Pilgrimages 1 Samuel 25:2 –17 ceremonies, composition of Hymns, recitation of the law etc. <p>New Testament</p> <p>How Jesus spent leisure time; John. 2: 1 – 12; Luke 10: 38 – 42, Mark1:35, Mark 4:10 -20, John 8:1-11,Mark 3:1-6, Mark 10:13 - 16, Matthew 6:5-13.</p>	
JUSTICE IN SOCIETY	<p>By the end of the sub topic the learner should be able to :</p> <ul style="list-style-type: none"> • Define justice. • Mention cases of injustices in society today • Describe how each is a case of injustice, • identify the causes, effects and solutions to 	<p>Definition of Justice</p> <ul style="list-style-type: none"> • Injustices in society generally • Specific case studies of injustices against women, children, Mob justice • Causes of injustices in society • Effects of injustices in the Society. • Fighting injustices. • Role of the church. • Role of the government. • Role of the citizens. 	<ul style="list-style-type: none"> • Guided discovery into the meaning of Justice • Sharing experience on the injustices in society. • Sharing of experiences • Discussion about mob justice • Group work discussion concerning injustices in society.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	injustices		
	<ul style="list-style-type: none"> Mention the understanding of justice and cases of injustices in African tradition. State the causes of injustice in African tradition 	AFRICAN TRADITION <ul style="list-style-type: none"> Concept/understanding of justice in the African Tradition Injustices in African Traditional Society 	<ul style="list-style-type: none"> Historical brief about the concept of justice in traditional Africa
	<ul style="list-style-type: none"> Mention the teaching on justice in the Old Testament and cases of injustices in the Old Testament (General and specific) Identify the New Testament teaching on justice. 	BIBLE THE OLD TESTAMENT Teaching on justice <ul style="list-style-type: none"> Sinai Covenant – yard stick of justice in the Israelites community. Injustices in the Old Testament Genesis 3:1-13, 4:1-16, 11:1-9, 9:20-28, 34:12ff, Exodus 3:1-21, Micah 7:1; 2 Samuel 11:1 Injustices in the Old Testament. New Testament teaching on justice Reconciliation Matthew 5: 23 – 24 Love for neighbour stressed outward is condemned Luke 18: 9 – 14 Miracles of Jesus (e.g. Mark: 2: 1 – 12 	<ul style="list-style-type: none"> Reading of the textbook and analysis of the text of minority groups. Bible reading, text analysis and discussion about justice in the Old Testament. Research work to students to specify the injustices carried out by various Kings Bible reading and text analysis of issues concerning injustices in society.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		<p>Condemned adultery Mark. 5:27 – 28; Condemned divorce Mark 10: 12; brotherhood Luke1 Christian freedom Galatians 5: 22 – 23</p> <ul style="list-style-type: none"> • Good relationship between servants and slaves Ephesians 6:5 	
SERVICE IN SOCIETY	<ul style="list-style-type: none"> • Define service and identify the purpose of service in the community. • Define authority and explain the use and misuse of authority. 	<p>SERVICE IN THE PRESENT SITUATION</p> <ul style="list-style-type: none"> • Definition of Service • Purpose of service in the community • Various forms of service: • Authority means service. • Authority (use and misuse) • Expressions of authority as Service. • Forms of authority and their corresponding responsibilities by Professionals and parents. • Civil leaders • Political Leaders. • How do political leaders in Uganda attain power and authority • Religious leaders. • Qualities of a good leader. 	<ul style="list-style-type: none"> • Guided discovery of what is service. • Newspaper reading and discussion concerning service • Text reading about service • Historical brief about leadership. • Bible reading, text analysis and discussion about God's authority. • New Testament text reading and analysis about how Jesus used his authority.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> Identify various forms of authority in traditional Africa. Describe the changing patterns of authority (service) in modern Africa. 	<p>SERVICE IN AFRICAN TRADITION</p> <ul style="list-style-type: none"> Service in traditional African home and Community. Symbols of authority in African Traditional Society; drum, worshiping places, shield, Spear, Some forests and Some wells Authority in Traditional Africa; Religious authorities Family authority, Civic leaders 	<ul style="list-style-type: none"> Story telling about service and authority in traditional Africa. Sharing of ideas about symbols of authority among different groups. Guided discovery on the qualities of a good leader. Discussion about authority in traditional Africa. Guided discovery on the qualities a good leader. Story telling about outstanding servicemen. Sharing of ideas about symbols of authority among different groups. Discussion about authority in traditional Africa. Reading of the Church reference section about service and authority.
	<ul style="list-style-type: none"> Explain the Israelites recognition of Gods authority as supreme. 	<p>THE BIBLE The Old Testament</p> <ul style="list-style-type: none"> The Israelites recognized God's 	<ul style="list-style-type: none"> Bible reading, text analysis and discussion about God's authority.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> • Appreciate Jesus example as a servant. • State ways in which the Christians can serve in the community. 	<p>authority as supreme:</p> <ul style="list-style-type: none"> • Exodus 3: 16 – 20; Isaiah 44: 6 – 8. • He is the author of life, and acts to free his people Psalm 136. • Men could abuse service Ezekiel 34:1-10; 2Samuel 11 & 12) <p>THE NEW TESTAMENT</p> <ul style="list-style-type: none"> • Jesus the good shepherd. He came that man may have life John 10:10. • He teaches the true purpose of authority (service) John 14:6); Preaching, Healing Miracles, • Washing the feet of the disciplines 13:1-15 • Death on the Cross Sending of the Holy Spirit • The Christian community should have the spirit of service Ephesians 4:11 - 13 	<ul style="list-style-type: none"> • New Testament text reading and analysis about how Jesus used his authority.
TERM2			
LOYALTY	<ul style="list-style-type: none"> • Define Loyalty. • Explain the importance of loyalty. • Identify forms of loyalty and disloyalty. 	<p>LOYALTY IN THE PRESENT SITUATION</p> <ul style="list-style-type: none"> • Importance of loyalty • Forms of loyalty and disloyalty • Conflicting loyalties How Christians deal with conflicting loyalties 	<ul style="list-style-type: none"> • Guided discovery into the meaning of loyalty • Individual reading tasks about the forms of loyalty.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> • Indicate ways in which loyalties conflict. • Describe how Christians deal with conflicting loyalties. • Share experiences on how African traditional society practices loyalty. 	<p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> • How Africans expressed loyalty <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> • The problem of dual citizenship for a Christian Philippians. 3:20 • How Christians expressed loyalty and disloyalty in the early church. <p>OLD TESTAMENT</p> <ul style="list-style-type: none"> • The Covenant as a guide for Israelite loyalty to God. • Israelite loyalty vs God's faithfulness • The prophets call to the Israelites to be loyal to God <p>THE NEW TESTAMENT</p> <ul style="list-style-type: none"> • The New and Everlasting covenant prophesized by Jeremiah (31:31 – 34) • Jesus expressed his loyalty to the father by accepting death and interacting with people through his words and deeds John 8:28 – 29; 14:24; 4:34; Luke 2:49, Mark. 2:27; Mark 7: 1 – 7 	<ul style="list-style-type: none"> • Discussion about conflicting loyalties

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> • Contrast Israel's disloyalty with God's faithfulness. • Show the way the New and Everlasting Covenant was a fulfilment of Jeremiah's Prophecy. <ul style="list-style-type: none"> • Describe how Jesus expressed loyalty to his Father and the people. • Express a readiness to respond positively to his Jesus call to 	<ul style="list-style-type: none"> • Jesus encourages his disciples to follow Him. 	<ul style="list-style-type: none"> • Bible reading, text analysis and discussion about loyalty in the Old and New Testament

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	follow his example.		
LIFE HAPPINESS	<ul style="list-style-type: none"> • Define happiness • Identify the various sources of happiness and unhappiness. • Identify sources of happiness and unhappiness in African Traditional Society. 	<p>HAPPINESS IN THE PRESENT SITUATION</p> <ul style="list-style-type: none"> • Definition of happiness • Concept of happiness, causes/source of • happiness (integration and balance of the material, cultural, moral and spiritual aspects of human living) Unhappiness today. <p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> • Happiness in African Traditional Society • Unhappiness in African Traditional Society 	<ul style="list-style-type: none"> • Sharing of experiences about happiness.
	<ul style="list-style-type: none"> • Mention the sources of sadness in the Old 	<p>BIBLE</p> <p>Happiness in the Old Testament</p>	<ul style="list-style-type: none"> • Reading of Biblical texts, analysis and discussion

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> • Testament • Appreciate Jesus as the source of happiness in the New Testament • Mention ways in which the Christian attitude can bring happiness in adversity. Identify sources of happiness in the Old Testament. • Mention the sources of sadness in the Old Testament • Appreciate Jesus as the source of happiness in the New Testament • Mention ways in which the Christian attitude can bring happiness in adversity. 	<p>Ecclesiastes 3: 1 – 22; life is a mixture of joy and sorrow.</p> <p>Sources of happiness in Old Testament Genesis 2:23; companionship</p> <ul style="list-style-type: none"> - Genesis 2:6 – 7; having children - Psalm 133: 1; union/fellowship with others. - Psalm 128: 2 enjoying/sharing the fruits of labour/work - The Prophecy of Jeremiah; Jeremiah. 2: 1 – 13, 8: 18 – 20, 30:10 – 22) <p>NEW TESTAMENT</p> <p>Sources of happiness</p> <p>Jesus, son of God made man happy (the good news of salvation Mark 1:1, Matthew. 5:1 – 10; the fundamental attitudes (the Beatitudes) to God and life Luke 19: 1 – 10; opening up one self to the good news of the kingdom of God.</p> <p>John. 16: 16 – 24 Jesus' resurrection, a guarantee to happiness that is, a true and lasting reality.</p> <p>Philippians 4:4 – 7; Our common effort to overcome selfishness and live in the spirit of the Beatitudes</p> <p>Revelations 21: 1 – 4; is looking forward to</p>	<p>about the sources of happiness in the Old and New Testaments</p>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		complete happiness in the Kingdom of the Father.	
TERM 3			
LIFE Cont'd	Learners should be able to:	SUCCESS IN THE PRESENT SITUATION	
SUCCESS	<ul style="list-style-type: none"> • Define success generally and in the Ugandan context. • Express a desire to succeed in life. • Identify ways of setting goals and achieving them. • Express appreciation for the challenges and benefits of success. 	<p>SUCCESS IN THE PRESENT SITUATION</p> <ul style="list-style-type: none"> • Definition of success. • Setting goals so as to succeed. Identification of values to uphold in success. • Hindrances to success. • Identification of successful people in society. • How the church has been successful (number, geographical spread, historical survival, Leaders and buildings/ Art?) <p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> • The concept of success in African Traditional Society • Success was more social than personal 	<ul style="list-style-type: none"> • Sharing of experiences about Success. • Discussion about successful personalities and societies. • Discussion about success in relation to the African tradition

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<p>success in African traditional society.</p> <ul style="list-style-type: none"> Identify aspects that reflect the success of person. Find out the causes of success. 		
	<ul style="list-style-type: none"> Discover how Job suffered though he was righteous and successful. Show how Jesus was successful. Elaborate on Jesus teaching about success. Identify aspects of success which were social or personal. Explore the connection between success and innocence. Examine ways in which the church has been successful or failed in its roles and existence. 	<p>THE OLD TESTAMENT</p> <ul style="list-style-type: none"> How success depended on one's goals of life (achieve unity and harmony with God). The Law as a guide to success Deuteronomy 6: 1- 9, Psalm 1 - Job 1:1 – 3; 21: 7 – 15 the suffering Righteous. <p>THE NEW TESTAMENT</p> <ul style="list-style-type: none"> How Jesus was successful (Philippians 2: 1-11; Matthew. 4: 1 – 11; 12: 18 – 21; Matthew 11: 4 – 6) What Jesus taught about success (Matthew 19: 16 – 22) Luke 9: 23 – 26 Romans 12: 1 – 21. Paul's teaching about success Similarities and differences between 	<ul style="list-style-type: none"> Bible reading, textual analysis and discussion concerning success. Character analysis of people who were successful in the Old Testament <p>Bible reading, text and analysis and discussion about the New Testament perspective of success</p>

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
		<ul style="list-style-type: none"> success in Old Testament and New Testament. 	
MAN AND WOMAN Family life	<ul style="list-style-type: none"> Define a family. Mention the different types of families, their advantages and disadvantages. Discuss the problems facing families today. Identify the positive roles of different people in a family. Explain the importance of children in the family. Show the position of polygamy in African Traditional Society. Express appreciation of changing patterns in family life. Analyse the reactions of the missionaries towards traditional African customs. 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> Types of families (Nuclear, extended). Patrilineal and Matrilineal (Problems facing families today <p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> Position and roles of men, women and children in families Importance of children. Polygamy types, reasons, advantages and disadvantages Education of children in a family. Changing patterns in family life. - 15 	<ul style="list-style-type: none"> Guided discovery into the meaning of family. Sharing of experiences Concerning types of family Individual reading tasks and 'Newspaper reading about problems facing families. Debate about advantages and disadvantages of polygamy Discussion about education of children in Africa Reading of texts from the reference from the reference section and analysis of the texts concerning family. Bible reading, analysis of the texts and about family values in the Old Testament.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
			<ul style="list-style-type: none"> Bible reading text analysis and discussion about the family patterns and values in the Old Testament and New Testament
	<ul style="list-style-type: none"> Identify the different patterns of family life that were existing in Church History. Show appreciation of the Christian ideal of mutual love and respect. 	<p>FAMILY LIFE IN CHURCH HISTORY</p> <ul style="list-style-type: none"> Christian ideal of mutual love and respect set out in the New Testament. Early centuries in Africa Existing patterns of family life. Those accepted by Christianity and those challenged by Christianity. (ii) Middle Ages (ii) Reformation and after with Emphasis on Christian family life 	<ul style="list-style-type: none"> Reading of texts from the reference from the reference section and analysis of the texts concerning family.
	<ul style="list-style-type: none"> Tell and appreciate what the Old and New testaments teach about family life. Analyse the position of the Bible on divorce and polygamy. Discuss the role of the family in the Old Testament and the 	<p>BIBLICAL TEACHING ON FAMILY;</p> <p>(i) OLD TESTAMENT</p> <p>Old testament teaching on family life of the family as the basis unit of society Genesis 12:1 – 5)</p> <p>Children as a sign of God's blessings Genesis</p>	<ul style="list-style-type: none"> Bible reading, analysis of the texts and about family values in the Old Testament.

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	New Testament. <ul style="list-style-type: none"> • 	<p>15: 2 Psalms 128:3,1 Samuel 1:8; Genesis 30: 1 – 8</p> <ul style="list-style-type: none"> - Exod. 20: 12, Deutronomy 5: solidarity. Divorce is condemned Malachi 2:13 – 16; divorce is permitted,[Deuteronomy 24:1-4], Polygamy is practiced (1Kings 11:1-13; Genesis 2:21 – 24 stability of Family/monogamy. The family is the center of education Proverbs 22:1; 23: 13:1 - 14; 29: 15 – 17 <p>(ii) NEW TESTAMENT</p> <ul style="list-style-type: none"> • Ideal of Monogamy Mark. 10: 1 – 12 • Mutual love and respect Mark. 3:31 – 35) • Family to be outward looking to a wider human community Luke 2:46 – 50, 9: 57 – 62 • Christians to be nation's conscience. Romans: 13: 1 – 7; 1 Peter 2:13 – 17 • Relationship within the family • Ephesians 6: 1 – 4, Col 3: 18 – 21, 1 Peter 3: 1– 8 • Love, acceptance and forgiveness Colossians 3: 12 	<ul style="list-style-type: none"> • Bible reading text analysis and discussion about the family patterns and values in the Old Testament and New Testament

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Sex difference and the person.	By the end of the sub topic the learner should be able to : <ul style="list-style-type: none"> – Define sex – Appreciate their sex differences and separate roles in society – Give examples of cases of inequality and equality today – Appreciate the achievements and challenges facing women organisation today. – Discuss the efforts being put to address the evil of inequality in society today. – Stress the needs for sex education today. 	<p>PRESENT SITUATION:</p> <ul style="list-style-type: none"> • Definition of sex. • Discovering sexuality • Inequality between women and men today. • Equality between men and women today. • Forming relationship between male and female. • Women organisation (examples and aims) • Achievements of women organisations. • Personalities in the struggle for equality of persons. • Challenges facing women organisation. • Role of the following in the promotion of equality in society. <ul style="list-style-type: none"> i) Government ii) Church iii) Schools • Sex education today (how and why) • Challenges of sex education today. 	<ul style="list-style-type: none"> – Guided discovery into meaning of sex and sexuality. – Sharing of experiences about equality of men and women today. – Discussion about the achievements and challenges of women today. – Discussion about the role of various institutions in promotion of equality in society. –

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> - Mention ways in which women were discriminated in ATS - Explain the significance of sex education in nurturing and upholding morals in society. 	<p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> • Practice of equality (how and why) • Sex education in African tradition <p>CHURCH HISTORY</p> <ul style="list-style-type: none"> • Christian ideal for respect for the person whether male Or female <ul style="list-style-type: none"> - Hana Kageye - YohanaKitagana • Sex discrimination in church history. 	<ul style="list-style-type: none"> - Story telling about the practice of equality in ATS. - Discussion about sex education and how it was imparted, - Reading of texts - Character analysis. - Guided discovery into teaching about the equality of sex.

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> – Identify Christian ideal of respect for persons – Express appreciation of the contribution made by Hanah And Yohana, Mention cases of sex discrimination in church. 		
	<ul style="list-style-type: none"> – Identify cases of equality and inequality of sexes in the Old Testament. – Give examples of prominent women in the Old Testament. 	<p>OLD TESTAMENT</p> <ul style="list-style-type: none"> • Teaching about equality of sexes Gen 1:26-27, 2:18-25,3:1ff, Leviticus 19:18 Deuteronomy 15:12-14, Exodus 22:20-22,3:7-10 Examples of sex inequality in the OT, Exodus 2:7, Gen 3:8-17,29:18-28, 2 Samuel 11:1ff, Deuteronomy 24:1-4. 1 Kings 11:4, 2 Samuel 24:1-9. 1Kings 5:13-18 	<ul style="list-style-type: none"> – Bible reading and text analysis about sex equality and sexuality in general. – Discussion about the importance of sex differences.
	• Explain the New Testament	NEW TESTAMENT	<ul style="list-style-type: none"> – Bible reading and

Sub-topic	Specific Objectives	Content	Teaching /Learning Activity/ Methodology
	<ul style="list-style-type: none"> teaching about equality of sexes Mention that Christianity advocates for equality of sexes. Express appreciation of both children of God and joint heirs to the kingdom of God. 	<ul style="list-style-type: none"> Jesus proclaimed the dignity of persons basing on love as the foundation of all relationships. John 13:34-35,1:14-16, Mark 10:13-16. John 3:1ff, Luke 16:1ff, galatians 5:13-15, Philippians 3:2-5 <ul style="list-style-type: none"> He is open to all kinds' people regardless of their race John 4:1-9. Social status Mark 1:40-45 Profession Matthew 9:9-13. Moral life John 10:38-42,11:1-5, Luke 7:36-39, sex Luke 10:38-42, Age Mark 10:13-16 Discrimination of any form is a denial of family ties that hold people Matthew 5:43. Christian unity Galatians 3:27-28. Unity in diversity1 Corinthians 12:12-30 	<ul style="list-style-type: none"> analysis of texts Discussion about the equality of humanity. Dramatization of Jesus association of people of different gender. Luke 10:38-42. Discussion and Christian unity.

REMARKS:1. TOPIC: **RESPONSE TO VALUES.** (Removed)

- ❖ Respect for truth.
- ❖ Respect for justice

Justification

These concepts are well explained in the in the sub theme of loyalty and justice in society.

2. SUB TOPIC

Change and work

- ❖ Changes in the patterns of work can be done while discussing the types of change.

3. **JUSTICE**

- Slavery practices, The Early Church, African slave trade and practices, oppression of minority groups may not be very relevant to Ugandan situation. (Removed)
- Use the kings as examples to demonstrate the injustices in OT rather than handling specific case study of them i.e.
 - King Saul
 - King David
 - King Solomon
 - King Jeroboam
 - King Ahab
- Service in the Early Church
 - Monasteries
 - The Middle Ages
 - The Church in modern Africa (may not be relevant today)
- Loyalty in the middle ages and recent times of the Church is catered for in the subtheme of change.

Happiness in the early Church.

The following has been left out in consideration of the fact that their relevance to Ugandan learners is very minimal.

- Ignatius of Antioch
- Cyprian of Carthage
- Augustine of Hippo
- Christian happiness in Africa today.

Success

CHURCH HISTORY

- Teaching about un-ending life in churchHistory.
- General belief about un-ending life at the time of Christ.
- The preaching of the Apostles.
- The Middle – Ages (distortion, fear of death, sale of indulgences)
- Modern times (pre - destination
Threatening/scaring preaching by the missionaries, correct teaching)

Success

- Hindrances to success.
- Identification of successful people in society.

CHURCH HISTORY

NB. Aspects in happiness and success especially in church history may not be relevant to Ugandan learners.

ABRIDGED CURRICULUM FOR S4 2022

CHRISTIAN RELIGIOUS EDUCATION

The abridged CRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior four. It combines work of senior three that was not taught and that of senior four. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
Man's Quest For God Church History Section	left out	It is abstract and needs time. the aspects there in can be read as stories but can also be learnt at higher levels. They are not so relevant to the learners today
Man's evasion of God Church history	left out	Some of these may not seem to be of great importance to the Ugandan learners
Christian involvement in the world	left out	Most aspects like agents of change social, political, health education religious are being discussed in the themes Man in a changing society, order and freedom, life etc

TERM1 DURATION 48 PERIODS

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
LIFE	<ul style="list-style-type: none"> • Define un-ending life. • Explore the causes of death. 	PRESENT SITUATION	<ul style="list-style-type: none"> • Guided discovery into the meaning of unending life.
UNENDING LIFE	<ul style="list-style-type: none"> • Mention the causes, problems and solutions to causes of death. • Discuss the concept of un-ending life today. 	<ul style="list-style-type: none"> • Definition of un-ending life • Causes of death today • Problems and solutions to causes of death • The concept of un-ending life today. 	<ul style="list-style-type: none"> • Discussion about causes of death and the concept of unending life. •
	<ul style="list-style-type: none"> ❑ Trace the African tradition belief on un-ending life. • Mention the causes of death in African Tradition. • Appreciate the solutions offered by the traditional African society to reduce or stop deaths. • Describe death rituals in African Tradition. ❑ 	AFRICAN TRADITION <ul style="list-style-type: none"> • The teaching about un-ending life; (the dead are not dead). • Causes of death in African tradition • Solutions to the causes of death. • Death rituals in African tradition and their significance. OLD TESTAMENT <ul style="list-style-type: none"> • Old Testament teaching about unending life Psalm 73:21 – 26; Psalm.16; Daniel 12:1 – 3) • Belief in Sheol Ecclesiastes 38: 9 – 20, Isaiah 38: 9 – 20; Psalm 144: 4; Ecclesiastes 3: 12 – 13. 	<ul style="list-style-type: none"> • Reading of texts concerning death in Africa. • Discussion of rituals that followed death.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> • Trace the Old Testament teaching about un-ending life. • Describe the New Testament teaching about un-ending life • Mention that resurrection of Jesus is a fact and assurance of our own resurrection as believers in Him 	<p>NEW TESTAMENT</p> <ul style="list-style-type: none"> • Victory over death/resurrection Miracles John. 11: 32 – 37; Luke 7: 11 –17; Mark. 5: 21 – 24 and 35 – 43) <ul style="list-style-type: none"> - Rejoicing in the fact of the resurrection 1Corinthians 15: 1 – 28 - Love does not come to an end Luke 10: 25 – 28; 51 – 58; John 3:6; John 35: 19 – 24, 3:2, Luke 14:12 – 14, Rev 3:20 • Love does not come to an end Luke. 10:25 • Celebrate eternal life 1Corinthians 11: 24 – 25, John 6: 53 – 56, Revelations 22:1 – 15 	<ul style="list-style-type: none"> • Bible reading, analysis and discussion of texts about unending life. • Bible reading, text analysis and discussion about the New Testament perspective about life after death •
LIFE	<ul style="list-style-type: none"> • Define success generally and in 	SUCCESS IN THE PRESENT	<ul style="list-style-type: none"> • Sharing of experiences about

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
Cont'd SUCCESS	<p>the Ugandan context.</p> <ul style="list-style-type: none"> • Express a desire to succeed in life. • Identify ways of setting goals and achieving them. • Express appreciation for the challenges and benefits of success. • Identify different aspects of success in African traditional society. • Identify aspects that reflect the success of person. • Find out the causes of success. • Discover how Job suffered though he was righteous and successful. • Show how Jesus was successful. • Elaborate on Jesus teaching about success. • Identify aspects of success which were social or personal. • Explore the connection between success and innocence. <p>Examine ways in which the church</p>	<p>SITUATION</p> <ul style="list-style-type: none"> • Definition of success. • Setting goals so as to succeed. Identification of values to uphold in success. • Hindrances to success. • Identification of successful people in society. • How the church has been successful (number, geographical spread, historical survival, Leaders and buildings/ Art?) 	<p>Success.</p> <ul style="list-style-type: none"> • Discussion about successful personalities and societies. • Discussion about success in relation to the African tradition • Discussion of how the Church spread in numbers and space. •

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	has been successful or a failed in its roles and existence.		
	<ul style="list-style-type: none"> • Identify different aspects of success in African traditional society. • Identify aspects that reflect the success of person. • Find out the causes of success. 	AFRICAN TRADITIONAL SOCIETY <ul style="list-style-type: none"> • The concept of success in African Traditional Society • Success was more social than personal 	<ul style="list-style-type: none"> • Discussion about success in relation to the African tradition •
	<ul style="list-style-type: none"> • Discover how Job suffered though he was righteous and successful. • Show how Jesus was successful. • Elaborate on Jesus teaching about success. • Identify aspects of success which were social or personal. • Explore the connection between success and innocence. • Examine ways in which the church has been successful or a failed in its roles and existence. 	THE OLD TESTAMENT <ul style="list-style-type: none"> • How success depended on one's goals of life (achieve unity and harmony with God). • The Law as a guide to success • Deuteronomy 6: 1- 9, Psalm 1 - Job 1:1 – 3; 21: 7 – 15 the suffering Righteous. THE NEW TESTAMENT <ul style="list-style-type: none"> • How Jesus was successful (Philippians 2: 1-11; Matthew. 4: 1 – 11; 12: 18 – 21; Matthew 11: 4 – 6) • What Jesus taught about success (Matthew 19: 16 – 22) Luke 9: 23 – 26 Romans 12: 1 – 21. 	<ul style="list-style-type: none"> • Bible reading, textual analysis and discussion concerning success. • Character analysis of people who were successful in the Old Testament • Bible reading, text and analysis and discussion about the New Testament perspective of success

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		<ul style="list-style-type: none"> • Paul's teaching about success • Similarities and differences between • success in Old Testament and New Testament 	
MAN AND WOMAN Family life	<ul style="list-style-type: none"> • Define a family. • Mention the different types of families, their advantages and disadvantages. • Discuss the problems facing families today. • Identify the positive roles of different people in a family. Explain the importance of children in the family. • 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> • Types of families (Nuclear, extended). • Patrilineal and Matrilineal (• Problems facing families today • 	<ul style="list-style-type: none"> • Guided discovery into the meaning of family. • Sharing of experiences • Concerning types of family • Individual reading tasks and 'Newspaper reading about problems facing families.' • Debate about advantages and disadvantages of polygamy • Discussion about education of children in Africa • Reading of texts from the reference from the reference section and analysis of the texts concerning family. • Bible reading, analysis of the texts and about family values in the Old Testament.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
			<ul style="list-style-type: none"> Bible reading text analysis and discussion about the family patterns and values in the Old Testament and New Testament
	<ul style="list-style-type: none"> Show the position of polygamy in African Traditional Society. Express appreciation of changing patterns in family life. 	<p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> Position and roles of men, women and children in families Importance of children. Polygamy types, reasons, advantages and disadvantages Education of children in a family. Changing patterns in family life. 	<ul style="list-style-type: none"> Story telling about courtship. Discussion about stories given Discussion about the values of bride wealth Discussions about the abuse of bride wealth Debate about the values of polygamy Guided discovery into the meaning of divorce. Discussion about the causes of divorce.
	<ul style="list-style-type: none"> Show appreciation of the Christian ideal of mutual love and respect. 	<p>FAMILY LIFE IN CHURCH HISTORY</p> <ul style="list-style-type: none"> Christian ideal of mutual love and Respect set out in the New 	<ul style="list-style-type: none"> Biblical analysis of the content concerning courtship and marriage.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> • Analyse the reactions of the missionaries towards traditional African customs. • 	<p>Testament.</p> <ul style="list-style-type: none"> • Early centuries in Africa • Existing patterns of family life. • Those accepted by Christianity and those challenged by Christianity. <p>(ii) Middle Ages</p> <p>(ii) Reformation and after with Emphasis on Christian family life</p>	<p>Discussion about the Church history perspective of courtship and marriage</p>
	<ul style="list-style-type: none"> • Tell and appreciate what the Old and New testaments teach about family life. • Analyse the position of the Bible on divorce and polygamy. • Discuss the role of the family in the Old Testament and the New Testament. • 	<p>BIBLICAL TEACHING ON FAMILY;</p> <p>(i) OLD TESTAMENT</p> <p>Old testament teaching on family life of the family as the basis unit of society Genesis 12:1 – 5)</p> <p>Children as a sign of God's blessings Genesis 15: 2 Psalms 128:3,1 Samuel 1:8; Genesis 30: 1 – 8</p> <p>- Exod. 20: 12, Deutonomy 5: solidarity. Divorce is condemned Malachi 2:13 – 16; divorce is permitted [Deuteronomy 24:1-4], Polygamy is practiced (1Kings 11:1-13; Genesis 2:21 – 24 stability of</p>	<ul style="list-style-type: none"> • Dramatic Bible reading • Analysis of text and discussion about the institution of marriage.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		<p>Family/monogamy. The family is the center of education Proverbs 22:1; 23: 13:1 - 14; 29: 15 – 17</p> <p>(ii) NEW TESTAMENT</p> <ul style="list-style-type: none"> • Ideal of Monogamy Mark. 10: 1 – 12 • Mutual love and respect Mark. 3:31 – 35) • Family to be outward looking to a wider human community Luke 2:46 – 50, 9: 57 – 62 • Christians to be nation's conscience. Romans: 13: 1 – 7; 1 Peter 2:13 – 17 • Relationship within the family • Ephesians 6: 1 – 4, Col 3: 18 – 21, 1 Peter 3: 1– 8 • Love, acceptance and forgiveness Colossians3: 12 – 15. 	<ul style="list-style-type: none"> • Biblical reading, analysis of texts and discussion about the Christian perspective

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
TERM 2		DURATION 48 PERIODS	
Sex difference and the person.	<p>By the end of the sub topic the learner should be able to :</p> <ul style="list-style-type: none"> – Define sex – Appreciate their sex differences and separate roles in society – Give examples of cases of inequality and equality today – Appreciate the achievements and challenges facing women organisation today. – Discuss the efforts being put to address the evil of inequality in society today. – Stress the needs for sex education today. 	<p>PRESENT SITUATION:</p> <ul style="list-style-type: none"> • Definition of sex. • Discovering sexuality • Inequality between women and men today. • Equality between men and women today. • Forming relationship between male and female. • Women organisation (examples and aims) • Achievements of women organisations. • Personalities in the struggle for equality of persons. • Challenges facing women organisation. • Role of the following in the promotion of equality in society. <ul style="list-style-type: none"> i) Government ii) Church iii) Schools • Sex education today (how and why) 	<ul style="list-style-type: none"> – Guided discovery into meaning of sex and sexuality. – Sharing of experiences about equality of men and women today. – Discussion about the achievements and challenges of women today. – Discussion about the role of various institutions in promotion of equality in society. –

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		<ul style="list-style-type: none"> Challenges of sex education today. 	
	<ul style="list-style-type: none"> Mention ways in which women were discriminated in ATS Explain the significance of sex education in nurturing and upholding morals in society. 	<p>AFRICAN TRADITION</p> <ul style="list-style-type: none"> Practice of equality (how and why) Sex education in African tradition 	<ul style="list-style-type: none"> Story telling about the practice of equality in ATS. Discussion about sex education and how it was imparted, –
	<ul style="list-style-type: none"> Identify cases of equality and inequality of sexes in the Old Testament. Give examples of prominent women in the Old Testament. – 	<p>OLD TESTAMENT</p> <ul style="list-style-type: none"> Teaching about equality of sexes Gen 1:26-27, 2:18-25, 3:1ff, Leviticus 19:18 Deuteronomy 15:12-14, Exodus 22:20-22, 3:7-10 Examples of sex inequality in the OT, Exodus 2:7, Gen 3:8-17, 29:18-28, 2 Samuel 11:1ff, Deuteronomy 24:1-4, 1 Kings 11:4, 2 Samuel 24:1-9, 1 Kings 5:13-18 	<ul style="list-style-type: none"> Guided discovery into teaching about the equality of sex. Bible reading and text analysis about sex equality and sexuality in general. Discussion about the importance of sex differences.
	<ul style="list-style-type: none"> Explain the New Testament teaching about equality of sexes Mention that Christianity 	<p>NEW TESTAMENT</p> <ul style="list-style-type: none"> Jesus proclaimed the dignity of persons basing on love as the foundation of all relationships. 	<ul style="list-style-type: none"> –

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<p>advocates for equality of sexes.</p> <ul style="list-style-type: none"> – Express appreciation of both children of God and joint heirs to the kingdom of God. 	<p>John 13:34-35,1:14-16, Mark 10:13-16. John 3:1ff, Luke 16:1ff, galatians 5:13-15, Philippians 3:2-5</p> <ul style="list-style-type: none"> • He is open to all kinds' people regardless of their race John 4:1-9. • Social status Mark 1:40-45 • Profession Matthew 9:9-13. • Moral life John 10:38-42,11:1-5, Luke 7:36-39, • sex Luke 10:38-42, • Age Mark 10:13-16 <ul style="list-style-type: none"> – Discrimination of any form is a denial of family ties that hold people Matthew 5:43. – Christian unity Galatians 3:27-28. – Unity in diversity1 Corinthians 12:12-30 	
COURTSHIP AND MARRIAGE	<p>By the end of this sub-topic the learner:</p> <p>Defines courtship</p>	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> – Definition of courtship • Principles that govern 	<ul style="list-style-type: none"> – Guided discovery into the meaning of courtship. – Sharing the ideas about the

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> • Principles that guide courtship. • Changing patterns of courtship. • Values of courtship. <p>Defines marriage.</p> <p>-Gives factors to consider when Choosing a marriage partner today.</p> <p>-Explains the different types of Marriage and their characteristics.</p> <p>-Explains the purpose and importance of changing patterns of marriage.</p> <p>-</p>	<ul style="list-style-type: none"> courtship • Changing patterns of courtship • Values of courtship - Factors to consider when choosing a marriage partner today. - Types of marriage and their characteristics • Religious/Christian/church. • Customary • Civil 	<ul style="list-style-type: none"> principles and values of courtship - Sharing of the experiences on the factors to consider while choosing a marriage partner -
	<ul style="list-style-type: none"> - Explain the meaning of courtship in ATS - Explain bride wealth and its importance - State ways in which bride wealth is abused today. - Explain the understanding of marriage in ATS - Explain polygamy: reasons why Africans valued polygamy. - Problems related to 	AFRICAN TRADITIONAL SOCIETY <ul style="list-style-type: none"> • African understanding of courtship • The value or importance of courtship • Definition of bride wealth • Importance of bride wealth • Abuse of bride wealth • Understanding of marriage in African tradition society • Definition of polygamy 	<ul style="list-style-type: none"> - Story telling about courtship. - Discussion about stories given - Discussion about the values of bride wealth - Discussions about the abuse of bride wealth - Debate about the values of polygamy - Guided discovery into the meaning of divorce.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> - polygamy. - Define divorce. - Give reasons for allowing Divorce in African traditional society. - Define monogamy - Show how monogamy was promoted as the ideal form or type of marriage. 	<ul style="list-style-type: none"> • Why Africans valued polygamy • Definition of divorce • Causes of divorce • Adultery in some society. <p>Why divorce was allowed in African ATS</p>	<ul style="list-style-type: none"> - Discussion about the causes of divorce. -
	<ul style="list-style-type: none"> - Explain marriage according to the Old Testament context - Describe the implications of marriage according to Hosea 1and 2 - Discuss the concept of marriage in ancient Israel. 	<p>THE BIBLE</p> <p>Old Testament</p> <ul style="list-style-type: none"> • Marriage willed by God • A sharing in Gods creative activity Genesis1 and 2 • Laws help safe guard respect and dignity of man and woman • Man and woman are equal, both made in Gods image Hosea 1and2 • Marriage a covenant between a male and a female. • Integrity, tenderness, trust and forgiveness 	<ul style="list-style-type: none"> • Dramatic Bible reading • Analysis of text and discussion about the institution of marriage. • Biblical reading, analysis of texts and discussion about the Christian perspective

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		<ul style="list-style-type: none"> • Marriage was highly regarded in ancient Israel(study the following passages)Genesis29:20, 1 Samuel 1:8, Duet 24:5, Proverbs18:22, Ecclesiastes 9:9 <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> • Love, the foundation of Christian marriage • The nature of Christian love in marriage, as a symbol of Christ's love for the Church Roman 6:1ff, Ephesians 5:21-33 • Love: real, self-giving, creative and faithful. • Jesus recognised the marriage institution Mark 2:19, John 2:1-12, 3:29 • In Christian marriage each partner becomes a Minister of saving grace to the other Ephesians 5:21 • Celibacy as a form of life 	

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
TERM 111 DURATION 48 PERIODS			
MANS RESPONSE TO GOD THROUGH FAITH AND LOVE Man's Quest for God	<p>By the end of this subtopic the learner should be able to:</p> <ul style="list-style-type: none"> • Define man's quest for God. • State why man is searching for the meaning of life and truth • 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> – Definition of man's quest for God – Man's quest for God today – Man's search for meaning of life e.g prayers, fellowship, alms-giving, self-sacrifice, worship, pilgrimages, crusades, sharing, accepting sacrament(baptism, confirmation) construction of churches 	<ul style="list-style-type: none"> – Guided discovery in – to how people look for god. – Sharing experience about man's quest for God in the modern society.
	<ul style="list-style-type: none"> • Mention attributes of God in African traditional society. • Show how the attributes of God reflect African understanding of his nature. 	<p>AFRICAN TRADITION.</p> <p>Beliefs</p> <p>How the Africans acquired religious beliefs of their society.</p>	<ul style="list-style-type: none"> – Textual reading and analysis about the practices beliefs and rituals in African traditional religions

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> • Elaborate on beliefs in divinities, ancestors and spirits. • Identify different places where spirits recite. 	<p>Attributes of God</p> <ul style="list-style-type: none"> – God is real to Africans. – God is unique – God is one – God is controller of the universe.(world) – Belief in ancestors, divinities and spirits. – Good and bad spirits – Their residences mountains, rocks rivers , trees , shrines etc – Belief in divinities <p>Practices.</p> <ul style="list-style-type: none"> • Importance's of religious practices. • Religious ritual. <p>Beliefs</p> <ul style="list-style-type: none"> • Sacrifices. • Offerings • Exchange of gifts • Sharing of food/drinks • Alms giving /hospitality. • Naming of the new born babies. • Practices of morality 	

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		<ul style="list-style-type: none"> • And observation focusing on different religious in Africa. 	
	<ul style="list-style-type: none"> – Analyse the effects of sin on relation between man and god and man and fellow man. – Identify the various ways in which god attempts to restore broken relationship <p>Identify Jesus Christ as the last attempt to restore the lost glory.</p>	<p>BIBLE</p> <p>OLD TESTAMENT</p> <ul style="list-style-type: none"> – Genesis 1-11, mankind created by God – The effects of sin on Gods relationship with man, man and fellow man – Restoration of broken relations – The call of Abraham Gen.12:1-3 – The call of Moses Exodus 3:1-2 – The call of Jeremiah 11:1-10 – Gods revelation and intervention in Israelites history Exodus 24:1-8 – Universal salvation Isaiah 45:18, 23:49:1, <p>NEW TESTAMENT</p> <p>Hebrews 1:1-2, show fulfilment of the Old Testament revelation Jesus affirms he has come.</p> <p>Luke 3:6, 6:35, 10:14.</p>	<p>Bible reading and analysis of texts about the Old Testament perspective of seeking God</p> <p>Bible reading and analysis of texts concerning the search for God in the New Testament</p>

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		Jesus himself is the centre of mankind gathered together in unity. John 11:45-54	–
MANS EVASION OF GOD.	<p>By the end of the topic the learner should be able to :</p> <ul style="list-style-type: none"> – Define evasion – Identify the ways and reasons why people are evading God – Analyse why the people are evading God. – Mention why some people think that there is no God. 	PRESENT SITUATION <ul style="list-style-type: none"> – Definition of evasion. – Causes and ways in which God is evaded today. 	<ul style="list-style-type: none"> – Sharing experiences about how and why people evade God in the present situation. – Group work – Discussion.

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
	<ul style="list-style-type: none"> – Trace how people in Africa evaded reality. – Identify the elements in magic and witch craft that constitute evasion of God. 	AFRICAN TRADITION <ul style="list-style-type: none"> – Ways in which Africans traditionally evaded God. – How magic and witch craft is a form of evading God 	Story telling Group work discussion about ways through which Africans evade God.
	<ul style="list-style-type: none"> – Identify the ways in which god was invaded in the Old Testament. – Mention the Old Testament teaching that was misunderstood leading to invasion 	BIBLE Old Testament. <ul style="list-style-type: none"> – Turning their backs on Yahweh and favouring gods of other nations. Isaiah 40:21-26. – Ignoring the fact that the covenant was a partnership 2 Samuel 7:1 -16, Isaiah 5:1-7. Jeremiah 7: 1-12. Reliance on sacred object 1 Samuel 4:1-11. 	Bible reading/signing Textual analysis and discussion about the evasion of God in old Testament. Bible reading/signing Textual analysis. Discussion about the aspects that are considered as evasion of God in New Testament

Sub-topic	Specific Objectives	content	Teaching Activity/methodology /Learning
		<ul style="list-style-type: none"> – Rituals 1 Samuel 1:10-15 – False independence of God. Ezekiel 28:1-5, Genesis 3:1-20 Psalm 53.. – Manipulation of God Isaiah 58:1-7 <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> – Jesus attack on religionism (supplementing love for God with religious activities) – Ways in which religion had lost meaning. – False reasons for fasting. – Sacredness of the temple – Religious hypocrisy of the Pharisees Mark 7:1-13 – Discrimination Mark 7:24 -30 – Jesus attach on indifferentism. Luke 12:13, 16:19-31 – How Jesus influenced people. Mark 1:14-20. – Trying and trusting as a solution to religionism and indifferentism, Matthew 7:7-11. 	

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
		<ul style="list-style-type: none"> - Dependence of God and trust in Him. Ephesians 2:8-10, Philippians 2:13, Matthew 19:26 	

REMARKS:

MANS QUEST FOR GOD

CHURCH HISTORY:

- Men everywhere search for god.
- The early centuries in Africa.
- Three ways in which men search for God, truth and the right way to live.
- The mystery religions.
- The philosophers
- Seekers or possessors of God (Two)
- The attitudes of Nobili and Ricci

Man's evasion of God

Church history

- Search for easier doctrine concept.
- Worshiping something other than God (Ambrose and Augustine)
- Living without God educated people, secular governments, and ban on religion by governments.
- Influence of other cultures on Christian beliefs.

NB. Some of these may not seem to be of great importance to the Ugandan learners

Christian involvement in the world has been removed since most aspects like agents of change social, political, health education religious are being discussed in the themes Man in a changing society, order and freedom, life etc.

ABRIDGED IRE FOR S.2, S.3 & S.4

S.2 2022 ABRIDGED

ISLAMIC RELIGIOUS EDUCATION CURRICULUM

Abridged curriculum for S.2

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior two. It combines work of senior One that was not taught and that of senior two. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
Islamic rituals and celebrations)	Shifted	Carried forward to S.2 as their first topics
Islamic rituals and celebrations; The two Eids days	Left out	Celebrations were taught at Primary level and the learners are always reminded about their benefits through Study circles and Juma sermons especially in their festive season.
Islam and values in Christianity and African Tradition Religions; Under ATR, the learning outcomes of the foundation and fundamentals of each religion	Merger of Los	Combined with the learning outcome of similarities and differences in these different religions. These 3 learning outcomes could all be achieved through the same guided discussion and discovery by the learners.
Islam and values in Christianity and African Tradition Religions; The learning outcome of common beliefs across the three religions was dropped and the	left out	LO of values was taken to cover both values and common beliefs. Through the different learning activities, the competencies would be achieved.
Islam and values in Christianity and	Merger	The learning activities for both could be combined to bring out the

African Tradition Religions; The LO of moral standards was merged with good practises.		purpose of the sub topic. The learning outcomes would be achieved well.
Marriage; the learning outcome of knowing the types of marriage in Uganda to promote respect for the law of the land and culture was left out,	left out	The values taught therein are the same values taught in the religious marriages(Islamic). The competency therefore will be achieved and obtained.
Family; the responsibility of wife and husband was left out	left out	Covered under marriage

TOPIC 1: ISLAMIC RITUALS AND CELEBRATIONS COMPETENCY: LEARNERS UNDERSTAND RELIGIOUS RITUALS AND CELEBRATIONS AS A MEANS OF PROMOTING UNITY, LOVE AND COMMITMENT TO ALLAH		
LEARNING OUT COMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
Appreciate the meaning and importance of divine symbols	<ul style="list-style-type: none"> • Brainstorm on the meaning of Islamic symbols focusing on surat Al Hajj 22:30-32 • Identify and draw pictures of Islamic symbols such as Kaaba,black stone, Zamzam well, Minnah, Maqqam Ibrahim, Arafa,Swaffa and Mar'wah 	<ul style="list-style-type: none"> • Listening to responses from individual learners for evidence of understanding of Islamic rituals and symbols • Observe learner's contribution in a peaceful way during group work • Observe the quality and accuracy of

	<ul style="list-style-type: none"> Explain the Importance of divine symbols to the Muslim community 	the work presented
Understand the Islamic teachings about Aqiqah.	<ul style="list-style-type: none"> Describe the activities carried out during Aqiqah ceremony Explain the importance of Aqiqah to the Muslim community 	<ul style="list-style-type: none"> Share experiences of Aqiqah ceremony that you have attended Identify five names of boys and girls you might wish to give to your child and give reasons for your choice
Appreciate the value of Muslim ceremonies	Use examples to explain how Islamic ceremonies create a bond of love and unity in the community	In a conversation learners ascertain their understanding of how celebrations promote love unity and fellowship

TOPIC.2

ISLAM AND VALUES IN CHRISTIANITY AND AFRICAN TRADITIONAL RELIGION

COMPETENCY: LEARNERS APPRECIATE THE BELIEFS AND MORAL PRACTICES IN OTHER RELIGIONS TO DEVELOP TOLERANCE TO OTHER FAITHS IN ORDER TO LIVE IN HARMONY WITH THEM IN A DIVERSE WORLD

Know the similarities and differences between Islam , Christianity and African Tradition Religion	<ul style="list-style-type: none"> The essential beliefs of Christianity with reference to the creed The ten commandment sent to prophet Musa (AS) The origin and characteristics of A.T.R How Prophet Muhammad's mission changed the social, economic and religious lives of the Arabs 	<ul style="list-style-type: none"> Assess the written report on the essential beliefs of Islam, Christianity and ATR Observe individual participation of learners as they read and discuss in groups
Understand the effect of modernity on the	<ul style="list-style-type: none"> The influence of modernity of 	<ul style="list-style-type: none"> Observe learners' research access

lifestyle of the members of different religions	different religions	their communication and cooperation skills together with their individual contribution to the task
Appreciate the values across the three religions	<ul style="list-style-type: none"> Identify the good practices/ Virtues in the three religions: - Kindness, sympathy, politeness, humility, honesty, use of appropriate language, descent dressing 	<ul style="list-style-type: none"> Analyse the report on the values across the three religions
Understand how to apply the Quranic teachings about harmonious living	<ul style="list-style-type: none"> Use examples to explain how people can live with others regardless of the differences in religious beliefs. Surat Al Imran 3:19 and 3:64 	<ul style="list-style-type: none"> Listen to the learners discussion for accuracy of Quranic verse interpretation

TOPIC 3

RESPECT FOR HUMAN LIFE

COMPETENCY: LEARNERS DEVELOP RESPECT FOR HUMAN LIFE BY FOSTERING THE VALUES OF TOLERANCE, RESPECT, FAIRNESS, HARMONY AND PEACEFUL CO-EXISTENCE

Appreciate that human dignity promotes love, respect and justice	<ul style="list-style-type: none"> Discuss the meaning of human dignity with examples from school where community members have not been respected Explain the elements of human dignity based on the character of 	<ul style="list-style-type: none"> Observe learners as they exchange ideas about human dignity listen for accuracy of facts and the logic in the ideas presented
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	prophet Muhammad (PBUH)	
Understand the Islamic teachings about respect for Human life	<ul style="list-style-type: none"> • Explain the essence of Human dignity with focus on Surat Al Maida 5:32, Al-Araaf 7:29, Al Nisa 4:58 Al-Qisas 28:78, Al-Tin 95:4-6, Al Nahl 16:90 • Explain how prophet Muhammad was able to overcome the mistreatment of his enemies- PeganQuraish • Discuss the Islamic teachings about society injustices –Zina, rape, corruption, murder 	<ul style="list-style-type: none"> • Analyse the right product of the selected verses of the Quran and explain what they say about human dignity
Understand Islamic teachings about equality and brotherhood	<ul style="list-style-type: none"> • Explain equality and brotherhood among Muslims using Surat Al Hujurat 49:13 and the reactions of the people to prophet's arrival in Madina • Explain the content of the prophet's last speech and identify references to human dignity 	<ul style="list-style-type: none"> • Listen to the discussions about injustices being in your society with concern on correction and language development • Assess the accuracy of the Quran quotations
Understand the importance of respecting oneself by valuing one's own	<ul style="list-style-type: none"> • Explain concepts in human life and sexuality,such as dignity of human sexuality and hygiene in relation to Islamic teachings • Use the internet to search and 	<ul style="list-style-type: none"> • Observe learners' interaction and individual contribution in the group activity. • In a conversation question, individual learners should be

	<p>discuss the importance of self-respect in terms of valuing own body, observing personal hygiene, protecting self from communicable diseases and abstaining from sex.</p> <ul style="list-style-type: none"> • Discuss ways in which Africans promoted human dignity 	assessed to their level of understanding sexuality in relation to God's plan and hygiene
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TOPIC 4

MARRIAGE

COMPETENCY: LEARNERS APPRECIATE HOW MARRIAGE FOSTERS THE VALUES OF LOVE, RESPECT, HARMONY AND GENEROSITY

Understand the purpose of marriage as an instrument of the promotion of love companionship and understanding between husband and wife	<ul style="list-style-type: none"> • Identify and record the value of preparing marriage- Surat Al- Nisa 4:3 • Discover the purpose of marriage as the custodian of love, honesty and co-operation between husband and wife 	<ul style="list-style-type: none"> • Observe group discussion, conversation for evidence of individual participation • Assess learners' written products for evidence of understanding the Islamic understanding of marriage
Understand the challenges of marriage	<ul style="list-style-type: none"> • Use surat Al- Nisa 4:35 to discover the way reconciliation can be reached at in the troubled marriage • Exchange ideas about the challenges of marriage in the modern world 	<ul style="list-style-type: none"> • Assess learners' written products for accuracy of Quranic verses • Listen to their conversations on ideas about the challenges of marriage in the modern world for validity
Understand the benefits of marriage	<ul style="list-style-type: none"> • Use the Quran and hadith to discover the way patience, forgive and kindness can bring happiness in marriage. 	<ul style="list-style-type: none"> • Observe learners' discussion for cooperation and respect for one another

Know the Islamic teachings about the responsibilities of husband and wife	<ul style="list-style-type: none"> • Use Quran Surat Al- Baqara 2:223 and hadith to discover the responsibilities of a married couple towards each other • Compare traditional and Islamic marriages 	<ul style="list-style-type: none"> • Listen to the presentations from discussions for correctness and accuracy of ideas and Quran quotations and also fluency in language
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TOPIC 5: FAMILY

COMPETENCY: LEARNERS UNDERSTAND HOW FAMILY PROMOTES THE VALUES OF RESPONSIBILITY, UNITY, LOYALTY, GENEROSITY AND HARMONY AS DERIVED FROM THE QURAN

Know the Islamic teachings about family	<ul style="list-style-type: none"> • Use suratLuqman 31:12-19 and AlIsraa (17:23-25) and Al Ahqaf9:15, Al- Baqara 2 to discover duties of children towards parents, parents towards childrenand one's responsibility towards extended family 	<ul style="list-style-type: none"> • Assess the accuracy of the Quranic verses
Appreciate the values promoted by a family	<ul style="list-style-type: none"> • Share idears about the use of suras Al- Hujurat 49:11, ArRuum 30:20, Al-mumtahna 60:7, Al- Nahl 16:90 and Al- Nisa 4:98 to show how values such as love, tolerance, respect, justice, kindness and courtesy should be promoted by a Muslim family • Share ideas about the importance of 	<ul style="list-style-type: none"> • Assess the written essay on how the values of respect and kindness are demonstrated by prophet Muhammad SAW • Assess the accuracy of the Quranic verses

	a family in a society	
Understand the nature of the Traditional African Family	<ul style="list-style-type: none"> Explain the nature of family in the traditional African setting Identify the features of a good family in traditional Africa 	<ul style="list-style-type: none"> Observe the learners participating the role play reflecting the characteristics of family in the traditional setting
Understand how modernity has influenced the African family	<ul style="list-style-type: none"> Explain the place of the family in the community Compare the African family to the modern family in Uganda today. Draw lessons from the good practices of the traditional African family 	<ul style="list-style-type: none"> Examine the quality and the accuracy of the research presented by the learners

**ABRIDGED CURRICULUM FOR S.3 2022
ISLAMIC RELIGIOUS EDUCATION**

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been was picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior three. It combines work of senior two that was not taught and that of senior three. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
Muslim ceremonies	left out	Covered it before the first lockdown of march 2020
Jahiliyah Prophet's life, The Early Muslim community Migration from Mecca to Medina, The period of conflicts and	merged and content reduced	Summarized and taught in generalized way. Teaching the different aspects of the different topics will take a lot of time and yet the objectives of each of them shall be achieved.

wars. The period of peace and tranquility and the conquest of Mecca.		
The death of prophet .	left out	This is because it's merely story telling that the learners receive from other aspects of learning such as study circles and Friday Juma sermons.
The caliphate period was	merged	Summarized to the general contributions, factors to their rise and elections and challenges of all the caliphs.
The introduction of Islam in Uganda was	merged	Compressed to two major factors of trade and role of kings. The main objective is for learners to understand and appreciate the factors that facilitated the introduction of Islam in Uganda to date.
The introduction of Islam in Uganda	merged	Compressed to two major factors of trade and role of kings. The main objective is for learners to understand and appreciate the factors that facilitated the introduction of Islam in Uganda to date.
Political-religious wars in Buganda	left out	They have no major contribution to spread of Islam and instead might instill negative attitude to the learners leaving it out does not prevent the learners from achieving the objective of understanding the coming of Islam in Uganda

TERM 1**TOPIC 1:****JAHILIYA PERIOD IN ARABIA (PRE ISLAMIC ERA)**

GENERAL OBJECTIVE: BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO DESCRIBE THE CONDITIONS IN ARABIA BEFORE THE COMING OF ISLAM IN ORDER TO APPRECIATE THE REVOLUTIONARY NATURE OF THE MESSAGE OF ISLAM

SUB-TOPIC	SPECIFIC OBJECTIVES	KEY CONCEPTS /CONTENT	TEACHING /LEARNING ACTIVITY
The social, moral, economic, political and Religious situation in Pre Islamic Arabia	<ul style="list-style-type: none">By the end of the topic, Learners should be able to;Explain the social and moral behaviours of the Arabs during the Jahiliyyah period.Relate the social and moral behaviour of the Arabs to that of Ugandans today.	<ul style="list-style-type: none">Characteristics of the society and life in pre Islamic PeriodComparison of the pre Islamic life to the Ugandan Social, moral and economic life of Uganda today	<p>Reading of texts</p> <ul style="list-style-type: none">Guided Discussion on the characteristics of Jaliyah periodSharing of ideas concerning the social, economic, Religious and political life in Uganda today <p>Note making on the comparison of the characteristics of both societies</p>
	<ul style="list-style-type: none">Explain the political set up of the Jahiliyyah Arabs.Describe the religions of the pre-Islamic Arabs.Compare the economic activities of the Arabs to those of your society.	<ul style="list-style-type: none">The political set up of the Jahiliyyah Arabs.The religions of the pre-Islamic Arabs.	<ul style="list-style-type: none">Reading of textsReading of verses from the QuranDiscussion <p>Note making</p>

TOPIC 2**THE EARLY LIFE OF PROPHET MUHAMMAD (S.A.W)*****GENERAL OBJECTIVE:***

BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO DESCRIBE THE BACK GROUND OF PROPHET MUHAMMAD (SAW) IN ORDER TO APPRECIATE HOW HIS EARLY CHILD HOOD AND YOURTH IMPACTED ON HIS MISSION

Muhammad's life before prophet hood	<p>By the end of the topic, Learners should be able to;</p> <ul style="list-style-type: none"> • Describe the birth and the early childhood of prophet Muhammad PBUH • Explain how the early life of prophet Muhammad PBUH prepared him for prophet hood 	<ul style="list-style-type: none"> • Early childhood of prophet Muhammad PBUH • His character before prophet hood • Prophet's reaction to the call. 	<ul style="list-style-type: none"> • Discussion about the character of the prophet before his call to prophet hood. <p>Guided discovery into God's revelation to prophet Muhammad SAW</p>
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TOPIC 3:**THE EARLY MUSLIM COMMUNITY**

GENERAL OBJECTIVES: BY THE END OF THE TOPIC ,LEARNERS SHOULD BE ABLE TO APPRECIATE THE CONTRIBUTION OF THE EARLY MUSLIM CONVERTS TO THE SUCCESS OF MUHAMMAD SAW'S MISSION.

The public call (613-632)AD and the Mistreatments against Muhammad SAW and the early Muslims	<p>By the end of the topic, Learners should be able to;</p> <ul style="list-style-type: none"> • Describe the conversion of the early Muslim adherents to 	<ul style="list-style-type: none"> • Arab's reaction to Muhammad's call. • Factors for the mistreatment of the early Muslims and their 	<ul style="list-style-type: none"> • Discussion about Muhammad's PBUH reaction to the call • Guided discovery to the mistreatments- social boy
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	<p>Islam</p> <ul style="list-style-type: none"> • Describe the mistreatments of the early Muslims and their effects to the early community 	<p>effects</p> <ul style="list-style-type: none"> • The effects of the social boy cot to the community and the prophet 	cot, migration to Abyssinia
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TOPIC 4:

THE MIGRATION FROM MECCA TO MEDINA

GENERAL OBJECTIVE: BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO GIVE THE REASONS FOR AND CIRCUMSTANCES SURROUNDING THE MUSLIMS' MIGRATION FROM MECCA TO MEDINA

The great Hegira (622 AD)	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> • Explain the circumstances that led to the Muslim migration to Medina • Explain the importance of Hejira to Islam • The Medina constitution 	<ul style="list-style-type: none"> • Causes of Muslims' migration to Medina • Events during prophet's migration to Medina and significance • The content of Medina constitution 	<ul style="list-style-type: none"> • Discussion on the causes and importance of prophet's migration to Medina • Question and answer session on the events of the migration • Guided discovery on the terms of the Medina constitution
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TERM 2**TOPIC 5:****THE PERIOD OF CONFLICTS AND WARS**

GENERAL OBJECTIVE: BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO EXPLAIN THE REASONS FOR AND THE CIRCUMSTANCES SURROUNDING THE CONFLICTS AND WARS BETWEEN THE MUSLIMS AND THE PEGANS OF MECCA

Muslim and Meccan battles between 624AD-627AD	By the end of the topic, learners should be able to: <ul style="list-style-type: none">• Describe the three different battles• Explain the causes of the battles• Explain the lessons from the battles to the Muslim community	<ul style="list-style-type: none">• Events of the battles (Badr, Uhud, Khanda)• The causes of the battles• Lessons drawn from the battles	<ul style="list-style-type: none">• Guided discovery on the causes of the battles• Story telling about the events• Discussions on the lessons drawn
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TOPIC: 6**PERIOD OF PEACE AND TRANQUILITY**

GENERAL OBJECTIVE:

BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO EXPLAIN THE REASONS FOR AND THE CIRCUMSTANCES SURROUNDING THE TRANSITION FROM VIOLENCE TO PEACEFUL CO-EXISTENCE BETWEEN THE MUSLIMS AND THE PEGANS OF MECCA

The treaty of Hudayibiyya	By the end of the topic, learners should be able to: <ul style="list-style-type: none">• Explain the factors behind the signing of the treaty of Hudayibiyya	<ul style="list-style-type: none">• The events to the signing of the treaty• The terms of the treaty• The importance of the treaty to the Muslim	<ul style="list-style-type: none">• Story telling of the events to the treaty• Discussion on the terms of the treaty• Guided discovery on the
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	<ul style="list-style-type: none"> • State the terms of the treaty of Hudayibiyya • Importance of the treaty to the transition from violence to peaceful co-existence between the Muslims and the Arabs 	community	<ul style="list-style-type: none"> • importance of the treaty • Guided discovery on the non-use of violence to peaceful resolutions
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TOPIC 7:

THE CONQUEST OF MECCA

GENERAL OBJECTIVE: BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO EXPLAIN THE CIRCUMSTANCES SURROUNDING THE CONQUEST OF MECCA AND THE REACTIONS OF DIFFERENT COMMUNITIES

Conquest of Mecca 630 AD	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> • Describe the events to the conquest of Mecca • Describe the course to the conquest • Importance of the conquest to the Muslim community to date 	<ul style="list-style-type: none"> • Circumstances that led to the conquest • The peaceful course and movement of the Muslims and the Prophet to Mecca • The importance of the conquest to the Muslims 	<ul style="list-style-type: none"> • Discussion about the circumstances that led to the conquest • Story telling about the movement • Guided discovery into the importance
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TOPIC: 8**FAREWELL PILGRIMAGE*****GENERAL OBJECTIVE:***

LEARNERS SHOULD BE ABLE TO EXPLAIN THE MESSAGE IN THE PROPHET'S FAREWELL SERMON, DESCRIBE THE LIFE OF THE PROPHET AND MAKE AN ASSESSMENT OF HIS MISSION

The prophet's fare well pilgrimage The achievements of the prophet in his mission	By the end of the topic, learners should be able to: <ul style="list-style-type: none">• Explain the contents of the prophet's farewell address• Explain the importance of the fare well speech to the Muslim community• Describe prophet's achievements in the 23 years of his mission	<ul style="list-style-type: none">• Fare well speech• Importance of the speech• Factors that supported Muhammad's mission• The prophet's achievements in the 23 years	<ul style="list-style-type: none">• Listening to the contents of the speech• Discussions on the importance of the speech• Guided discussion and discovery on the factors that supported the prophet's mission and his achievements
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TERM 3**TOPIC: 9 CALIPHATE PERIOD**

GENERAL OBJECTIVE: LEARNERS SHOULD BE ABLE TO DESCRIBE THE ROLE OF THE CALIPHS IN THE DEVELOPMENT OF THE MUSLIM COMMUNITY AFTER THE DEATH OF THE PROPHET

The four rightly guided caliphs 632-662AD The caliphate's contributions to the development of Islam The challenges faced through the caliphate	By the end of the topic the learners should be able to; <ul style="list-style-type: none">• Describe the contributions of the four rightly guided caliphs to Islam before their caliphate• Their contributions during caliphate• Explain the challenges faced during their leadership	<ul style="list-style-type: none">• The four rightly guide caliphs and their support to the prophet• The numerous contributions during their caliphate• The challenges they faced in their leadership• How the challenges were solved	<ul style="list-style-type: none">• Group work and report writing on the contributions before caliphate• Discussions about the contributions and achievements of the caliphs• Guided discussions on the challenges and the solutions during their leadership
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TOPIC: 10**PRE-ISLAMIC UGANDA**

GENERAL OBJECTIVES: BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO DESCRIBE THE SOCIAL, CULTURAL AND RELIGIOUS CONDITIONS IN UGANDA BEFORE THE COMING OF ISLAM

The social, cultural, Religious	By the end of the topic the	<ul style="list-style-type: none">• The social, cultural,• Guided discovery on the
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and economic life of Uganda before Islam	<p>learners should be able to:</p> <ul style="list-style-type: none"> • Explain the life of Uganda before Islam • Compare the social, Cultural, Religious and economic life then to present day • Describe how the above life favoured the introduction of Islam 	<p>Religious and economic conditions of Uganda before the coming of Islam and today</p> <ul style="list-style-type: none"> • Identification of similar ways of life to Islam 	<p>life of Uganda before and today</p> <ul style="list-style-type: none"> • Drama on the similar characteristics of Islam and Uganda • Group work and report writing on the findings
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TOPIC: 11

INTRODUCTION OF ISLAM IN UGANDA

GENERAL OBJECTIVE: BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO IDENTIFY THE FACTORS THAT FACILITATED THE SPREAD OF ISLAM IN UGANDA

Factors that led to the Spread of Islam in Uganda	<p>By the end of the topic learners should be able to;</p> <ul style="list-style-type: none"> • Explain the role of trade in the spread of Islam in Uganda • Describe the role of Kings and Chiefs in the spread of Islam in Uganda 	<ul style="list-style-type: none"> • The role of trade in the spread of Islam • The reign of Muteesa I as the golden age in the spread of Islam • The entry of Europeans in Buganda and its effect to the spread of Islam 	<ul style="list-style-type: none"> • Discussions about the Ugandan reaction to the new religion • Brainstorming and report writing about the role of Muteesa 1 in the spread of Islam • Guided discovery on the impact of trade to the spread of Islam
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ABRIDGED CURRICULUM FOR S.4 2022**ISLAMIC RELIGIOUS EDUCATION**

The abridged IRE curriculum has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been was picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education. The syllabus is for Senior four. It combines work of senior three that was not taught and that of senior four. The critical changes are highlighted in the table below:

TOPIC	ACTION TAKEN	JUSTIFICATION
Conquest of Mecca, Farewell pilgrimage of the prophet Caliphate period, Introduction of Islam in Uganda, Spread of Islam in the rest of Uganda.	merged	All these were compressed and summarized for instance the caliphate period. The factors to their elections, contributions and challenges were all similar.
The factors for the spread of spread of Islam in other parts of Uganda as a topic were (Northern, Western, Eastern)	merged	content merged since objectives are the same for all
The death of the prophet	left out	the story can easily be received from study circles and Friday Sermon
The beginning of factionalism among the Muslims in Uganda	left out	The objective of learners studying divisionism prevents them from practicing the values of tolerance and togetherness.
Believing in oneness of Allah and his messengership	left out	Covered the topic in their senior one and these are frequently reminded in their study circles and Jumah sermons.
Al-salat, Al- zakat, Al-saum Al-hajj	left out	Covered at primary level, at Senior one and frequently reminded about them in study circles and Jumah prayers.

TERM I**TOPIC 1:****THE CONQUEST OF MECCA**

GENERAL OBJECTIVE: BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO EXPLAIN THE CIRCUMSTANCES SURROUNDING THE CONQUEST OF MECCA AND THE REACTIONS OF DIFFERENT COMMUNITIES

Conquest of Mecca 630 AD	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none">• Describe the events to the conquest of Mecca• Describe the course to the conquest• Importance of the conquest to the Muslim community to date	<ul style="list-style-type: none">• Circumstances that led to the conquest• The peaceful course and movement of the Muslims and the Prophet to Mecca• The importance of the conquest to the Muslims	<ul style="list-style-type: none">• Discussion about the circumstances that led to the conquest• Story telling about the movement• Guided discovery into the importance
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TOPIC: 2**FAREWELL PILGRIMAGE**

GENERAL OBJECTIVE:

LEARNERS SHOULD BE ABLE TO EXPLAIN THE MESSAGE IN THE PROPHET'S FAREWELL SERMON, DESCRIBE THE LIFE OF THE PROPHET AND MAKE AN ASSESSMENT OF HIS MISSION

The prophet's fare well pilgrimage The achievements of the prophet in his mission	<p>By the end of the topic, learners should be able to:</p> <ul style="list-style-type: none"> • Explain the contents of the prophet's farewell address • Explain the importance of the fare well speech to the Muslim community • Describe prophet's achievements in the 23 years of his mission 	<ul style="list-style-type: none"> • Fare well speech • Importance of the speech • Factors that supported Muhammad's mission • The prophet's achievements in the 23 years 	<ul style="list-style-type: none"> • Listening to the contents of the speech • Discussions on the importance of the speech • Guided discussion and discovery on the factors that supported the prophet's mission and his achievements
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TOPIC: 3 CALIPHATE PERIOD GENERAL OBJECTIVE: LEARNERS SHOULD BE ABLE TO DESCRIBE THE ROLE OF THE CALIPHS IN THE DEVELOPMENT OF THE MUSLIM COMMUNITY AFTER THE DEATH OF THE PROPHET			
The four rightly guided caliphs 632-662AD The caliphate's contributions to the development of Islam The challenges faced through the caliphate	<p>By the end of the topic the learners should be able to;</p> <ul style="list-style-type: none"> • Describe the contributions of the four rightly guided caliphs to Islam before their caliphate • Their contributions during caliphate 	<ul style="list-style-type: none"> • The four rightly guide caliphs and their support to the prophet • The numerous contributions during their caliphate • The challenges they faced in their leadership • How the challenges 	<ul style="list-style-type: none"> • Group work and report writing on the contributions before caliphate • Discussions about the contributions and achievements of the caliphs • Guided discussions on

	<ul style="list-style-type: none"> Explain the challenges faced during their leadership 	were solved	the challenges and the solutions during their leadership
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TOPIC: 4

PRE-ISLAMIC UGANDA

GENERAL OBJECTIVE: BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO DESCRIBE THE SOCIAL, CULTURAL AND RELIGIOUS CONDITIONS IN UGANDA BEFORE THE COMING OF ISLAM

The social, cultural, Religious and economic life of Uganda before Islam	<p>By the end of the topic the learners should be able to:</p> <ul style="list-style-type: none"> Explain the life of Uganda before Islam Compare the social, Cultural, Religious and economic life then to present day Describe how the above life favoured the introduction of Islam 	<ul style="list-style-type: none"> The social, cultural, Religious and economic conditions of Uganda before the coming of Islam and today Identification of similar ways of life to Islam 	<ul style="list-style-type: none"> Guided discovery on the life of Uganda before and today Drama on the similar characteristics of Islam and Uganda Group work and report writing on the findings
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TERM 2

TOPIC: 5**INTRODUCTION OF ISLAM IN UGANDA**

GENERAL OBJECTIVES: BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO IDENTIFY THE FACTORS THAT FACILITATED THE SPREAD OF ISLAM IN UGANDA

Factors that led to the Spread of Islam in Uganda	By the end of the topic learners should be able to; <ul style="list-style-type: none">• Explain the role of trade in the spread of Islam in Uganda• Describe the role of Kings and Chiefs in the spread of Islam in Uganda	<ul style="list-style-type: none">• The role of trade in the spread of Islam• The reign of Muteesa I as the golden age in the spread of Islam• The entry of Europeans in Buganda and its effect to the spread of Islam	<ul style="list-style-type: none">• Discussions about the Ugandan reaction to the new religion• Brainstorming and report writing about the role of Muteesa in the spread of Islam• Guided discovery on the impact of trade to the spread of Islam
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TOPIC: 6**THE SPREAD OF ISLAM IN THE REST OF UGANDA**

GENERAL OBJECTIVE: BY THE END OF THE TOPIC, LEANERS SHOULD BE ABLE TO EXPLAIN THE PROCESS THROUGH WHICH ISLAM WAS SPREAD IN OTHER PARTS OF UGANDA OUTSIDE BUGANDA

Spread of Islam to the Western, Eastern and Northern Uganda	By the end of the topic learners should be able to; <ul style="list-style-type: none">• Explain the factors that favoured the spread of Islam in other parts of	<ul style="list-style-type: none">• Reasons for the spread of Islam to other parts of Uganda• Factors to the spread of Islam to other parts of	<ul style="list-style-type: none">• Brain storm on the ways on how and why Islam spread to other parts of Uganda• Discussion about the
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	Uganda	Uganda	factors that led to the spread of Islam to other parts of Uganda.
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TOPIC:7

THE PROMOTERS OF ISLAM IN UGANDA

GENERAL OBJECTIVE: BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO EXPLAIN THE ROLES OF DIFFERENT INSTITUTIONS AND PERSONALITIES IN THE DEVELOPMENT OF ISLAM IN UGANDA

Institutions and individuals who promoted Islam in Uganda	<p>By the end of the topic learners should be able to;</p> <ul style="list-style-type: none"> • Explain the Impact of colonialism on the development of Islam and Muslims in Uganda • Explain the role of UMEA towards the development of Islam in Uganda • The contribution of Aga khan in the development of Muslim community 	<ul style="list-style-type: none"> • The activities of Swahili traders and colonialists in the development of Islam • The activities of prominent sheikhs to the development of Islam • Describe the activities of Aga khan to the development of Islam in Uganda 	<ul style="list-style-type: none"> • Brainstorming on the activities of Swahili traders and colonialists on the development of Islam • Discussion about the activities of prominent sheikhs and Aga khan towards the development of Islam
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TERM 3

TOPIC: 8**THE FORMATION OF UGANDA MUSLIM SUPREME COUNCIL**

GENERAL OBJECTIVE: BY THE END OF THE TOPIC LEARNERS SHOULD BE ABLE TO EXPLAIN THE DEVELOPMENTS IN THE MUSLIM COMMUNITY IN POSTCOLONIAL UGANDA AND THE CHALLENGES THAT HAVE BEEN MET ALONG THE WAY

Uganda Muslim Supreme council (UMSC)	<p>By the end of the topic learners should be able to;</p> <ul style="list-style-type: none"> • Identify the contributions of UMSC to the Muslim community • Explain the formation and objectives of UMSC 	<ul style="list-style-type: none"> • Formation and objectives of UMSC • Achievements of UMSC • Challenges of the UMSC 	<ul style="list-style-type: none"> • Guided discovery into the formation of Uganda Muslim Supreme council • Brainstorming on the achievements and the failures of UMSC. • Discussion on the challenges of the UMSC
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TOPIC: 9**MORALITY IN ISLAM**

GENERAL OBJECTIVES: BY THE END OF THE TOPIC, LEARNERS SHOULD BE ABLE TO EXPLAIN THE MEANING AND THE IMPORTANCE OF MORALITY IN ISLAM

Ihsan (Morality)	<p>By the end of the topic learners should be able to;</p> <ul style="list-style-type: none"> • Explain the importance of morality in Islam. • Identify the Quran and hadith traditions of morality • Identify lawful means of earning. • Explain the status of 	<p>Elements of morality in Islam Importance of morality to humanity. Elements of healthy living. Describe the lawful means of earning.</p>	<ul style="list-style-type: none"> • Role play about the ideas concerning morality in Islam • Question and answer session about the importance of morality in Islam <p>Discussion about the lawful and unlawful jobs in Islam.</p>
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	<p>women in Islam.</p> <ul style="list-style-type: none"> • Explain the Islamic teaching on relationships with relatives, neighbours and family members. 		
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ABRIDGED ENGLISH LANGUAGE FOR S.2, S.3 & S.4

THE ABRIDGED ENGLISH LANGUAGE SYLLABUS FOR LEARNERS OF S.1/2, S.2/3 AND S.3/4 (2021/2022)

GENERAL GUIDANCE

- Remediation:** The learners will begin by completing the key concepts which they should have covered in senior 1. These have been merged in topics namely **At the Market, Children at Work, Travel, Environment and Pollution, Rural and Urban Life and Experience in Secondary School.**
- After the teacher has covered the key concepts in Senior One the learners will then use the rest of the year to learn what has been merged in the following topics which are found in the Senior Two syllabus: **Modern Communication Technology, Celebrations and Parents and Children.**
- For the learners who were in Senior 2 last year and are moving to Senior Three and those who were in Senior Three going to Senior Four, the areas of focus have been provided in this abridged syllabus document, to prepare the learners to progress to what is to be covered in Senior Three and Four subsequently.

NB The teachers should be free to use their professionalism and judgement to provide any other remediation to their learners, in addition to what has been given in this syllabus, as the need arises.

TOPIC AND COMPETENCY	OBJECTIVES/LEARNING OUTCOMES	KEY CONCEPTS	TEACHING/LEARNING METHODOLOGY	ASSESSMENT STRATEGY
AT THE MARKET Learners should be able to listen to	Learners should be able to: <ul style="list-style-type: none"> • Identify the value of 	-Comprehension of stories/extracts about the topic	-Class discussions -Pair work for conversations	- Guidelines for the class discussions

<p>recordings, hold conversations and write about a visit they made to the market. They should be able to use the language in advertisements</p> <p>CHILDREN AT WORK</p> <p>Learners should be able to discuss the types of work found in different areas and settings and</p>	<ul style="list-style-type: none"> • markets to communities. • Join in conversations about visits to the market. • Understand stories about the topic. • Communicate and write about personal experience. • Form plurals of nouns. • Utilize punctuation marks appropriately. • Employ language to persuade. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify kinds of work carried out by children in the community. • Apply vocabulary related to work and the workplace. • Evaluate work in different settings. • Express opinions in discussions. • Comprehend 	<ul style="list-style-type: none"> -Creating own compositions using learnt vocabulary and tenses -Plural forms of nouns -Correct use of punctuation marks -Use of persuasive language <ul style="list-style-type: none"> -use of vocabulary related to work and the workplace -Use of language related to comparisons and contrast of work in different settings. (comparatives 	<ul style="list-style-type: none"> -Individual reading for comprehension -Demonstration of how to use the different grammar areas of focus <ul style="list-style-type: none"> - Class/group discussions -think-pair-share - Individual reading for comprehension - Demonstration of how to 	<ul style="list-style-type: none"> - Written work <ul style="list-style-type: none"> -Guidelines for the class discussions - Written work
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<p>their work experiences. They should engage in a debate on a motion related to child labour.</p> <p>ENVIRONMENT AND POLLUTION</p> <p>Learners should be able to carry out research and talk about the</p>	<ul style="list-style-type: none"> • extracts/stories/magazine articles. • Apply 'wh' interrogatives to question the views of others in a debate. • Use adverbs of time correctly. <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Understand different environments. • Comprehend recorded articles/short talks on the topic • Conduct research. • Employ adjectives and adverbs to describe the causes and effects of pollution. • Utilise modals. 	<p>and superlatives)</p> <p>-expression of opinions in discussions</p> <p>-comprehension of extracts/stories/magazine articles about work which children do in different places</p> <p>-use of 'wh' interrogatives to question the views of others in a debate</p> <p>-use of different types of adverbs.</p> <p>• Comprehension of recorded/articles/short talks on environment.</p> <p>• Skills of carrying out research and writing reports</p> <p>• use of adjectives and adverbs to describe the causes and effects of</p>	<p>use the different grammar areas of focus</p> <p>-Debates</p> <p>-ICT integration</p>	<p>-Guidelines for the class discussions</p> <p>- Written work in the form of compositions,</p> <p>- Class/group discussions</p>
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<p>environment and pollution, and suggest ways of reducing pollution</p> <p>URBAN AND RURAL LIFE</p> <p>Learners should be able to listen to and read factual texts for information to support their arguments in discussions/ debates. They should be able to write creatively on the topic of urban and rural life.</p>	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • State advantages and disadvantages of urban and rural life. • Appreciate written accounts of young people's experiences of success in different settings. • Utilize regular and irregular verbs. • Articulate consonant sounds that are often confused. • Employ appropriate vocabulary and tenses. • Support his/her views in writing • Use sentence connectors and conjunctions 	<p>pollution</p> <ul style="list-style-type: none"> • Use of modals and conditional phrases eg; 'have to'/'don't have to', 'must'/'must not' • state advantages and disadvantages of urban and rural life • appreciate written accounts of young people's experiences of success in different settings • use regular and irregular verbs • pronounce consonant sounds that are often confused • Use appropriate vocabulary and tenses • Argumentative compositions 	<p>-ICT integration (recorded audio talks/ articles)</p> <ul style="list-style-type: none"> - Individual reading for comprehension - Demonstration of how to use the different grammar areas of focus -Field trip <p>- Class/group discussions</p> <p>- Individual reading for comprehension</p> <p>- Demonstration of how to use the different grammar areas of focus</p>	<p>responses to comprehension passages and grammar exercises</p> <p>-Observe learners as they listen to the recorded material</p> <p>-Guidelines for the class discussions</p> <p>- Written work in the form of compositions, responses to comprehension passages and grammar exercises</p>
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	<p>Learners should be able to:</p> <ul style="list-style-type: none"> • Employ appropriate vocabulary and language to describe travel experiences. • Comprehend travel instructions orally and in writing. • Apply action verbs related to giving directions correctly. • Understand specific details in broadcast information 	<ul style="list-style-type: none"> • use sentence connectors and conjunctions. • express the future tense in different verb forms (ie future simple, future continuous, future perfect, future perfect continuous) • use appropriate vocabulary and language to describe travel experiences • comprehend travel instructions given orally and in writing • use action verbs related to giving directions • understand symbols and abbreviations in texts • Fill in application forms 	<p>-ICT support through videos, pictures</p>	
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TRAVEL <p>Learners should be able to read and listen to information about travel and tourism. They should be able to carry out simulation exercises and role-plays related to travel.</p>	<ul style="list-style-type: none"> • related to travel. • Fill in application forms <p>Learners should be able to:</p> <ul style="list-style-type: none"> • Identify spoken and written information, instructions and rules about a new school. • Use possessive and reflexive pronouns. • Use the simple past tense. • Guide a visitor around the school and give relevant information. • Use the comparative and superlative forms 	<ul style="list-style-type: none"> • Use past tense endings • know the format of a formal letter thus; conventions of formal writing eg; use of polite language <p>-Identify spoken and written information, instructions and rules about a new school</p> <ul style="list-style-type: none"> • use possessive, reflexive and other pronouns • use the simple past tense • guide a visitor around a school and give relevant information <p>Additional structures (The teachers should handle them as they see fit according to</p>	<p>- Class/group discussions</p> <p>- Individual reading for comprehension</p> <p>- Demonstration of how to use the different grammar areas of focus</p> <p>- Pictures/videos depicting travel</p> <p>- Role play</p>	<p>- Guidelines for the class discussions</p> <ul style="list-style-type: none"> - Written work in the form of compositions, responses to comprehension passages and grammar exercises - Observe groups demonstrating use of grammar areas of focus
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EXPERIENCE OF SECONDARY SCHOOL Learners should be able to talk about their personal experiences of primary education and the first year of secondary school to prepare a new student for the changes they will encounter	the topics they are handling) <ul style="list-style-type: none">• ‘used to’+ present participle• The present and past perfect tenses• Reported speech• Conditionals• Compound words	-pair and group discussion -individual and group assignments -demonstrations of how to use the identified grammar areas of focus -Personal accounts of life in secondary school.	-Guidelines for the class discussions -Engage learners in conversation - Written work in the form of compositions, responses to comprehension passages and grammar exercises
MODERN COMMUNICATION	Learners should be able to: <ul style="list-style-type: none">• know the methods of	-know the methods of communication and their use	• Group and pair discussion

<p>TECHNOLOGY</p> <p>Learners should be able to communicate using telephones and other electronic methods of communication and describe their own experiences of modern technology.</p>	<p>communication and their use.</p> <ul style="list-style-type: none"> • use the 'wh' questions. • use negatives. • describe their experience of using various forms of communication. • know the language forms used in SMS messages/ emails. • use vocabulary related to communication technology. • know the pros and cons of modern communication. • use adjectives and modifiers. • use auxiliary/helping verbs • apply the etiquette of using this technology • use negatives 	<p>-use the 'wh' questions</p> <p>-use negatives</p> <p>- describe their experience of using various forms of communication</p> <p>-know the language forms used in SMS messages/ emails</p> <p>-use vocabulary related to communication technology</p> <p>-know the pros and cons of modern communication</p> <p>- use adjectives and modifiers</p> <p>- use auxiliary/helping verbs</p> <p>- apply the etiquette of using this technology</p> <p>- use negatives</p> <p>-understand the language registers used in different telephone communications</p> <p>-use interrogative clauses</p>	<ul style="list-style-type: none"> • Individual and group assignments • demonstrations of how to use the identified grammar areas of focus • ICT support 	<p>discussions</p> <p>- Written work in the form of compositions, responses to comprehension passages and grammar exercises</p>
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CELEBRATIONS Learners should be able to talk and write about the different types of celebrations and write plans, invitations and accounts	Learners should be able to: <ul style="list-style-type: none"> • define and know different celebrations eg; weddings ,birthdays, graduations etc • plan celebrations and understand the plans of other people. • know the formal and informal language and register used in invitations. • use the active and passive voices. • use appropriate intonations. • use of past simple and present perfect tenses. • use of the future simple. 	-define and know different celebrations eg; weddings ,birthdays, graduations etc -plan celebrations and understand the plans of other people -know the formal and informal language and register used in invitations - use the active and passive voices - use appropriate intonations - use of past simple and present perfect tenses	• -pair and group discussions • demonstration of how to use the different grammar areas • Individual/group reading for comprehension • role play • projects	-written composition and Grammar work -designed invitations in response to various questions
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PARENTS AND CHILDREN Learners understand parent-child relationships and discuss how to relate with their parents. They learn the language and body language of apology.	Learners should be able to: <ul style="list-style-type: none"> • form opinions based on oral and written information. • use emotive words/words of preference. • use the imperative voice and shades of tones of adjectives. 	-form opinions based on oral and written information (summary writing) -use emotive words/words of preference -use the imperative voice and shades of tones of adjectives	-pair and group discussion -Debates	- composition writing -Grammar work -summary writing
Summary writing Comprehension passages Grammatical aspects Functional writing	Learners should be able to express themselves appropriately and effectively in speech and written forms; comprehend what is given to them in written and aural forms. -Read and respond effectively to extracts on comprehension.	Language practices -know and use the general principles of summary writing -use of possessive, reflexive and other pronouns -use of noun-phrase modifiers -respond to negative questions/ statements politely -use adjectives, adjectival phrases, compound words and comparatives -use adverbs of degree -use correct verb forms and language registers for various writing purposes -use different kinds of writing	-Group and pair discussion -Individual and group assignments -role play - Demonstrations of how to use the identified grammar areas of focus	-written summary -written grammar work

		<p>ie; descriptive, narrative, argumentative</p> <p>-Words of quantity</p> <p>-The active and passive voices, the present and past perfect tenses, the future tense and the conditional structures</p> <p>-Relative clauses;</p> <p>*defining and non-defining</p> <p>*Relative pronouns</p> <p>Writing practices</p> <ul style="list-style-type: none"> -letters (formal and informal) -advertisements -memos -a recipe -minutes of a meeting 		
Summary writing	Learners should be able to express themselves appropriately and effectively in speech and written forms; comprehend what is given to them in written and aural forms. (aural refers to do with hearing and listening)	<p>Language practices</p> <ul style="list-style-type: none"> -know and use the general principles of summary writing -use possessive, reflexive and other pronouns -use of noun-phrase modifiers -respond to negative questions/ statements politely -use adjectives, adjectival phrases, compound words and 	<p>Group and pair discussion</p> <p>-Individual and group assignments</p> <p>- Demonstrations of how to use the identified grammar areas of focus</p> <p>-Guidance on writing summaries to given passages</p> <p>-ICT support for aural</p>	<p>-Writing reports</p> <p>- Written exercises on the grammar areas</p> <p>-Written responses to comprehension passages</p> <p>-written</p>
Comprehension passages				
Grammatical aspects				
Functional writing				

		<p>comparatives</p> <ul style="list-style-type: none"> -use adverbs of degree -use correct verb forms and language registers for various writing purposes -use different kinds of writing ie; descriptive, narrative, argumentative -Words of quantity -The active and passive voices, the present and past perfect tenses, the future tense and the conditional structures -Relative clauses; *defining and non-defining *Relative pronouns <p>Writing practices</p> <ul style="list-style-type: none"> -letters (formal and informal) -report writing -CV writing -memos -a speech -minutes of a meeting 	practice	summary texts
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Attention should be given to functional writing, creative writing, summary work and reading comprehension.

ABRIDGED LITERATURE IN ENGLISH FOR S.2, S.3 & S.4**ABRIDGED SYLLABUS FOR SENIOR 1 & 2 - 2022****O'LEVEL LITERATURE IN ENGLISH****GUIDANCE TO THE TEACHER**

The learners who were in Senior 1 in 2021 will handle the same topics in Senior 2 2022. This abridged syllabus gives the learning outcomes and the key concepts therein, to cater for what they lost last year and what they need to learn in the New Year. The syllabus has included suggested teaching and learning strategies which the teacher may use together with the assessment strategies. The expected outputs are those projected from the assessment strategies. The teacher is expected to teach the different topics or genres in the two periods per week as guided in this syllabus.

TOPIC: ORAL LITERATURE

COMPETENCY: The learner applies the techniques of oral literature and persuasive speaking creatively.

WEEK	LEARNING OUTCOMES	KEY CONCEPTS	TEACHING/LEARNING STRATEGIES	ASSESSMENT STRATEGY	EXPECTED OUTPUT
1 -3	The learner should be able to: -use appropriate language to interpret real life experiences so as to get an opportunity to put themselves in others' shoes and understand the complex dynamic of human relationships and express likes and dislikes. -sustain a conversation	Use of past tense, chronological order, dialogue, humour, drama. Tone Mood	Role play; of the story teller, audience and characters Group discussions; their take on emerging issues, their contribution to different tasks Hot seat debates Guided discovery; ask leading questions, give clues, cues, hints as per	<ul style="list-style-type: none">• Note the language, tone and creativity used by learners in storytelling, and assess their skill in entertaining their audience.• Listen to their narration of an experience to	Dialogues/ Conversations Written short stories Creative story telling

4-5	that involves explaining and giving reasons for their views or choices.	Attitude	what is being discussed to audience, story teller etc.	assess learners' ability to be empathic.
5-6	know how to write own compositions based on stories read or heard.	Creative Writing skills.		<ul style="list-style-type: none"> • Use audio and video recordings of the stories told by the different story tellers. • Listen to learners' contribution s noting their critical thinking on the issues discussed in class • Observe

				learners' arguments and note their communication skills, critical thinking and ability to apply persuasive techniques	
TOPIC: POETRY					
	COMPETENCY: The learner understands form and structure in poetry, responds to poetic techniques and thinks critically about a poem's meaning.				
WEEK	LEARNING OUTCOME	KEY CONCEPTS	TEACHING/LEARNING STRATEGY	ASSESSMENT STRATEGY	EXPECTED OUTPUT

7 - 10	The learner should be able to: -understand basic poetic elements like stanzas, speaking voice/persona, rhyme and rhythm -compare poems with a similar theme	Structure (Stanzas, lines) Sound features Tone Mood Message/theme Persona/Speaker Setting Characters in a poem	Role play Group discussions Recitation Guided discovery Dramatisation.	Listen to learners discuss the key features of a poem to assess their understanding of structure and form, and how these are used to convey thoughts and feelings.	Student notes Annotations of poems Answers to short answer questions Recitations
11-13	-analyse their response to poetry with reference to a particular poem.				

TOPIC: DRAMA

COMPETENCY: The learner understands basic dramatic techniques and can assess their application in a performance.

WEEK	LEARNING OUTCOME	KEY CONCEPTS	TEACHING/LEARNING STRATEGIES	ASSESSMENT STRATEGIES	EXPECTED OUTPUTS
13-15	The learner should be able to; • Analyse the themes and techniques of a range of selected plays using basic drama terminology	-Themes -Setting -Techniques: Stage direction Dialogue	Group discussions Hot seat debates Role play Reading aloud Realised reading Guided discovery ICT support	Listen to their analysis of how themes and characters are employed and note their ability Observe their	Written short plays Learners' notes Written essays and answers.

16-18	<ul style="list-style-type: none"> Analyse events in plays to deepen understanding of the themes and characters to enrich a performance. 	Monologue Flash back Tension Climax Resolution Character and characterisation Scene -Feelings		<p>understanding of how acting skills can make a character come alive.</p> <p>Read their scripts looking for their knowledge of how to write a play and create a dramatic scene and their use of imagination.</p>	
19-22	<ul style="list-style-type: none"> Write short plays (one scene) of their own, and know how to set out dialogue 				

TOPIC: NOVELS

COMPETENCY: The learner responds to a variety of prose, demonstrating understanding and creativity with regard to literary techniques.

23 - 26	The learner should be able to; -Form opinions about a book based on character and plot.	-Plot -Character -Setting -Themes	Role play Guided discovery Group discussions Hot seat debates	Converse with learners to evaluate their understanding of key literary terms and ability to evaluate setting, plot and character in discussions.	A short-written story Short essays Students' notes
27 - 28	-identify and talk about the use of techniques in prose texts.	-Structure i.e. parts/ sections, chapters,	Dramatizations Loud reading	Observe their ability to turn their understanding	Answers to short answer questions

29-31	-Analyse prose in order to identify themes and structure.	prologue, epilogue, character, escalation of tension, suspense, climax and resolution.	Court sessions (these bring out value judgement and critical thinking).	of language use into a dramatic reading or performance.	Conversation/ Dialogues
32-34	Understand and employ literary language use in order to describe setting and character.	Style Language		In their short stories assess their creative application of the literary techniques they have learned.	Character mind map/ trees
35-38	Demonstrate understanding of language use and characterisation in prose by being able to read /act scenes dramatically.	Point of view Express attitude towards characters Character portrayal and relationship.		Listen for their ability to analyse a text to determine its themes and structure. Read their written product looking for well-formulated opinions based on the text, and creativity in using different formats to express their views.	
39-40	Write a short story that reflects their best understanding of literary techniques.	Attitude			

SENIOR 3 AND FOUR GUIDANCE TO THE TEACHER

- Remediation:** The learners who were in Senior three, last year, should have been introduced to the set books which they will be using to study literature. These set books will continue to be the focus in the new year.
- Senior Four work:** In order to ensure that the learners cover all the texts before the end of the year, you need to encourage

the learners to read the books and complete them on their own so that the lessons are limited to handling the key concepts given in this syllabus.

TOPIC: POETRY

COMPETENCY: The learner understands form and structure in poetry, responds to poetic techniques and thinks critically about a poem's meaning.

	The learner should be able to; -Identify basic poetic elements -understand how techniques are employed to create an effect on a reader -Respond and appreciate poetry with reference to a particular poem. -analyse given poems. - Establish a relationship between a given poem and society. -write poems on a given theme that creates a strong	Persona /point of view Setting Understanding of subject matter; implicit and explicit Form/ structure/language Rhyme and rhythm. Techniques Themes, lessons ideas,	Role play Group discussions Hot seat debates Guided discovery Dramatization Recitation Loud reading	Listen to learners discuss the key features of a poem to assess their understanding of structure and form and how these are used to convey thoughts and feelings. In their written product, look for analysis and critical thinking when arguing their case about poetry on the basis of a particular poem. Check their analysis and critical thinking about how emotional effects and characterization are brought in poetry.	Student notes Annotations of poems Answers to short answer questions Recitations Students' poems
1-2					
3-5					
7-9					
10-12					
13-15					

	reader response.			Engage them in conversation to see if they can base their personal responses to poems on evidence from the texts for themselves. In their poetic writing on a theme, look for creativity and application of poetic techniques.	
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TOPIC: PLAYS

COMPETENCY: The learner understands basic dramatic techniques and can assess their application in a performance.

3	Using the selected set book the learner should be able to; -Analyse events in plays to deepen understanding of themes, characters and to enrich a performance.	Setting Techniques; Structure (tension, climax, resolution) Character and characterisation	Role play Group discussions Hot seat debates Guided discovery Realised reading	Engage in their discussion to assess their understanding of terminology, and their ability to give reasoned explanations for their emotional responses to a play.	Student notes Annotations of scenes Short answer/structured context question answers
1 2	-summarise the plot of a play clearly and	Feelings	Dramatization	Look for quality of their analysis in	Scene

	accurately.	Message/lessons		identifying themes in a play.	summaries
1	-be able to analyse a play in order to identify its themes, ideas, concerns and lessons.	Plot and structure Themes		Listen to their plot summaries to assess communication skills and comprehension of the play.	Essay answers Acted selected scenes
2	-understand the importance of non-verbal communication in the staging of a play.			Engage in their discussion to assess their understanding of terminology, and their ability to give reasoned explanations for their emotional responses to a play.	
2	-form written opinions of a play based on all the techniques used. -understand how character is portrayed in drama, and practice creating characters.				

TOPIC: NOVELS

COMPETENCY: The learner responds to a variety of prose, demonstrating understanding and creativity with regard to literary techniques.

	Using the set book the learner should be able to;		Role play Group discussions Hot seat debates Guided discovery Realised reading Brainstorming ICT support	Converse with learners to evaluate their understanding of key literary terms and their ability to evaluate setting, plot and character in discussion. Engage in discussion with learners to assess their ability to communicate their enjoyment of literature. Look for ability to identify themes from evidence in the text and assess their intended effect Assess their analytical skills and understanding of techniques as they	Student notes Annotations of chapters Short answer questions Chapter summaries Student essays Conversations/ Dialogues
2	Form opinions about a book in a review based on character and plot.	Plot Characterisation			
2	-identify the differences between fictional accounts and real life.	Setting Techniques			
2	-communicate their opinions about selected text. -communicate what they have learned and enjoyed about selected text.	Themes, ideas and lessons Language, style and other aspects.			
2	-know how to identify the theme of a text, and how to analyse its intended effect on the reader.	Structure; parts, sections, chapters, prologue, epilogue,			

2	<p>-analyse how setting is used to convey atmosphere and emotion, and to apply this knowledge to their own description of a setting.</p> <p>-explore the way characters are portrayed through actions, dialogue and relationships in order to understand characterization.</p>	<p>character arcs, escalation of tension, suspense, climax and resolution</p> <p>The use of setting in conveying the motion in the play.</p>		<p>explore how character is conveyed by a novelist through conversation, mind mapping and creative dramatization.</p> <p>Engage with them as they discuss the variety of ways in which language is used, assessing how they evaluate its different effects</p>	
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N.B The duration given above is guidance but the teacher is free to adjust according to the pace of the learners. All chosen set books should be analyzed within the remaining time.