

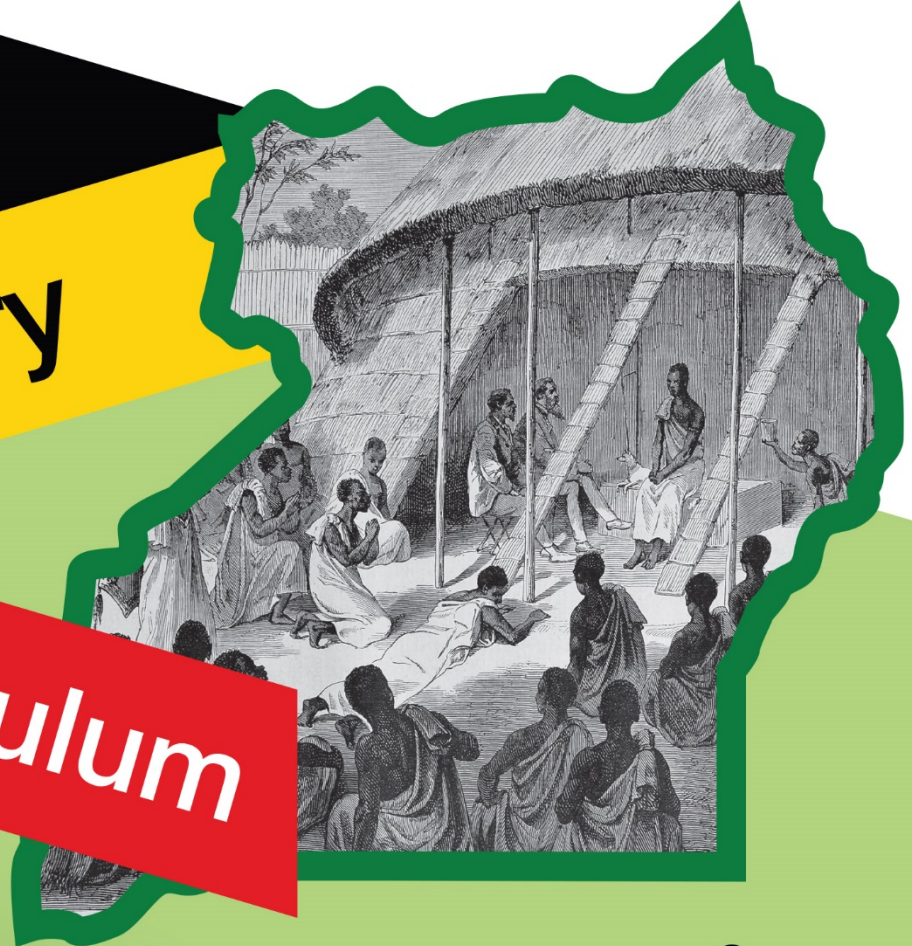


THE REPUBLIC OF UGANDA

Lower

Secondary

Curriculum



# HISTORY & POLITICAL EDUCATION SYLLABUS



**NCDC**  
NATIONAL CURRICULUM  
DEVELOPMENT CENTRE

## CONTENTS

• Foreword	1
• Acknowledgements	2
• Introduction	3
• Background to the new curriculum	4
• Key Changes	5
• The curriculum	7
- Key Learning Outcomes	
- Values	
- Generic Skills	
- Generic Skills with in History and Political Education	
- Cross-cutting Issues	
- ICT Integration	
- History and Political Education within the new curriculum	
- Time allocation	
- Rationale	
- Teaching and Learning: History and Political Education	
• <b>The History and Political Education Syllabus</b>	<b>12</b>
• <b>Detailed Syllabus</b>	<b>15</b>
• <b>Assessment</b>	<b>55</b>
- Examinations	
- Formative Assessment	
- How do we find the opportunity to make formative assessments?	
- Generic Skills	
- Attitudes	
- Record keeping	
• <b>Glossary of Key Terms</b>	<b>61</b>

© National Curriculum Development Centre, Uganda, 2019

Published by

National Curriculum Development Centre,  
P.O. Box 7002, Kampala

**ISBN: 978-9970-00-112-5**

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, transmitted in any form or by any means; electronic, mechanical, photocopying, recording or otherwise without the prior written permission of NCDC.

Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)

## FOREWORD

The Four-year syllabus for History and Political Education is one of the 20 subjects of the New Lower Secondary School Curriculum. The syllabus builds on the concepts, attitude, and some of the values developed at primary school level and continues to provide a firm foundation for further learning in History and Political Education.

History and Political Education, if well and clearly taught, will inspire and create national pride in the learner and compel them to read and search for more knowledge about one's homeland and the global community. It forms a firm foundation indeed as a springboard to grow and even improve on the knowledge as they develop in school.

Therefore, the teachers of History and Political Education are required to shape the learning experiences to cater for the needs and interests of all. The subject covers East African history meaning Uganda, Kenya and Tanzania. It also mentions Eastern African history meaning the current 5 member states of the East African Community (EAC).

Good learner textbooks, teachers' resource books and the use of guest speakers and practitioners will greatly assist teachers to achieve such objectives.

I therefore, endorse this syllabus as the official document for the teaching and learning of History and Political Education at the Lower Secondary School level throughout the country.



**Hon. Janet K. Museveni**

The First Lady and Minister for Education and Sports

## ACKNOWLEDGEMENTS

National Curriculum Development Centre (NCDC) would like to express its appreciation to all those who worked tirelessly towards the production of this History and Political Education syllabus for Lower Secondary.

Our gratitude goes to the Ministry of Education and Sports for overseeing the development of the curriculum and taking timely decisions whenever necessary. They have worked as a team with NCDC to produce this syllabus. Their decisions have been invaluable in getting this work completed as required. Our thanks also go to our partners in education who provided the necessary guidance.

We would also like to thank the members of the public who made helpful contributions towards shaping this syllabus. Their efforts are invaluable towards having this syllabus implemented in schools and for improved quality of education in Uganda.

The Centre is indebted to the learners and teachers who worked with NCDC specialists and consultants from Cambridge Education and The Curriculum Foundation. Great thanks go to members of History and Political Education Working Group who worked tirelessly to put together the necessary facts and guidance in producing this syllabus.

Furthermore, NCDC would like to thank the World Bank for funding the Lower Secondary Curriculum Reform. The funding was a component of the World Bank /Ministry of Education and Sports Uganda Post-Primary Education and Training programme.

Last but not least, NCDC would like to acknowledge all those behind the scenes who formed part of the team that worked hard to finalise the work on this syllabus.

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for effectively addressing the inadequacies. Such comments and suggestions may be communicated to NCDC through P.O.Box 7002 Kampala or email [admin@ncdc.go.ug](mailto:admin@ncdc.go.ug)



**Grace K. Baguma**

Director

National Curriculum Development Centre



## INTRODUCTION

The Uganda Vision 2040 aims to transform Uganda into a modern and prosperous country, while the National Development Programme (NDP) recognizes the existing weaknesses in education, including the low efficiency and variable quality at the secondary level. The Sustainable Development Goal (SDG) 4 advocates for equitable and quality education, while the National Development Plan II focuses on enhancement of human capital, development, strengthening mechanisms for quality, effective and efficient service delivery, and improvement of quality and relevance of skills development. The NRM Manifesto (2016-2021), emphasises continuous assessment examination systems, strengthening soft skills, which promote self-esteem, conscientiousness and a generally positive attitude to work, promoting e-learning and computer literacy in order to enhance learning outcomes. All these are lacking and where they exist, it is at a minimum level.

In alignment with the above, the Education and Sports Sector Strategic Plan (2017-2020) advocates for delivery of equitable, relevant and quality education for all. The current secondary school curriculum of Uganda, although highly regarded by some, is focused on the needs of a tiny academically oriented elite yet the needs of the majority of learners need to be the focus. The Ministry of Education and Sports (MoES) through the National Curriculum Development Centre (NCDC) therefore, undertook a review of the Lower Secondary Curriculum, aimed at providing a learning environment, opportunities, interactions, tasks and instructions that foster deep learning by putting the learner at the centre of the learning experience. This is in line with aims of secondary education in Uganda as provided for in the Government White Paper (1992) as outlined herein.

### **The aims of Secondary education in Uganda are to:**

- Instil and promote national unity, an understanding of the social and civic responsibilities, strong love and care for others and respect for public property, as well as an appreciation of international relations and beneficial international co-operation;
- Promote an appreciation and understanding of the cultural heritage of Uganda including its languages;
- Impart and promote a sense of self discipline, ethical and spiritual values, personal and collective responsibility and initiative;
- Enable individuals to acquire and develop knowledge and an understanding of emerging needs of society and the economy;
- Provide up-to-date and comprehensive knowledge in theoretical and practical aspects of innovative production, modern management methods in the field of commerce and industry and their application in the context of socio-economic development of Uganda;
- Enable individuals to develop basic scientific, technological, technical, agricultural and commercial skills required for self-employment;
- Enable individuals to develop personal skills of problem solving, information gathering and interpretation, independent reading and writing, self-improvement through learning and development of social, physical and leadership skills such as are obtained through games, sports, societies and clubs;
- Lay the foundation for further education;
- Enable the individual to apply acquired skills in solving problems of community, and to develop a strong sense of constructive and beneficial belonging to that community;

## BACKGROUND TO THE NEW CURRICULUM

- Instil positive attitudes towards productive work and strong respect for the dignity of labour and those who engage in productive labour activities;
- Develop a positive attitude towards learning as a lifelong process.

The review was based on the Education Sector Strategic Plan (ESSP, 2009-2018) which set out strategies to improve the quality and relevance of secondary education. The ESSP's sub-objective 2.2 was to ensure that "Post-primary students [are] prepared to enter the workforce and higher education". This is also in line with the current strategic plan of 2017-2020. To achieve this objective, one of the Ministry's strategies was to revise the curriculum and improve instruction and assessment by eliminating the shortcomings in the current curriculum.

The review focused on: producing a secondary school graduate who has the competences that are required in the 21st century; promoting values and attitudes; effective learning and acquisition of skills in order to reduce unemployment among school graduates.

The review also aimed at reducing the content overload and contact hours in the classroom so as to create time for: research and project work; talent development and creativity; allowing for emerging fields of knowledge across all subjects and doing away with obsolete information. There was a need to address the social and economic needs of the country like the mining sector, tourism, services provision, and science and technology development and to ensure a rigorous career guidance programme to expose learners to the related subjects. This will enable learners to make informed choices as they transit and to equip them with knowledge and skills that will enhance their competitiveness in the global value chain.

### **To meet these requirements, the reforms are based on:**

- The development of a holistic education for personal and national development based on clear shared values.
- A commitment to higher standards, deeper understanding and greater opportunities for learners to succeed.
- A focus on the key skills that are essential to work, to learning, and to life, and which will promote life-long learning.
- An integrated approach that will develop the ability to apply learning in practical situations.

### **The ESSP further outlined what the reforms imply:**

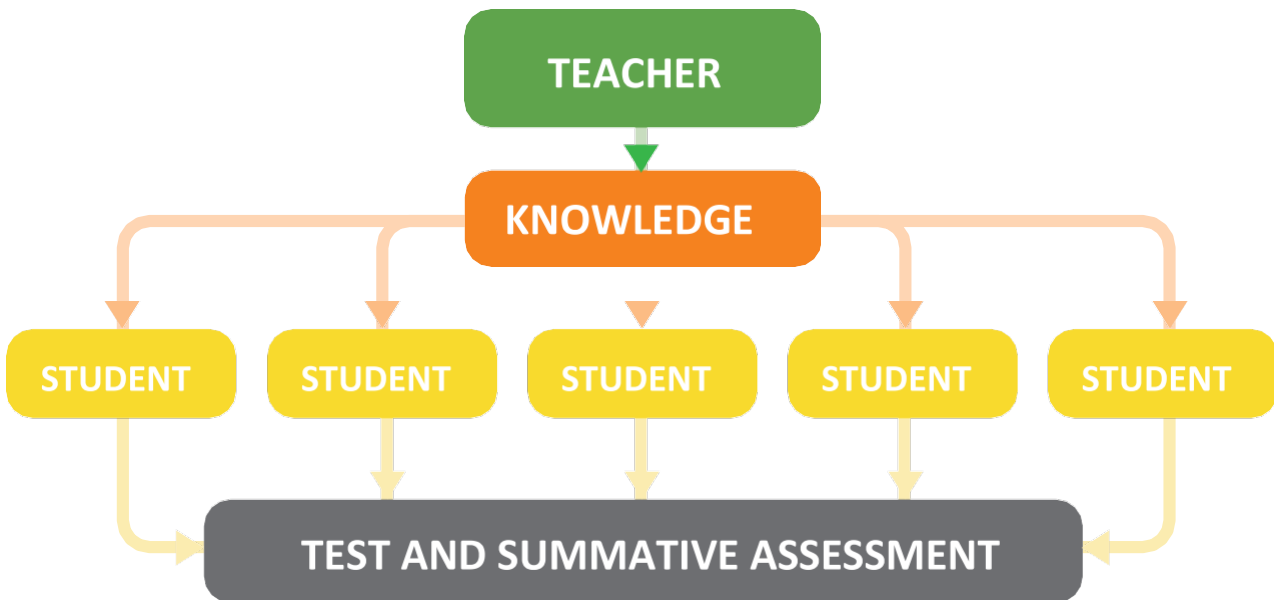
"This review will necessitate a sweeping revision of the general secondary curriculum, away from strictly academic learning objectives that are thought to prepare students for erudite higher education and towards a set of competencies that serve both those who continue their education after S4 and those who choose to enter the workforce. The new curriculum will enable learners to acquire specific vocational skills that they can use once they enter the world of work. The new curriculum will help learners make informed decisions as citizens and family members, and it will give those who continue with their education, either immediately in S5 or later in life, the learning skills they need to think critically and study efficiently."

## KEY CHANGES

The key change in the new curriculum is a move from a knowledge-based curriculum to a competence and skill based curriculum. It is no longer sufficient to accumulate large amounts of knowledge. Young people need to develop the ability to apply their learning with confidence in a range of situations. They need to be able to use knowledge creatively and have the ability to use knowledge rather than just to acquire it. This requires an active, learner-centred rather than passive, teacher-centred approach.

This approach to teaching and learning is in support of the SDGs, otherwise known as the Global Goals. These are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. The key changes in the curriculum will ensure that Uganda is making good progress towards SDG 4 in particular which aims to ensure equitable quality education and promote lifelong learning opportunities for all.

**The change can be summarized in the following diagrams.**



Knowledge-based teaching was based on transferring knowledge from the teacher to the students. The teacher had knowledge which he/she transferred to the students by lecturing, talking, asking them to read the textbook or writing notes on the board for the students to copy and learn. Students acquired the knowledge, often without fully understanding it, and were tested at the end of a unit, term or school course to see if they had remembered it. The knowledge was based mainly on the subjects traditionally taught at university, and little attempt was made to make it relevant to young people's own lives. The whole education system was seen by many people as a preparation for university, but the vast majority of learners never reach university. The new curriculum will cater for this majority as well as those who later go on to university.

## COMPETENCE BASED CURRICULUM



In the competence-based approach, the “student” becomes a “learner”. The new Learning Outcomes can only be achieved through active engagement in the learning process rather than simply absorbing knowledge given by the teacher.

The teacher needs to build on the learners’ own knowledge and experience and create Learning Activities through which learners can explore the meaning of what is being learned and understand how it is applied in practical situations.

Teaching and learning becomes a two-way process of dialogue between the teacher and learners. Learners also learn from each other through discussion. In addition, assessment becomes a two-way process of formative assessment; not just to give grades but to find out problems the learners may be having and help to solve them.

# THE CURRICULUM

This curriculum focuses on four “Key Learning Outcomes” of: self – assured individuals; responsible and patriotic citizens; lifelong learners; positive contributors to society. The curriculum emphasises knowledge, application and behavioural change. It is based on a clear set of values which must be imparted to learners during the learning process.

At the heart of every subject, there are generic skills that allow development into life-long learners. Besides, there are also cross cutting challenges that are embedded across subjects to enable learners understand the connections between the subjects and complexities of life.

## Key Learning Outcomes

This curriculum sets out Key Learning Outcomes that sum up the expectations of the curriculum as a whole, and set out clearly the qualities that young people will develop.

By the end of the educational process, young people will become:

### Self-assured individuals who:

- Demonstrate self-motivation, self-management and self-esteem.
- Know their own preferences, strengths and limitations.
- Adjust their behaviour and language appropriately to different social situations.
- Relate well to a range of personality types.

### Responsible and patriotic citizens who:

- Cherish the values promoted in the curriculum.
- Promote equity, the development of indigenous cultures and languages and appreciate other people’s cultures.
- Apply environmental and health awareness when making decisions for themselves and their community.
- Are positive in their own identity as individuals and global citizens.
- Are motivated to contribute to the well-being of themselves, their community and the nation.

### Life-long learners who:

- Can plan, reflect and direct their own learning.
- Actively seek life-long learning opportunities for personal and professional development.

### Positive contributors to society who:

- Have acquired and can apply the generic skills.
- Demonstrate knowledge and understanding of the emerging needs of society and the economy.
- Understand how to design, make and critically evaluate products and processes to address needs.
- Appreciate the physical, biological and technological world and make informed decisions about sustainable development and its impact on people and the environment.

## Values

Our values in the national curriculum are the same as those in Uganda. The Uganda National Ethics and Values Policy of 2013 include;

- Respect for humanity and environment
- Honesty; uphold and defend the truth at all times
- Justice and fairness in dealing with others
- Hard work for self-reliance
- Integrity; moral uprightness and sound character
- Creativity and innovativeness
- Social responsibility
- Social harmony
- National unity
- National consciousness and patriotism

These values are not taught directly in lessons, nor will they be assessed, but they will inform and shape all the teaching and learning process.



## Generic Skills

The generic skills lie at the heart of every subject. They enable the learner to access and deepen learning across the whole curriculum; they are sought by employers and unlock the world of work; they allow young people to develop into lifelong learners who can adapt to change and cope with the challenges of life in the 21st Century.

Young people need to be able to think critically and solve problems, both at school and at work; be creative and innovative in their approach to learning and life; be able to communicate well in all forms, co-operate with others and also work independently; be able to use functional mathematics and information and communication technology (ICT) effectively.

### Critical thinking and problem-solving

- Plan and carry out investigations
- Sort and analyse information
- Identify problems and ways forward
- Predict outcomes and make reasoned decisions
- Evaluate different solutions

### Creativity and innovation

- Use imaginations to explore possibilities
- Work with others to generate ideas
- Suggest and develop new solutions
- Try out innovative alternatives
- Look for patterns and make generalisations

### Communication

- Listen attentively and with comprehension
- Talk confidently and explain issues clearly
- Read accurately and fluently
- Write and present coherently
- Use a range of media to communicate ideas

### Co-operation and self-directed learning

- Work effectively in diverse teams
- Interact effectively with others
- Take responsibility for own learning
- Work independently with persistence
- Manage goals and time

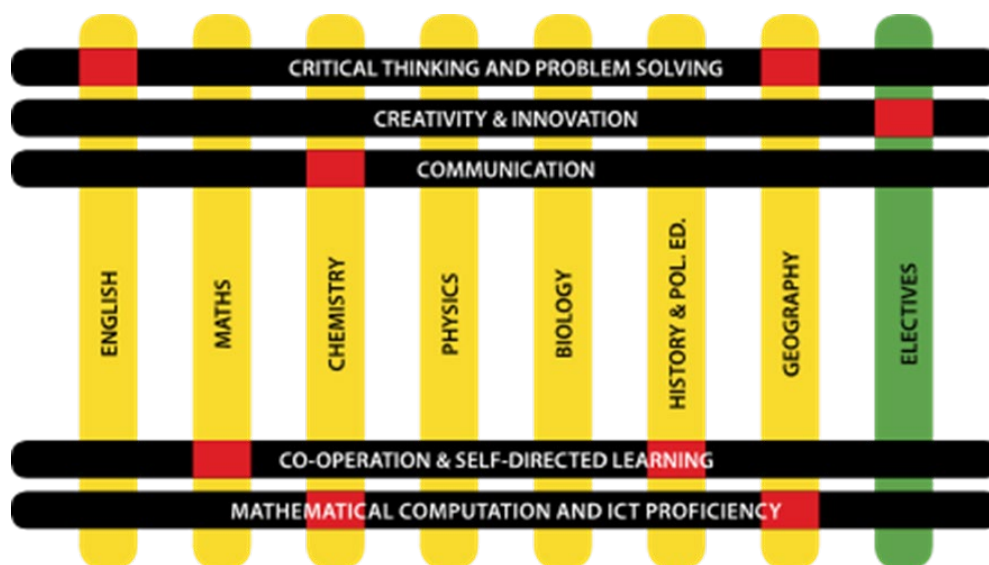
### Mathematical computation & ICT proficiency

- Use numbers and measurements accurately
- Interpret and interrogate mathematical data
- Use mathematics to justify and support decisions
- Use technology to create, manipulate and process information
- Use technology to collaborate, communicate and refine their work

# GENERIC SKILLS WITHIN HISTORY AND POLITICAL EDUCATION

These skills are not separate subjects in themselves; they are developed within the subjects of the curriculum. They also help learning within those subjects. It is when these generic skills are deployed that learning is most effective.

The generic skills are a key part of the new curriculum. They have been built into the syllabuses for each of the subjects, and provide the context for the skill development. History and Political Education provides a rich context for learners to communicate, co-operate, and to think critically about how the world works and to understand the world from an historical and political point of view.



## Cross-cutting Issues

There are some issues that young people need to learn about, but which are not confined to one subject. These are the 'cross-cutting issues' and they need to be studied across the subjects. These issues develop learners' understanding of the connections between the subjects, and so of the complexities of life.

**The cross-cutting issues identified in the curriculum include the following:**

1. Environmental awareness
2. Health awareness
3. Life skills
4. Mixed abilities and involvement
5. Socio-economic challenges
6. Citizenship and patriotism

**(Details of the cross-cutting issues appear in the Curriculum framework on page 11).**

These have been built into the syllabuses of each subject. The way in which they operate within the subject is very similar to the generic skills. History and Political Education provides a very good context for considering all five of these issues.

The subjects also provide the contexts for progression within the skills. The same skill definitions apply to all year groups, and skills progression is provided by the increasing complexity of the subject matter within each subject. For example, within 'critical thinking', learners begin thinking critically about the relatively simple subject matter in Senior 1 and then progress to thinking about the much more complex matters in Senior 4.

Thus the progression is in the increasing complexity of the matters being thought about.

## ICT Integration

Under ICT integration, ICT shall be embedded as a learning/teaching tool across all subjects. ICT teachers should endeavour to assist other subject teachers in making the ICT integration process a reality. In other subject syllabi, ICT integration guidelines have been included. ICT integration draft framework is summarised as follows:

Category of a task in the syllabus	ICT application (How ICT will be integrated for the task category)
Field works	Use of cameras to take photos and record videos
Presentations in class	Use presentation application
Key words and meanings	Use online dictionary or search online
Drawing/graphics	Use publishing software, Word processor
Role play, narrations	Use audio and video recordings
Demonstrations	Use audio and video recordings and simulations
Locating and putting marks on an area	Use digital/online mapping
Present findings in graphic and written format	Use desktop publishing software or word processor
Showing data charts	Use spreadsheet software
Group discussions	Mind-mapping software
Search for extra reading materials	Download files on Internet or by sharing
Writing equations and formulas	Use equation editors
Carrying out academic research	Using the Internet and other academic applications like "Encarta", "Britannica" etc.
Sharing or learning with people across the world	Forming learning networks, formation of blogs, social media, emails etc.

# HISTORY AND POLITICAL EDUCATION WITHIN THE CURRICULUM

History and Political Education is a compulsory subject from Senior 1 to Senior 4.

## Time allocation

HISTORY AND POLITICAL EDUCATION	SENIOR 1 & 2	SENIOR 3 & 4
	3 periods a week	4 periods a week

## Rationale

History and Political Education is the study of how the past has created the present, and how people organise themselves in communities and nations. It is the key to the development of good citizens.

Learners explore the past of their locality and the wider world. They find out some of the key events and people who have shaped our history and the world today. They learn to recognize the impact of the past on the present. They learn to analyse and explain the reasons for, and results of, the historical events, situations and changes over the periods studied.

The learners use a range of primary sources where possible to carry out their own investigations and evaluate interpretations made by others.

The subject caters for critical thinking skills so as to help learners look beyond the headlines. It also trains the mind and teaches individuals how to think and process information and provides a basis for research and inquiry into the past so as to learn from it and highlights the importance of politics in development.

## Teaching and Learning of History and Political Education

The thrust of the new syllabuses is experiential and towards deeper understanding. The focus of History and Political Education is on the development of understanding through sifting evidence, enquiry and rational thought.

This new syllabus provides learners with a wide range of contexts in which to develop this understanding, and these contexts are designed to engage the interest of the learner and to provide opportunities to build life-related knowledge, experience and skills. Teachers are encouraged to go beyond the textbooks and provide as many meaningful contexts as possible. The generic skills have been integrated throughout the curriculum and can only be acquired through active approaches.

The role of the teacher is to build on learners' existing knowledge and experience, but not to extend problems to the learners.

This makes them think about their own ideas and experiences as well as adding new knowledge and skills to it. Learners need to interact with real situations inside and outside the classroom. They need to look at pictures or diagrams, examine statistics, or read texts from a range of sources. They need to find out knowledge and ideas for themselves. They should then be expected to express these in their own words, not those of the teacher, and so demonstrate that they have understood what they have learnt.

### In this approach, learners are encouraged to:

- Be responsible for their own learning.
- Think for themselves and form their own ideas and opinions.
- Become critical thinkers, ready to face new challenges and situations for themselves.

# HISTORY AND POLITICAL EDUCATION SYLLABUS PROGRAMME PLANNER

## Programme Planner

SENIOR 1	THEME 1: UNDERSTANDING OUR PAST	DURATION (NUMBER OF PERIODS)
	1. Finding out about our past	10
	2. The origin of man	16
	3. Migration and settlement in East Africa since 1000 AD	08
	4. Culture and ethnic groups in East Africa	12
	5. State formation in East Africa	14
	6. Religions in East Africa	10
	7. Local and external trade contacts with East African communities	18
	8. Scramble, partition and colonisation of East Africa	10
	9. Response to the establishment of colonial rule in East Africa	10
	<b>Total</b>	<b>108</b>

SENIOR 2	THEME 2: COLONISATION AND STRUGGLE FOR INDEPENDENCE	DURATION (NUMBER OF PERIODS)
	1. The colonial administrative systems in East Africa	12
	2. The colonial economy in East Africa	12
	3. World wars and their impact in East Africa	14
	4. Struggle for independence in East Africa	14
	5. Post-independence socio-economic challenges in East Africa	14
	6. Civil society and non-governmental organisations.	12
	7. Changing land tenure systems in East Africa	10
	8. Key personalities in the history of East Africa before independence	18
	<b>Total</b>	<b>108</b>

SENIOR 3	THEME 3: UGANDA	DURATION (NUMBER OF PERIODS)
	1. The structure of government in Uganda	15
	2. Local government systems in Uganda	16
	3. Constitutionalism in Uganda	15
	4. Democracy and leadership in Uganda	15
	5. The United Nations Organisation and its impact on Uganda	16
	6. The evolution of human rights in Uganda.	16
	7. The post-independence liberation struggles in Uganda	18
	8. Patriotism in Uganda	16
	9. Key contributors to nation building in the post- colonial period	17
	<b>Total</b>	<b>144</b>

SENIOR 4	THEME 4: INTERACTIONS WITH THE WORLD	DURATION (NUMBER OF PERIODS)
	1. Lessons from world economic transformations	18
	2. Pan-Africanism, political and economic federation in Africa	21
	3. Neo-colonialism in East Africa	15
	4. Globalisation	14
	5. Lessons from liberation struggles in South Africa	19
	6. Peace, conflicts and resolution in East Africa	17
	7. Topical review and final revision	12
	<b>Total</b>	<b>114</b>

## Time Estimates

CLASS	SENIOR 1	SENIOR 2	SENIOR 3	SENIOR 4
PERIODS	108	108	144	114
<b>TOTAL</b>				<b>474</b>

The syllabus details are set out in three columns:

LEARNING OUTCOMES	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT ACTIVITIES
The knowledge, understanding or skills expected to be learned by the end of the topic	The sort of learning activities that include the generic skills and that will help learners achieve the learning outcomes.	Opportunities for assessment within the learning

Teachers should base their lesson plans on the learning outcomes using the suggested learning activities as a guide. These are not the only possible learning activities, and teachers are encouraged to extend these and devise their own that are appropriate to the needs of their class.

# DETAILED SYLLABUS FOR HISTORY AND POLITICAL EDUCATION

## SENIOR 1: TERM 1

### THEME 1: UNDERSTANDING OUR PAST

#### TOPIC 01: 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 STRATEGY
a. know the meaning of History and political education. b. appreciate the importance of learning about our past. (u) (v) c. understand how people find out about the past (u) (k) (v) d. know the historical sites in Uganda and the rest of East Africa, (k) (s) (u) e. understand the benefits of historical sites in Uganda.	<ul style="list-style-type: none"> <li>• Using ICT and the library research, find the meaning of the term history and political education.</li> <li>• Guide learners to understand how the two terms are related.</li> <li>• Guide learners in a discussion on the advantages and disadvantages of learning about the past.</li> <li>• Let learners visit a historical site.</li> <li>• Using ICT and library research, in groups, let learners find out why we study history and political education, and make a presentation to class.</li> <li>• Let learners watch a video or listen to a narration on historical research, and discuss the different sources of history.</li> <li>• Involve learners in a brainstorming session to find out the challenges involved in the use of specific sources of history.</li> <li>• 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.</li> <li>• In a discussion, compare modern and traditional methods of researching on the past.</li> <li>• Guide learners to draw a table that shows the advantages and disadvantages of using different sources and methods of finding out about the past.</li> <li>• Guide learners to discuss in groups and identify important historical sites in Uganda and the rest of East Africa.</li> <li>• Guide learners to draw a sketch map of East Africa showing the location and names of some important historical sites.</li> <li>• 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.</li> <li>• In groups task learners to prepare a project and show what they can do to earn a living in their community and specifically using historical sites.</li> <li>• Learners develop <i>reflective journals</i> either with ICT or manually depicting key issued on this topic.</li> <li>• Let learners prepare a portfolio of historical sites and organise the information and give a brief explanation of each.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe in a discussion whether learners can explain the meaning of the term history and political education.</li> <li>2. Converse with learners as they discuss and brainstorm to assess their understanding of historical methods and sources, of studying about our past.</li> <li>3. Task learners individually to draw a sketch map of East Africa and mark there the main historical sites.</li> <li>4. In their written reports, assess their ability to evaluate why the sites are important to the nation's history.</li> <li>5. Assess individual learners' maps drawn accurately locating historical sites in East Africa.</li> </ol>



SENIOR 1: TERM 1

TOPIC 02: The origin of man

16 Periods

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

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand traditional East African beliefs about the origin of man. (u) (v)(s)</p> <p>b. analyse the bible and the creation stories about the origin of man. (a, s)</p> <p>c. know scientific view about the origin of man. (k)</p> <p>d. analyse the concept of human evolution.</p> <p>e. understand the out of Africa theory about the origin of man.(u)</p> <p>f. appreciate the multi-regional theory on creation and the origin of man. (a, s)</p>	<ul style="list-style-type: none"> <li>• Guide learners in pairs to discuss about the beliefs that existed in traditional Africa and write about them.</li> <li>• Task learners to give accounts of some ethnic groups on the story about the origin of man.</li> <li>• Guide learners to distinguish between cultural and traditional beliefs about the origin of man.</li> <li>• Guide learners to read the Old Testament and role-play the Bible story of the creation of man.</li> <li>• Guide Learners to read individually the story of the Garden of Eden and analyse its significance in the creation of man.</li> <li>• 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.</li> <li>• Task learners to research and give highlights on key aspects of human evolution theory and the stages of human development.</li> <li>• Involve learners in a discussion about the concept of human creation out of Africa.</li> <li>• Guide learners in a discussion to find out about the theories of creation of man among the white race.</li> <li>• Guide learners in a discussion to understand the multi-regional theory about the origin of man.</li> <li>• 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.</li> <li>• In a debate session, let learners compare the reality of traditional theory and bible story about the origin of man.</li> <li>• Guide learners to identify and collect artefacts on the origin of man.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners to assess their understanding of traditional African theory about the origin of man.</li> <li>2. In class presentations, find out whether the learners can critique the bible theory about the creation of man.</li> <li>3. Observe whether the learners can compare the reality between the scientific theory and the multi-regional theory on creation of man.</li> <li>4. Assess learner’s critical thinking in arguing and presenting issues on Darwin’s theory of man.</li> </ol>

**SENIOR 1: TERM 1**

**TOPIC 03: Migration and settlement into East Africa since 1000 AD.**

**8 Periods**

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

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the groups of people who lived in East Africa before 19<sup>th</sup> century Migrations. (u)</p> <p>b. know the origins of local people in different areas of East Africa. (s, k)</p> <p>c. understand the origins of Bantu, Luo and Ngoni people who came to East Africa. (u)</p> <p>d. know the reasons for the migration of these peoples into East Africa. (k)</p> <p>e. understand the results of Bantu, Luo and Mfecane migration into East Africa. (k, u)</p>	<ul style="list-style-type: none"> <li>• Using ICT and library research, let learners take notes and present to class the inhabitants of East Africa before the 19<sup>th</sup> century migrations.</li> <li>• Carry out a research using ICT or library to find out the origins of their families and other people in the area.</li> <li>• Let learners individually make tables to match the current ethnic groups with their original migration groups that came into East Africa since 1000 AD.</li> <li>• Let learners explain and illustrate their findings using tables, diagrams and statistics.</li> <li>• Learners illustrate and locate the origins of East African people on a map.</li> <li>• Learners use the above visual aids in the delivery of an oral presentation on the fieldwork to the class.</li> <li>• Using the internet or library research, learners locate the Bantu, Luo and Ngoni migration.</li> <li>• Task learners to discuss the origins, culture and history of Bantu, Luo, and Ngoni.</li> <li>• Guide learners to draw a sketch map(s) showing the course of Bantu, Luo and Mfecane migration.</li> <li>• In a discussion, identify the reasons for the migration of these peoples into East Africa.</li> <li>• Guide learners in a discussion about the results of Bantu, Luo and Ngoni migrations.</li> <li>• Learners prepare a documentary in prose showing evidence of their origins.</li> </ul>	<ol style="list-style-type: none"> <li>1. In conversation, assess learners' understanding of the Bantu, Luo and Ngoni course of migration and the reasons for their migration.</li> <li>2. Assess the accuracy of migration maps drawn by learners.</li> <li>3. Observe learners' communication skills and critical thinking in a discussion about the effect of these migrations into East Africa.</li> </ol>

**SENIOR 1: TERM 2**

**TOPIC 04: CULTURE AND KEY ETHNIC GROUPS IN EAST Africa**

**12 Periods**

**Competency:** The learner understands the concept of culture and the people relations in East Africa.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. appreciate the existence of cultural values in our families. (k, u) b. know the key cultural institutions and their leaders in East Africa. (k) c. know cultural centres that exist in East Africa. (k) d. know the ethnic groups in East Africa. e. analyse the contribution of cultural handcrafts in East Africa. (u, a) f. understand the need to respect the cultures of other ethnic groups to avoid conflicts. (u, v) g. appreciate the value of cultural traditional transitional justice mechanisms in conflict resolutions in East Africa. (k, v, u) h. understand the role of culture and gender in family matters.	<ul style="list-style-type: none"> <li>• Task learners to develop an interview guide, visit nearby families, conduct a survey and write a report about the form of cultural values practiced in East Africa.</li> <li>• Involve learners in a discussion about the main cultural institutions in East Africa.</li> <li>• Task learners to draw a table and match the traditional institutions existing in East Africa with their countries.</li> <li>• Let learners analyse the contribution of emerging cultural/moral youth camps in Uganda.</li> <li>• Instruct learners to draw a sketch map of East Africa, on it mark the existing cultural sites.</li> <li>• In groups let learners list the main ethnic groupings in East Africa.</li> <li>• Using graphs, let learners show the population levels of these ethnic groups in East Africa today.</li> <li>• Involve learners in a discussion about the importance of handcrafts in East Africa.</li> <li>• Guide learners to discuss how respect for other cultures can be useful in aspect of leadership, and can reduce the possibility of other conflicts.</li> <li>• In a brainstorm session, engage learners to mention the importance of cultural camps like "kisakate" in Uganda.</li> <li>• Guide learners to visit a nearby community and research about the traditional methods of justice used in resolving conflicts.</li> <li>• Guide learners to compare the modern and the traditional methods of resolving community conflicts and find out which of the two is very effective in stabilising the community leadership.</li> <li>• Involve learners in a role play about gender issues in the family. Use pictures or photographs to illustrate gender roles(s).</li> <li>• Engage learners in a discussion on how the ethnic differences and clashes can be reduced in East Africa.</li> <li>• Guide learners to carry out a field visit to cultural institutions or centres in their community or an elder or a community development officer to analyse and establish the contribution of cultural institutions.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe the group presentations made after the historical site visit and provide guidance to the learners.</li> <li>2. Observe class discussion and find out whether learners understood the role of culture in family affairs.</li> <li>3. In a role play, observe learners' understanding of the application of traditional justice mechanisms in settlement of cases.</li> </ol>

**SENIOR 1: TERM 2**

**TOPIC 05: STATE FORMATION IN EAST AFRICA**

**14 Periods**

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

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the centralised and non-centralised states in East Africa. (v, k)</p> <p>b. know the characteristics of centralised and non-centralised societies.(u)</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"> <li>• Let learners brainstorm and compare the centralised and non-centralised states they are familiar with in East Africa.</li> <li>• Guide learners to understand the organisation of the following societies.                             <ul style="list-style-type: none"> <li>- Bunyoro Kitara</li> <li>- Buganda</li> <li>- Ankole</li> <li>- Tooro</li> <li>- Karagwe</li> <li>- Kikuyu</li> <li>- Nyamwezi</li> <li>- Masai</li> <li>- Tonga</li> <li>- Acholi</li> </ul> </li> <li>• Guide learners to conduct research on all existed pre-colonial societies and describe their social, political and economic organisation in their notebooks.</li> <li>• Let learners discuss the factors that led to the growth and decline of both pre-colonial kingdoms and the decentralised societies.</li> <li>• Let learners describe the characteristics of precolonial centralised and non-centralised societies in East Africa.</li> <li>• Let learners draw a sketch map of East Africa and locate the precolonial centralised and non-centralised societies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners' drawn maps to see that they have identified and located the societies appropriately.</li> <li>2. Converse with learners to find out if they can describe the distinction between the centralised and non-centralised states, and analyse the strengths and weaknesses of each.</li> </ol>

SENIOR 1 TERM 2

TOPIC 06: RELIGIONS IN EAST AFRICA

10 Periods

**Competency:** The learner understands the influence and impact of religions in East Africa.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand the religions that existed in East Africa before the coming of foreign religions. b. know the Christian and Islamic religious groups that came to Uganda in the 19th century, why they came and where they had influence. (k) c. understand the impact of foreign religions in Uganda. (v, u) d. know the activities carried out by the European Christian Missionaries. (v, s) e. understand why Christians and some Muslims were killed at Namugongo. (v, u)	<ul style="list-style-type: none"> <li>• Using ICT and school libraries, task learners to list down the traditional religions that existed in East Africa in the pre-historic period.</li> <li>• Learners discuss foreign religions in their community and the wider East Africa, mentioning differences in beliefs, dress, diet and customs, and raising questions about what they don't understand.</li> <li>• Let learners conduct a research to identify those religions that arrived in the 19th century, where they came from and why they came.</li> <li>• Invite Christian and Muslim leaders to visit the class and talk about history of Uganda, and their beliefs, customs and influence.</li> <li>• Task learners to conduct research among members of their community about the influence of religions faith in their area, and make presentations to class on their findings.</li> <li>• In a whole class setting, guide learners in a debate on assessment of missionary activities in Uganda.</li> <li>• Guide learners to use ICT or library research and find out why religious people were killed in Namugongo.</li> <li>• Organise the class and discuss the importance of Namugongo shrines to Ugandans today.</li> <li>• Instruct learners to conduct research among the informed elderly of the major religions in their communities and make a report on the statistics of Catholics, Protestants, Orthodox and Moslem martyrs at Namugongo. How many were each category and why were they killed?</li> <li>• Guide learners in a simulation on being missionaries.</li> <li>• Guide learners to document the work of missionaries and Muslim leaders at the time.</li> </ul>	<ol style="list-style-type: none"> <li>1. Engage learners in a debate to compare the pre-historic religions and those of colonial period.</li> <li>2. Assess learners' listening and communication skills when dialoguing with visitors, and members of their communities, and their ability to summarise their discussions.</li> <li>3. Observe their analysis and critical thinking when debating missionary activity.</li> </ol>

**SENIOR 1 TERM 2**

**TOPIC 07: LOCAL AND EXTERNAL TRADE CONTACTS IN EAST AFRICA BEFORE 1880**

**Sub-topic 7.1: 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.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand trade contacts that existed in East Africa before 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> <p>e. know the organisation of slave trade and slavery (k).</p> <p>f. understand slave trade and its impact in East Africa. (u)</p> <p>g. know the impact of slave trade abolition in East Africa.</p>	<ul style="list-style-type: none"> <li>• Using ICT and library research, let the learners explain the trade system that existed in East Africa before the pre-colonial time.</li> <li>• Guide learners to establish the type of goods traded in East Africa, form of transaction carried out and name the groups involved in trade in ancient times.</li> <li>• Organise learners to understand the pre-colonial trade systems involving the communal agricultural exchanges.</li> <li>• Task learners to explain the relationship between slave trade and Indian Ocean trade.</li> <li>• Guide learners to draw a sketch map of Indian Ocean trade routes.</li> <li>• Involve learners in a discussion about the organisation of Indian Ocean trade. Mention the challenges that were faced by these traders.</li> <li>• Engage learners in the discussion to analyse the impact of Indian Ocean trade in East Africa.</li> <li>• Guide learners to discuss the organisation of slave trade and slavery in East Africa.</li> <li>• Guide learners in a brainstorm session; debate the advantages and disadvantages of slave trade in East Africa.</li> <li>• Guide learners to discuss the possible reasons for the development of slave trade.</li> <li>• In a debate session, discuss the effects of slave trade in East Africa. Let learners take note.</li> <li>• In a role play, organise the class to show the life of slavery and indicate its implication to East Africans.</li> <li>• In groups, guide learners to research, discuss and find out and present in class reasons for abolition of slave trade as they take notes.</li> <li>• Involve learners in a brainstorm session about the results for abolition of slave trade.</li> <li>• Let learners take note of key issues on the topic in their reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners and observe whether they know the trade system in East Africa before pre-colonial time.</li> <li>2. Assess learners' participation and contribution on the effects of slave trade.</li> <li>3. Converse with learners to ascertain their understanding of Indian Ocean trade.</li> <li>4. Observe the ability of learners to draw a sketch map of East African trade routes for slavery.</li> <li>5. Converse with learners and find out whether they can identify the reasons for abolition of slave trade in East Africa.</li> </ol>

**SENIOR 1 TERM 2**

**Sub-topic 7.2: East African Long Distance Trade**

**09 Periods**

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the background of East Africa’s Long Distance trade. (u)</p> <p>b. know the reasons for growth and expansion of Long Distance trade in East Africa t. (v, k)</p> <p>c. understand the organisation of Long Distance trade in East Africa.</p> <p>d. know the impact of East African Long Distance trade. (s, u, v)</p> <p>e. appreciate the contribution of Long Distance trade in the history of East Africa.</p>	<ul style="list-style-type: none"> <li>• Let learners use ICT or library research to find out the background of Long Distance trade and take note in their reflective journal.</li> <li>• Guide learners to draw a sketch map of the routes used in the Long Distance trade and take note of key issues.</li> <li>• Organise the class into a brainstorm session and find out the goods traded. Separate the exports from the import list.</li> <li>• Let learners use the library or the Internet to describe the rise, organisation and benefits of the Long Distance trade.</li> <li>• In groups let learners’ present findings of their research in a whole class discussion.</li> <li>• Guide learners to participate in a debate session and discuss the effects of Long Distance trade.</li> <li>• Guide learners to compare the challenges faced by Long Distance traders and those of today in Uganda who import goods from Mombasa.</li> <li>• Involve learners to discuss the impact of Slave Trade abolition on the Long Distance Trade business.</li> <li>• Organise a role play and show how the traditional East African chief was involved in the Long Distance trade business.</li> <li>• Teacher wraps up the lesson as learners take the notes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners on findings of key aspects of Long Distance Trade.</li> <li>2. Assess learners’ accuracy in movements and locating the trade routes in East Africa using a sketch map.</li> <li>3. Observe learners’ creativity in presentations of facts about Slave Trade.</li> <li>4. Engage in a discussion with learners about the effects of Long Distance Trade to access their critical thinking and communication skills.</li> </ol>

SENIOR 1 TERM 3

TOPIC 08: SCRAMBLE, PARTITION AND COLONIZATION OF EAST AFRICA 10 Periods

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

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the term scramble, partition and colonisation of East Africa. b. understand the reasons why Europeans and Asians came to East Africa. (u) c. understand how Uganda and the rest of East Africa was colonised. (u) d. understand the results of colonisation of East Africa. (s, u) e. appreciate the impact of European and Asian influence in East Africa. (s) f. understand how the rest of Africa was colonised by the different European powers. (u)	<ul style="list-style-type: none"> <li>• Guide learners in a discussion about the various groups from Europe and Asia who came to East Africa, and their roles:                             <ul style="list-style-type: none"> <li>- Missionaries</li> <li>- Chartered companies' agents</li> <li>- Explorers</li> <li>- Imperialists</li> </ul> </li> <li>• Learners conduct a research on entry of Europeans and Asians into East Africa and construct a timeline and a map.</li> <li>• Guide learners to understand the reasons for the success of European colonisation of East Africa.</li> <li>• In groups, let learners discuss/debate on the effects of the scramble and partition of East Africa.</li> <li>• Engage learners in a discussion about the methods used by European countries in the colonisation of East Africa and the problems they faced.</li> <li>• 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.</li> <li>• Engage learners in a discussion about the challenges faced by Europeans in the colonisation process of East Africa.</li> <li>• Construct a matching table and show which European power colonised a specific African country.</li> <li>• Task the individual learners to write a story about the life of a colonised Ugandan.</li> <li>• Guide learners to simulate the life of a white man in the process of colonising an African state.</li> <li>• Let learners write key issues to remember in their reflective journals</li> </ul>	<ol style="list-style-type: none"> <li>1. Check the accuracy of the information presented by learners on maps, timelines and colonisation.</li> <li>2. Observe learners' participation and contribution in a debate giving factual information, and the effects of colonisation.</li> </ol>



**SENIOR 1: TERM 3**

**TOPIC 09: RESPONSE TO THE ESTABLISHMENT OF COLONIAL RULE IN EAST AFRICA**

**10 Periods**

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

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the concept of collaboration and resistance. (u)</p> <p>b. analyse the factors that made East Africans either to collaborate or resist colonial 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 East Africans. (a, s)</p> <p>e. know the terms and the significance of 1923 Devonshire White Paper in Kenya. (k)</p>	<ul style="list-style-type: none"> <li>• Guide learners to use ICT and library research to understand the origin and background of collaboration and resistance to colonial rule.</li> <li>• Let learners discuss in groups and analyse the factors that led to either collaboration or resistance against colonial rule.</li> <li>• Guide learners to find out the circumstances that led to each type of response.</li> <li>• Let learners use the Internet or library research to find out about the key agreements made in East Africa and write a report.</li> <li>• Involve learners in a discussion to understand the impact of the signing of the 1923 Devonshire White Paper.</li> <li>• Let learners research on communities that collaborated or resisted colonial rule and record their findings about the benefits and challenges for publications.</li> <li>• In a role play, let learners dramatise instances of resistance and collaboration in East Africa.</li> <li>• Guide learners to understand the reasons for the signing of 1900 Buganda Agreement.</li> <li>• Using ICT or library research, in groups let learners make presentations on the terms and the effects of the 1900 Buganda Agreement.</li> <li>• Task learners to compare the features of the 1900 Buganda Agreement and that of Devonshire White Paper of 1923 in Kenya.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe the learners' discussion to understanding of the terms collaboration and resistance.</li> <li>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.</li> </ol>

**THEME 2: COLONISATION AND THE STRUGGLE FOR INDEPENDENCE IN EAST AFRICA**

**SENIOR 2: TERM 1**

**TOPIC 01: THE COLONIAL ADMINISTRATIVE SYSTEMS IN EAST AFRICA**

**12 Periods**

**Competency:** The learner understands the nature and impact of colonial administrative systems on the peoples of East Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the colonial administration systems in Uganda. (u)</p> <p>b. know the reasons why different types of colonial administration was used in East Africa. (u)</p> <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>	<ul style="list-style-type: none"> <li>• let the learners use ICT or library research to find out the colonial administration system used in East Africa.</li> <li>• In a brainstorm session, guide learners to find out the reason why indirect rule was used in Uganda, and direct rule used in Tanzania.</li> <li>• Involve learners in a brainstorm session on the effects of colonial administration in East Africa.</li> <li>• Guide learners to use the Internet or library research to find out the factors that led to the use of direct rule in Tanganyika.</li> <li>• Task learners to compare the features of indirect rule for the British and the direct rule for Germans.</li> <li>• 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.</li> <li>• In a role play, let learners dramatise how the indirect rule was applied in East Africa and make their own notes.</li> <li>• Let learners write key issues in their reflective journal.</li> <li>• Guide learners to establish a History and Political Education Club and begin to build a school based history centre.</li> </ul>	<ol style="list-style-type: none"> <li>1. In conversation, assess learners' critical abilities highlighting the key features of a colonial system used in Uganda.</li> <li>2. Observe the discussion and find out whether learners can give immediate and far reaching effects of colonial administration in Uganda.</li> <li>3. Observe learners analysing the results of direct rule in Tanganyika.</li> </ol>

SENIOR 2 TERM 1

TOPIC 02: THE COLONIAL ECONOMY IN EAST AFRICA

12 Periods

**Competency:** The learner understands the impact of road network and general colonial economy in East Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand economic conditions before and after the introduction of a colonial economy. (u)</p> <p>b. know the features of colonial economy in East Africa.</p> <p>c. understand the reasons why the colonial administration encouraged both peasant and plantation farming. (v, u)</p> <p>d. understand why industries were established in colonial East Africa. (v, u)</p> <p>e. know the impact of the development of transport system in colonial East Africa.</p> <p>f. understand the health and social problems that were faced during the colonial economy period. (k, u)</p> <p>g. appreciate the impact of colonial economy in East Africa. (v, u)</p>	<ul style="list-style-type: none"> <li>• Guide learners to use the Internet or library research to compare the situation in East Africa before and after the colonial economy was established.</li> <li>• Guide learners to discuss the features of colonial economy in East Africa.</li> <li>• In groups, let learners engage in a guided discussion about the reasons why the colonial administration encouraged both peasant and plantation farming, speculating as to whether or not this was the best for East Africans.</li> <li>• Involve learners in a discussion to understand the road network system used in colonial East Africa.</li> <li>• Guide learners to find out the course and the impact for the construction of the Uganda Railway.</li> <li>• Let learners use ICT or library research to find out the nature of colonial agriculture and write a report.</li> <li>• Guide learners to understand the reasons and impact of the construction of health facilities in the colonial time.</li> <li>• Involve learners in a discussion about the challenges faced by whites in the colonial economy industries.</li> <li>• With regard to the colonial economy, let learners debate the motion: "Colonisation of East Africa was a burden to whites." Discuss.</li> <li>• Ask learners to compile information on the colonial economy for their history club. Let them give an analysis on its impact to East Africa.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners to establish whether they know the pre and post-colonial economic situations in East Africa.</li> <li>2. Observe the given instruction and find out whether the learners can draw the map of East Africa and on it, mark the area where the Uganda Railway passes.</li> <li>3. Engage learners in a discussion to access their understanding and critical thinking and cooperation.</li> </ol>

**TOPIC 03: WORLD WARS AND THEIR IMPACT IN EAST AFRICA**

**Sub-topic 3.1: World War I**

**07 Periods**

**Competency:** The learner understands the impact of World Wars in East Africa.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the meaning of World War I. (k) b. understand the major countries or powers involved at World War I. (u) c. know the reasons why the East African countries were involved in World War I. (a, v) d. understand how the events of World War I influenced future history of East Africa. (u) e. appreciate the impact of World War 1 in East Africa. (a, v)	<ul style="list-style-type: none"> <li>• Using ICT or library research, let learners explain the meaning of the phenomenon of World War I.</li> <li>• Guide learners to identify the major countries or powers involved at each stage of the war.</li> <li>• Involve learners in a discussion about the reasons why East Africa was involved in World War I.</li> <li>• In a brainstorm session, task learners to take notes about the causes of World War I.</li> <li>• Organise the class in a debate session to discuss the impact of World War I in East Africa.</li> <li>• Let learners write key issues in their reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe a discussion in class and find out whether learners can identify the problems brought to the peoples of East Africa by World War I.</li> <li>2. Send learners in a nearby community, interview the elderly men about World War I, and write a report, present to class in the next lesson.</li> </ol>

**Sub-topic 3.2: World War II in East Africa, 1939-1945**

**07 Periods**

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand the background for the outbreak of World War II. (u) b. understand the reasons for East Africa's involvement in World War II. c. know some of the East African personalities who were involved in world war II. (u) d. appreciate the role of East African states in the World War II. (u) e. appreciate the impact of World War II towards the rise of independence in the East African states. (v, k, u).	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Let learners research on how East Africa became involved in World War II, and summarise the role its leaders took.</li> <li>• In groups, organise learners to discuss and analyse the part played by East Africans in World War II.</li> <li>• 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.</li> <li>• Guide learners in a discussion to evaluate the effects of World War II on East African social, political and economic spheres.</li> <li>• 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.</li> <li>• Let them write key issues in the reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners and assess their ability to evaluate East Africa's role in World War II, and its effects.</li> <li>2. Examine the presentation/notes from field work to check accuracy of the information written.</li> </ol>

**SENIOR 2: TERM 2**

**TOPIC 04: STRUGGLE FOR INDEPENDENCE IN EAST AFRICA**

**14 Periods**

**Competency:** The learner understands the causes and results of independence struggles in East Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<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"> <li>• Let the learners use ICT or library research to find out the background of the rise of nationalism in Uganda, Kenya and Tanzania.</li> <li>• Let them research on the various approaches used by East Africans to demand for their independence from the colonialists.</li> <li>• Let them carry out a role play and show how one of the steps towards independence attainment was carried out in East Africa.</li> <li>• Guide learners to understand the contribution of Devonshire White Paper in the struggle for the independence of Kenya.</li> <li>• Engage learners in a discussion to find out the contribution of political parties towards the attainment of the independence in Uganda.</li> <li>• 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.</li> <li>• Let learners write about the struggle for independence on any selected East African country and tease out key highlights which relate to Ugandan struggle.</li> <li>• Guide learners to write a summary in their reflective journal about Uganda’s struggle for independence.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners to assess their understanding of nationalism in principle and how it was expressed in East Africa.</li> <li>2. Assess the learners’ assignment for the process comparison in the struggle for independence of East African countries.</li> <li>3. Assess their comparative table, showing the specific challenges faced by East African states in the struggle for the independence.</li> </ol>

**SENIOR 2: TERM 2**

**TOPIC 05: POST INDEPENDENCE SOCIO-ECONOMIC CHALLENGES IN EAST AFRICA**

**14 Periods**

**Competency:** The learner understands and evaluates the challenges faced by East African states after independence.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the various European states that passed on independence to African leaders. (k) b. understands the social and economic challenges faced by East African states after the independence. (u)	<ul style="list-style-type: none"> <li>• Using ICT or library research, let learners find out the processes followed by the East African states to regain their independence and from which European states.</li> <li>• Guide learners to explain how external debt burden affected Kenya, Uganda and Tanzania after independence.</li> <li>• Organise learners in class and dramatise how poverty affected Ugandans after the independence.</li> <li>• Involve learners in a discussion about the effects of structural changes after independence in East Africa.</li> <li>• Guide learners in a role play to show how power wrangles became a challenge after independence in one of the East African states.</li> <li>• In a group discussion, guide learners to find out other socio-economic challenges faced by East African states after independence and present to class.</li> <li>• Involve learners in a discussion to propose solutions for these post independent challenges in East Africa.</li> <li>• Organise a role play in class to show how one of the post impendent communities in Uganda tried to solve the poverty problem.</li> <li>• Guide learners to compile key information for their history club and place it appropriately in their history room.</li> </ul>	<ol style="list-style-type: none"> <li>1. In a class debate, observe learners and find out whether they understand well who got many problems after the East African independence between the Africans and the whites.</li> <li>2. Converse with learners to confirm whether they can suggest strategies to overcome these challenges that affected East Africa after the independence.</li> </ol>

**SENIOR 2: TERM 3**

**TOPIC 06: 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.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the origin and the background for CSOs and NGOs formation in East Africa. (u)</p> <p>b. know the difference between CSO's, and NGO's.(k)</p> <p>c. Understand the role of 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 CSO and NGOs in the development of the East African states. (a, v)</p>	<ul style="list-style-type: none"> <li>• Guide learners to understand why CSOs and NGOs were formed in the post-independent East African states.</li> <li>• 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.</li> <li>• Guide learners to create a comparison table of these organisations giving examples of those operating in Uganda.</li> <li>• 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.</li> <li>• Let learners carry out a research on school clubs and write a report on what they do in comparison to CSOs and NGOs.</li> <li>• In groups, task learners to do research about the roles of FIDA and World Vision in Uganda and present their findings to class.</li> <li>• 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe learners' engagement and interaction with a CSO representative to assess their communication skills and critical thinking.</li> <li>2. 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.</li> <li>3. Listen to the learners' conversations or discussions of their reports to establish their understanding of the organisation's role and challenges.</li> </ol>



SENIOR 2: TERM 3

TOPIC 07: CHANGING LAND TENURE SYSTEM IN EAST AFRICA 10 Periods

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

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the various types of land ownership in Uganda. (v, k) b. understand how land was traditionally owned in Uganda, Kenya and Tanzania. (v, u) c. know the main land reforms carried out in Uganda since independence. d. understand the historical development of land ownership in Uganda. (u) e. appreciate the value of land as a cornerstone to development in Uganda. (u)	<ul style="list-style-type: none"> <li>• Guide learners to use ICT or library research and record types of land ownership that include; Mailo, freehold, customary and crown land.</li> <li>• In groups, learners discuss different laws and policies on land ownership in East Africa.</li> <li>• 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.</li> <li>• Guide learners to understand the key land reforms carried out in Uganda since independence.</li> <li>• Engage learners in a discussion on how land was traditionally owned in Uganda.</li> <li>• Guide learners on how land is acquired, used and factors leading to its fragmentation.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners to establish their knowledge about different land ownership types for various communities in Uganda.</li> <li>2. 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.</li> </ol>

**SENIOR 2: TERM 3**

**TOPIC 08: KEY PERSONALITIES IN THE HISTORY OF EAST AFRICA BEFORE INDEPENDENCE**  
**18 Periods**

**Competency:** The learner understands and appreciates the nationalists who struggled for the independence of East African states.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the background and the East African problems caused by colonialists.  b. understand key personalities who struggled for the independence of East African states.  c. appreciate the impact of East African personalities in the struggle for independence.	<ul style="list-style-type: none"> <li>• Using ICT and library research, guide learners to know the reasons why some individual East Africans chose to struggle for their independence.</li> <li>• Involve learners in a discussion about the career, development and achievements of personalities like; Mutesa 1, Kabaleega, Semei Kakungulu, Ignatius MUSAZI of Uganda among others.</li> <li>• Guide learners to find out the contribution of men like; Mukwawa, Julius Nyerere of Tanzania before the independence.</li> <li>• In groups engage learners to assess the contributions of Tom Mboya and Jommo Kenyatta towards the independence of Kenya.</li> <li>• In a role play, dramatise the challenges faced by these nationalists before the independence of their countries.</li> <li>• Let learners carry out a research on other key personalities in the struggle for independence, like Joseph Kasolo and Matia Mugwanya of the Democratic Party and take note of them in their reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners and find out whether they can suggest other names of people who participated in the independence struggle of East African states.</li> <li>2. Observe learners' discussion to assess the individuals as they rank the contributions of the East African personalities in the struggle for the independence of their countries.</li> </ol>

**SENIOR 3: TERM 1**

**THEME 3: UGANDA**

**TOPIC 01: THE STRUCTURE OF GOVERNMENT**

**15 Periods**

**Competency:** The learner understands the structures for the governments of East Africa and how they operate.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the main differences between a country, nation, state and government. (k) b. understand and show the structure of Uganda government, with its three arms. (v, k, s) c. appreciate the best structure for a good government. (s, u) d. understand other systems of government in East Africa. (u) e. compare the Ugandan system of government with other partner states in the East African Community. (u)	<ul style="list-style-type: none"> <li>• Guide learners to use a dictionary or ICT and differentiate between the words country, nation, state and government in East Africa.</li> <li>• Let learners research about the structure of the East Africa government, and draw an organisational tree, labelling the three main arms and describing their functions.</li> <li>• In a short essay, let learners evaluate the structure of the East Africa governments and suggest changes or improvements that would benefit citizens.</li> <li>• Guide learners in a discussion about other systems of government in Africa since independence, and by creating a comparative table, note similarities and differences.</li> <li>• Let learners research on another country's system of government to contrast with Uganda: Ghana, the USA or China, and prepare an oral presentation that identifies similarities and differences, and concludes by pointing out what each country could learn from the other.</li> <li>• Invite a government representative from the district or Gombolola to talk about the structure of the government to document the various systems of government.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe learners as they discuss to assess individual contribution, listening skills, and collaboration as a team.</li> <li>2. Converse with learners to assess their understanding of the knowledge in context as they define the key terms and the structure of the Ugandan government.</li> <li>3. In their oral presentations, assess their critical thinking and communication skills about the best choice of government.</li> </ol>

**SENIOR 3: TERM 1**

**TOPIC 02: THE LOCAL GOVERNMENT SYSTEMS IN UGANDA 16 Periods**

**Competency:** The learner understands the relationship between the central government and the decentralised systems of government in Uganda.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand the role and structure of Uganda’s local government systems. (k, u, v) b. understand the contribution and challenges of the local government system. (v, u) a. know the levels of local courts in Uganda, (k, u)	<ul style="list-style-type: none"> <li>• Guide learners to discuss the structure of Uganda local government systems.</li> <li>• Guide learners to label the responsibilities of each part in the structure.</li> <li>• Using ICT and library research, let learners find out the arrangement of local government system in Uganda.</li> <li>• Guide learners to take notes and share in class in the next lesson.</li> <li>• Invite local government officials to facilitate to learners how local government operate within a decentralized system and the challenges they face.</li> <li>• Let learners summarise what they have learnt in their reflective journals. Each is given a chance to present to class.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners’ organisational charts for knowledge and understanding of structures and responsibilities.</li> <li>2. Observe learners as they engage with government visitors and note their critical thinking in their questions and responses to what they hear, and their ability to summarise the key points.</li> <li>3. In discussion afterwards, assess their problem-solving skills about the challenges of government.</li> </ol>

**SENIOR 3: TERM 1**

**TOPIC 03: CONSTITUTIONALISM IN UGANDA**

**15 Periods**

**Competency:** The learners understands the rule of law in the constitution of Uganda roles, principles and issues related to parliament, the constitution, the judiciary, citizenship, political parties, elections, how they relate to a democratic government.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand the importance of the national constitution, national symbols, and values as given in the constitution. (v, k, s) b. know series of constitutional reviews Uganda has had since 1962. c. understand the role of the citizen in the constitutional making process. (k, u) d. understand the structure of the Ugandan parliament, and the roles of the people and bodies within it. (u) e. appreciate the role of the police, prisons and the army. (u, v) f. know the role of the judiciary in Uganda.	<ul style="list-style-type: none"> <li>• Guide learners to use the Internet or library research and find out about the Ugandan constitution and its values, to identify the key national symbols: the national anthem, coat of arms, national emblems, and national flag.</li> <li>• Instruct learners in groups to use ICT or library research and find out series of constitutions Uganda has had since independence, write a report and present to class as learners take notes.</li> <li>• Guide learners in a discussion on the constitutional rights, duties and responsibilities of a citizen, in which they discuss current or past events where these rights and duties have been challenged.</li> <li>• Guide learners to carry out a research and draw a flow chart to describe the procedure for conducting local and national government elections.</li> <li>• Let learners discuss the strengths and the weaknesses of the election process in Uganda.</li> <li>• Let learners listen to a talk by a government official about how the Ugandan parliament works, and ask questions to understand the work of the speaker and other leading figures, committees, commissioners and the cabinet.</li> <li>• Let learners visit the local courts, observe their work, and have their questions answered by an official.</li> <li>• Invite a government official to speak to the class about the differing roles of the police, prisons and army. Learners prepare to engage in a question and answer session with the visitor, writing up what they have learned.</li> <li>• Let learners develop a timeline on constitutionalism and artistically illustrate it to share information on the involvement of the Uganda Constitution since independence.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners' understanding and presentation skills in the display of values and symbols.</li> <li>2. Observe their understanding of citizenship in discussion and analysis of real events.</li> <li>3. Note their communication skills as they converse and interact with a government visitor.</li> </ol>

**SENIOR 3: TERM 1**

**TOPIC 04: DEMOCRACY AND LEADERSHIP IN EAST AFRICA**

**15 Periods**

**Competency:** The learner understands the roles played by different types of leaders at all levels of society in helping communities and resolving conflicts.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. know the meaning of the term democracy.</p> <p>b. know the features of democracy.</p> <p>c. understand what a political party is, why it was formed, its role and the challenges. (v, u)</p> <p>d. appreciate the benefits of the most democratic countries in East Africa.</p> <p>e. understand the different types of leadership in our communities. (u)</p>	<ul style="list-style-type: none"> <li>• Use the ICT and the library research to find out the meaning of the word democracy.</li> <li>• Organise the class into a role play to dramatise the characteristics and the benefits of a democratic country.</li> <li>• Guide learners as individuals to write a short story about the wonders of the democratic state.</li> <li>• In a discussion, guide learners to identify the different types of leaders in the communities in which they live.</li> <li>• In groups, members choose a political party, find out why it was formed, nature of its governance, its challenges and present to class.</li> <li>• Let learners categorise leaders into formal and informal types.</li> <li>• Let learners write about leaders in their respective family and in a guided discussion categorise them.</li> <li>• Let learners conduct an interview with an adult person in the family on the best way of leading a family. In small groups, write a report on their findings and present it to class.</li> <li>• Let learners compare the rights and responsibilities of each type of leader against the rights and responsibilities of those they serve and write a report.</li> <li>• Invite officials of both central and decentralised governments to speak about the relationship between the two systems of government, and the challenges they face. Learners take notes.</li> <li>• Learners analyse political parties and document their impact on development agendas for the respective countries.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe learners' discussion to assess their knowledge of types of leaders in communities/families in which they live.</li> <li>2. Assess learners' presentation on the best ways to lead the family while analysing their critical thinking and reasoning about family leadership.</li> <li>3. Assess learners' reports for accuracy of content with the comparison between the rights and responsibilities of each type of leader against the rights and the responsibilities of those they serve.</li> </ol>

**SENIOR 3: TERM 2**

**TOPIC 05: THE ROLE OF THE UNITED NATIONS IN DEVELOPMENT AND ITS IMPACT ON UGANDA**  
**16 Periods**

**Competency:** The learner understands the role of UN in pursuing peace and development of member states.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the essential facts about the history, aims and structure of the UN. (k) b. know the role of the UN in maintaining world peace and development drawing examples from Uganda. (k) c. understand the roles and functions of the UN and its subsidiary bodies in detail with a focus on Uganda. (u) d. understand the contribution of the UN in maintaining peace and development in Uganda. (s, u) e. appreciate the role of the UN in promotion of human rights in Uganda.	<ul style="list-style-type: none"> <li>• In groups, learners carry out research about the UN, its history, current activities using maps, articles and providing the key sources.</li> <li>• Learners are guided in a history discussion about the UN's role in a particular world crisis, and providing more strategies to be done.</li> <li>• Watch a documentary or listen to the story on the UN in actions, both in the field, and its General Assembly and Security Council meetings in New York City. Then ask questions to the teacher.</li> <li>• Hold a mock UN debate on an international issue using knowledge of how the General Assembly works, with students playing the parts of representatives of various countries.</li> <li>• Guide learners to investigate how and when the UN has assisted with the peace and development of Uganda, and discuss how further intervention can be done in other areas.</li> <li>• Involve learners in a discussion to find out how UN has helped in the promotion of human rights in Uganda.</li> <li>• Guide learners in a brainstorm session to identify the challenges facing the UN today, and how they can be overcome.</li> <li>• Let learners write key issues in their reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess group presentation about the structure of UN and confirm true knowledge, creativity and communication skills.</li> <li>2. Observe the mock UN debate to assess learners' knowledge and understanding of how the General Assembly functions, and their creativity and critical thinking in debate.</li> <li>3. Listen to discussions about the role and benefits of the UN and other organisations in East Africa, looking for learners' analysis of similarities and differences.</li> </ol>

SENIOR 3: TERM 2

TOPIC 06: THE EVOLUTION OF HUMAN RIGHTS IN UGANDA 16 PERIODS

**Competency:** The learner understands the rule of law and basic human rights, and their importance to a peaceful society and their own lives in order to evaluate the benefits of the United Nations Universal Declaration of Human Rights.

LEARNING OUTCOMES The learner should be able to:	SUGGESTED LEARNING ACTIVITIES	SAMPLE ASSESSMENT STRATEGY
<ul style="list-style-type: none"> <li>a. appreciate the difference between “rights” and “responsibilities.”</li> <li>b. understand the concept of human rights, the rule of law and civil society. (k)</li> <li>c. know various ways of violating human rights and how they can be avoided. (v, u, s)</li> <li>d. appreciate the need to respect human rights and the rule of law in order to maintain a peaceful society. (v, u)</li> <li>e. appreciate the benefits to the people of Uganda in the government following the Universal Declaration of Human Rights. (k, u)</li> </ul>	<ul style="list-style-type: none"> <li>• Let the learners hold a class debate on the responsibilities and rights of a citizen.</li> <li>• Guide learners in defining the human rights and the key terms used.</li> <li>• In groups, guide learners to brainstorm on all the human rights they can think about in the categories of: civil, social, political, economic and cultural, and give examples of how these rights affect their own lives.</li> <li>• Let learners read a historical account of a time when human rights were violated, summarise the causes and effects, and suggest ways the injustice could have been avoided in an essay.</li> <li>• Let learners discuss in groups what their own community would be like without respect for human rights or the rule law, and draw conclusions about the basic requirements for a peaceful society.</li> <li>• Let learners read the Universal Declaration of Human Rights, and know the role of the United Nations in promoting it.</li> <li>• In groups, discuss the Declaration of Human Rights, compare it with the human rights granted by the Ugandan constitution, and debate the advantages or disadvantages of Uganda’s adoption of the full Declaration of Human Rights.</li> <li>• Let learners carry out a research on human rights and find out how issues on it affect communities in Uganda.</li> </ul>	<ol style="list-style-type: none"> <li>1. Listen to the discussion to determine learners’ background knowledge and understanding of the concept of human rights.</li> <li>2. Assess their problem-solving skills in their essay about how human rights abuses could have been prevented.</li> <li>3. In a role play, look for their creative exploration of life without human rights and the rule of law.</li> </ol>



**SENIOR 3: TERM 2**

**TOPIC 07: THE POST –INDEPENDENCE LIBERATION STRUGGLES IN UGANDA**

**18 Periods**

**Competency:** The learner understands and evaluates the causes and the results of continued struggles of independence after 1962.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the political situation that led to the 1967 Uganda Crisis. (u)</p> <p>b. know the key events that characterised the 1967 Crisis and their results. (s, u)</p> <p>c. know the events that proceeded the 1966 crisis and their impact on politics of Uganda. e.g. the 1971 coup, 1980 general elections, 1980-85 civil war in Luwero Triangle, etc.</p>	<ul style="list-style-type: none"> <li>• Guide learners in a discussion on the issues facing Uganda, and how these were being handled by its leaders, from 1962 to 1966.</li> <li>• Let learners carry out Internet and library research into the events of the 1967 Crisis and role-play key scenes in groups.</li> <li>• Guide learners in a comparison of the crisis of 1967 to the civil war Uganda faced from 1980-1986.</li> <li>• Using ICT and library research, task learners to make notes about the causes and the results of 1971 military coup in Uganda.</li> <li>• Involve learners in a discussion about the background and the results of the 1980 general elections in Uganda.</li> <li>• Guide learners to understand the origin, course and the results of 1981-1986 Luwero War Triangle.</li> <li>• Let learners carry out an in-depth research on key personalities in independence liberation struggles and document them for information in the history club and keep records in their reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. In role play, assess creativity and understanding of the dynamics of the crisis.</li> <li>2. In their oral presentations, look for good communication skills and analysis of the effects of the crisis.</li> <li>3. Observe learners in a debate and confirm whether they understand the results of 1981-1986 Luwero War Triangle.</li> </ol>

**SENIOR 3: TERM 3**

**TOPIC 08: PATRIOTISM IN UGANDA**

**16 Periods**

**Competency:** The learner understands the various meanings of patriotism and how it is practiced in Uganda.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the term "Patriotism."(k) b. understand the purpose of patriotism. (u) c. know the personalities who did patriotic work for Uganda. (u) d. know patriotic events in Uganda since independence time. e. appreciate the impact of patriotism in Uganda since 1960.	<ul style="list-style-type: none"> <li>• In groups, let learners share and brainstorm on the meaning of the term patriotism.</li> <li>• Organise learners in groups to discuss the benefits of being patriotic.</li> <li>• Guide learners to visit the most political elderly men in their community or near school and let them share patriotic stories of the time.</li> <li>• Guide learners to understand the Africanisation of Uganda's economy in 1972.</li> <li>• Using ICT, divide the class into groups to study about the key patriotic personalities from 1950-1962 who prepared Uganda for independence.</li> <li>• Guide learners to understand the work being done by service organisations like Rotary and Lions Clubs in Uganda.</li> <li>• Guide learners to make presentations to class about patriotic personalities.</li> <li>• Guide learners to make their notes in their reflective journals.</li> </ul>	<ol style="list-style-type: none"> <li>1. assess individual learners' contributions as they discuss in groups about the benefits of being patriotic to their country.</li> <li>2. Converse with learners and find out whether they can discover and mention more practices of patriotism in their communities.</li> </ol>

**SENIOR 3: TERM 3**

**TOPIC 09: KEY CONTRIBUTORS TO NATION BUILDING IN THE POST-COLONIAL UGANDA**  
**17 Periods**

**Competency:** The learner understands and evaluates the influence of key personalities in history of Uganda since independence.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<ul style="list-style-type: none"> <li>a. know the background for the independence of Uganda.</li> <li>b. appreciate the personalities who have excelled in politics of Uganda</li> <li>c. know the names of key professionals in promotion of social sector of Uganda.</li> <li>d. appreciate the efforts of key Ugandans in economic field since independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Guide learners to understand the nationalists and their careers who assisted Uganda to attain its independence in 1962.</li> <li>• Engage learners in the field work to interview the elders, and write contributions of 2 personalities in the politics of Uganda since 1962. People like;                         <ul style="list-style-type: none"> <li>a) Yoweri Kaguta Museveni</li> <li>b) Dr Milton Obote</li> </ul> </li> <li>• Using ICT and the library research, find out at least two Ugandans who have contributed to the health; doctors like;                         <ul style="list-style-type: none"> <li>a) Dr Michael Lukwiya</li> <li>b) Dr Prof. Josephine Namboze</li> </ul> </li> <li>• Guide learners to point out the patriotic Ugandans who have contributed a lot in the area of education. People like;                         <ul style="list-style-type: none"> <li>a) Prof. William Senteza Kajubi</li> <li>b) Ms Namirembe Bitamazire</li> </ul> </li> <li>• Involve learners in a discussion to find out Ugandans who contributed greatly in the religious sector. People like;                         <ul style="list-style-type: none"> <li>a) Archbishop Janan Luwum</li> <li>b) Prince Badru Kakungulu</li> <li>c) Cardinal Emmanuel Kiwanuka Nsubuga</li> </ul> </li> <li>• In groups, task the class to discuss and find out the most pronounced people in entertainment sector in Uganda since independence. Men like Philly Bongole Lutaya.                         <ul style="list-style-type: none"> <li>• organise learners in a debate and find out who of the politicians and businessmen have contributed a lot in growth and development of Uganda since independence.</li> </ul> </li> <li>• Involve learners in role play to dramatise how one of Uganda’s presidents campaigned against the spread of HIV.</li> <li>• Guide learners to understand the daring Ugandans who have contributed greatly to agriculture and the economy at large since independence. Men like;                         <ul style="list-style-type: none"> <li>a) John Batuma</li> <li>b) James Mulwana</li> </ul> </li> </ul>	<p>1. Converse with learners to assess whether they know artists who have composed good songs promoting morality among Ugandans.</p>

**SENIOR 4: TERM 1**

**THEME 4: INTERACTION WITH THE WORLD**

**TOPIC 01: LESSONS FROM WORLD ECONOMIC TRANSFORMATIONS**

**18 Periods**

**Competency:** The learner understands the world economic revolutions of selected countries from the Cold War period to present times.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the background for growth of capitalism and socialism. (u)</p> <p>b. know some of the world states that have used the above ideologies to excel.</p> <p>c. appreciate the journey of Singapore’s economic transformation from 3<sup>rd</sup> world to 1<sup>st</sup> world.</p> <p>d. understand the history for economic development of Japan, Singapore and Korea. (k, s)</p> <p>e. understand the history for economic development of South Korea.</p> <p>f. appreciate the contribution of South Korea, Japan and Singapore.</p>	<ul style="list-style-type: none"> <li>• Guide learners to understand the features of socialism and capitalism.</li> <li>• In groups, engage learners to research, let them write and present about the role of cold war in world politics today.</li> <li>• Let learners use a world map, to locate Singapore, Japan and South Korea with their main capital cities.</li> <li>• Individually guide learners to carry out research about the origin, growth and economic history of Singapore. They share, brainstorm and take notes in the next lesson.</li> <li>• Involve learners in a discussion about strategies used by Singapore to acquire the current economic status.</li> <li>• Let learners use ICT and library research to find out the causes for rapid economic growth of South Korea and Japan.</li> <li>• Guide learners to compare the factors that favoured the growth and expansion of Japan and South Korea.</li> <li>• In class, instruct learners to draw a table and compare the strategies used by Korea and Singapore for economic growth and expansion.</li> <li>• Involve learners to brainstorm on what lessons Ugandans can learn from this.</li> <li>• In a guided discussion, let learners brainstorm and take notes on the factors that have favoured one key historical industry in Singapore, Japan and South Korea.</li> <li>• In groups, task learners to use ICT or library research study and write about one president of Singapore, Japan and South Korea who have contributed a lot in its growth and expansion. Present to class as learners take notes.</li> <li>• Prepare a project, write individually, present to the class teacher for assessment advising the government of Uganda what can be done to attain related levels for economic growth and expansion as the 3 countries selected above.</li> <li>• Learners write in their reflective journal the key issues for the development of Singapore, South Korea and Japan.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners to assess their understanding of the features of socialism and capitalism.</li> <li>2. Assess learners’ written outputs to check the factual content about progress and development of South Korea and Japan.</li> </ol>

**SENIOR 4: TERM 1**

**TOPIC 02: EVOLUTION OF PAN-AFRICANISM**

**Sub-topic 2.1: The East African Community (EAC)**

**06 Periods**

**Competency:** The learner understands the composition and the influence of Pan Africanism in African politics.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<ul style="list-style-type: none"> <li>a. know the meaning and the objectives of the term Pan-Africanism.</li> <li>b. know the composition of Pan African states. (k)</li> <li>c. understand the background, structure and objectives of the EAC. (u)</li> <li>d. appreciate the achievements of EAC in Eastern Africa states. (v, k, u)</li> <li>e. understand the impact and the influence of the East African Legislative Assembly (EALA) in Eastern Africa states. (k, v)</li> </ul>	<ul style="list-style-type: none"> <li>• Using ICT and the library research, let learners explain the meaning of the term Pan Africanism.</li> <li>• Guide learners to understand its objectives composition and its significance.</li> <li>• In a guided discovery, let learners find out the distinction between East African and the Eastern Africa states.</li> <li>• Guide learners to carry out library research or use the Internet to establish what led to the formation of the EAC, its members, aims and structure.</li> <li>• Guide learners to locate the countries that belong to the EAC on a map.</li> <li>• Let learners read articles about what the EAC achieved, and the challenges it faced, and discuss whether it was meeting its aims.</li> <li>• Guide learners in a discussion about why the EAC collapsed in 1977. Make a list of factors that led to its collapse.</li> <li>• Task individuals to summarise organisations under Pan Africanism, write a report and hand in to the teacher.</li> <li>• Guide learners in discussing the political, social and economic factors that contributed to the formation of EALA.</li> <li>• Involve learners in a discussion to suggest possible remedies to challenges facing EALA.</li> <li>• Suggest solutions to the problems facing EALA. (s, u)</li> <li>• Learners carry out community engagements on the benefits of the community. The aspects of cooperation.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess the learners' knowledge and understanding from conversations about Pan Africanism.</li> <li>2. Observe their ability to analyse points about the roles of EAC and EALA in policy formulation for Eastern Africa states.</li> <li>3. Converse with learners in groups and find out if they understand the impact of EALA and EAC in the development of Eastern Africa states. They can present their findings to class.</li> </ol>

**SENIOR 4: TERM 1**

**Sub-topic 2.2: The Economic Organisation of West African States (ECOWAS)**

**06 Periods**

**Competency:** The learner understands the role of ECOWAS, and proposes ways of making it more effective.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. know the origin and membership of ECOWAS. (k) b. understand the aims and objectives of ECOWAS. (u) c. understand the successes of ECOWAS since 1993. d. know the failures of ECOWAS in West Africa. e. understand the factors that led to the establishment of ECOWAS. (v, k, s) f. appreciate the future trends of ECOWAS. (a, v)</p>	<ul style="list-style-type: none"> <li>• Guide learners to use the Internet or library research to discover the origins and members of ECOWAS.</li> <li>• Let learners read extracts from the original Treaty of Lagos, and its revised 1993 version, and summarise ECOWAS' aims and objectives in own words.</li> <li>• Let learners read news reports and articles to evaluate the achievements and failures of ECOWAS in an essay.</li> <li>• Guide learners to discuss why ECOWAS was established, and consider its advantages and disadvantages to its members.</li> <li>• Involve learners to propose ways through which ECOWAS can be strengthened further.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners' understanding of the background, aims and objectives of ECOWAS in conversation and written summaries.</li> <li>2. Observe their ability to analyse the benefits of ECOWAS to its members.</li> </ol>

**SENIOR 4: TERM 1**

**Sub-topic 2.3: The role of the African Union in international relations 05 Periods**

**Competency:** The learner understands the role of ECOWAS, and proposes ways of making it more effective.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand how the African Union (AU) is fulfilling the aims of Pan Africanism in Africa. b. know the origins, composition and aims of the Organisation of the African Unity (OAU)/AU. (k) c. suggest solutions to the challenges facing the AU. (s, u) d. evaluate the impact of the AU in post-independence Africa. (v)	<ul style="list-style-type: none"> <li>• Guide learners to assess the roles of Pan Africanism in settling issues.</li> <li>• Organise learners to research for the reasons for the founding of the OAU/AU, its members, aims, functions and structure.</li> <li>• Engage the learner in defining some key words for the topic.</li> <li>• Guide learners to read articles and news stories about the challenges facing the AU, and summarise them for the class. Discuss possible solutions to these challenges.</li> <li>• Organise learners to role-play a situation in which the Secretary General of the AU is facing a crisis, and imagine how it would be handled.</li> <li>• Involve learners in discussing how the AU has been involved in pursuing peace and security since its inception.</li> <li>• Guide learners in a review of the effectiveness of the AU in promoting diplomacy and international relations after independence.</li> <li>• In a role play, dramatise the role of the AU in ensuring peace in one of the African countries.</li> <li>• Let learners write in their reflective journals key issues on the two blocks in East Africa and ECOWAS.</li> </ul>	1. Assess learners' problem-solving skills in suggesting solutions to challenges affecting the AU.

**SENIOR 4: TERM 2**

**Sub-topic 2.4: Inter-Governmental Authority on Development (IGAD) 04 Periods**

**Competency:** The learner understands the background, organization and the roles performed by IGAD in sub-Saharan states.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. know the origin and state membership of IGAD. (k) b. understand IGAD's institutional development. (u) c. analyse the key achievements of IGAD since its inception (a, u) d. appreciate the contributions made by IGAD in sub-Saharan Africa.	<ul style="list-style-type: none"> <li>• Guide learners to use the Internet or library research to understand IGAD institutional development, objectives and state membership.</li> <li>• In a guided discovery, let learners find out and take note of the aims and objectives for the establishment of IGAD.</li> <li>• Using ICT or library research, let individual learners find out and take note of achievements and shortcomings of IGAD.</li> <li>• Engage learners in a discussion about the challenges being faced by IGAD and suggest solutions to them.</li> <li>• In a guided discovery, let learners compare the organisational structure of IGAD with other regional trade blocks e.g. ECOWAS, EAC.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners' understanding of the objectives for the establishment of ECOWAS.</li> <li>2. Observe the Learners ability to compare the achievements of IGAD with other trade blocks.</li> </ol>



**SENIOR 4: TERM 2**

**TOPIC 03: NEO-COLONIALISM IN EAST AFRICA**

**15 Periods**

**Competency:** The learner understands the influence of neo-colonialism in East Africa.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand the concept of 'neo-colonialism'. (u) b. understand the various manifestations of neo-colonialism in East Africa. (k) c. appreciate the impact of neo-colonialism to post-independence East Africa. (s, u)	<ul style="list-style-type: none"> <li>• Learners use ICT or library research to define the term 'neo-colonialism'.</li> <li>• Learners discuss the possible reasons why a country, having achieved independence, would return to a new form of colonialism.</li> <li>• Engage learners in class to differentiate between neo-colonialism and the Commonwealth states.</li> <li>• In groups, learners investigate the ways in which neo-colonialism manifests itself in East Africa, who is involved, and its effects, and present their findings to the class.</li> <li>• Discuss the methods used by former colonialists to perpetuate their influence by political, social, economic and military means, and the resistance being offered.</li> <li>• Ask learners to suggest solutions to the challenges being faced by East African states due to neo-colonialism.</li> <li>• Guide learners in debate about the advantages and disadvantages of neo-colonialism to East Africa.</li> <li>• Let learners individually write a report and propose how East African states can eliminate neo-colonialism.</li> <li>• Organise a debate for learners to compare and analyse the benefits of neo-colonialism and colonialism in East Africa.</li> <li>• Guide learners to write key issues and compile a portfolio on neo-colonialism in their reflective journals.</li> <li>• Engage learners in a problem-solving activity by suggesting answers to the challenges of neo-colonialism.</li> </ul>	<ol style="list-style-type: none"> <li>1. Converse with learners to assess their understanding of the concept of neo-colonialism as used in East Africa.</li> <li>2. Assess learners' written report for factual information about the relationship between neo-colonialism and Commonwealth states.</li> <li>3. Assess creativity in learners' product e.g. a poster, challenging neo-colonialism.</li> </ol>

SENIOR 4: TERM 2

TOPIC 04: GLOBALISATION

14 Periods

**Competency:** The learner understands the role of globalisation in the development of East Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the key terms related to globalisation. (u) b. understand the concept of foreign aid. c. analyse Uganda’s imports and exports. (s) d. know the advantages and the disadvantages of globalisation in Uganda. (k, s) e. appreciate the impact of globalisation on Uganda.</p>	<ul style="list-style-type: none"> <li>• Guide learners to use ICT and library research to find words related to the term globalisation.</li> <li>• Learners take part in a guided discussion to understand the terms ‘globalisation’, ‘dependency’ and ‘interdependency’. Compile a list of key words and phrases to describe each term.</li> <li>• Organise a debate about the benefits of foreign aid in East Africa.</li> <li>• Learners make a list of all the things they possess, and all those in their classroom and school, which have come from outside East Africa, and list where they have been imported from.</li> <li>• Learners discuss which items would be hard to live without, and write advantages and the disadvantages of imports into the country in their reflective journals.</li> <li>• Learners look at a summary of Uganda’s imports and exports and answer questions that require analysis of statistics.</li> <li>• Learners read articles and news extracts about globalisation in a Ugandan context, and the roles of NGOs and CBOs in promoting globalisation.</li> <li>• In a role play, dramatise how East African boarder relations fail the purpose of globalisation among the East African states.</li> <li>• Learners write about the advantages and disadvantages of globalisation, and its importance to Uganda in the future, citing evidence from the current state.</li> <li>• In a guided discovery, let learners brainstorm the factors that can promote globalisation in East Africa.</li> <li>• Let learners individually write a project and propose how globalisation can be achieved outside the areas of trade and politics in East Africa.</li> <li>• Guide learners to understand the challenges of globalisation and suggest solutions to this.</li> </ul>	<ol style="list-style-type: none"> <li>1. Assess learners’ understanding of Uganda’s dependency on imports from their exported raw materials.</li> <li>2. Using a statistical table, show a position of Uganda’s imports and exports in the year 2018/19.</li> <li>3. Evaluate the benefits of globalisations for Uganda as a country.</li> </ol>

**SENIOR 4: TERM 3**

**TOPIC 05: THE STRUGGLE AND LIBERATION OF SOUTH AFRICA**

**Sub-topic 5.1: The Apartheid policy in South Africa**

**08 Periods**

**Competency:** The learner understands the colonial history of South Africa and steps towards attainment of South African independence.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. know the life of people in South Africa before minerals were discovered. (k)</p> <p>b. understand the concept of mineral revolution in South Africa. (u)</p> <p>c. understand the meaning of the term Apartheid rule. (u)</p> <p>d. know how the Apartheid policy was exercised in the different sectors. (k, u)</p> <p>e. understand the strategies used by Africans to fight against Apartheid rule. (u)</p> <p>f. understand the internal and external factors leading to the liberation of South Africa from Apartheid. (u, v)</p> <p>g. know areas in South Africa where Bantustan camps were located. (s)</p> <p>h. appreciate the impact for the liberation of South Africa from the Apartheid rule.</p>	<ul style="list-style-type: none"> <li>• Using ICT and library research, find out the pre-mineral discovery life in South Africa.</li> <li>• Guide learners to understand the causes and the effects of mineral revolution in South Africa.</li> <li>• Let learners brainstorm the meaning of 'Apartheid' and its effects on native South Africans.</li> <li>• Involve learners in a discussion to find out the contribution of Frontline States in the struggle for the liberation of South Africa.</li> <li>• Let learners conduct a research on how Apartheid came to be established, the laws that enforced it, and the 'Bantustan' or 'homeland' areas that were established.</li> <li>• Learners take part in a discussion about the effects of the Apartheid policy in South Africa.</li> <li>• Engage learners in a guided discovery on the internal factors and external pressure that led to the end of Apartheid rule.</li> <li>• Let learners watch a documentary or listen to the story on how Apartheid was maintained and enforced in South Africa.</li> <li>• Learners draw a map of South Africa and shade areas that were occupied by the Bantustan camps.</li> <li>• Learners conduct a role play in which a non-white South Africa challenges a white government official about Apartheid.</li> <li>• Guide learners to brainstorm the role of the OAU and the rest of the world states towards the liberation of South Africa.</li> <li>• Let individual learners write an imaginary story about the South African nationalists addressing the blacks camped in Zambia for military training preparing for attack of white rule in South Africa. Present to class, for the moderation of the teacher.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe learners' background knowledge of the subject in their brainstorming.</li> <li>2. Note their creativity and imagination on both sides of Apartheid in a role-play.</li> <li>3. Assess learners' analysis of resistance methods, and the factors that led to the end of Apartheid rule.</li> <li>4. Check their written summaries for factual and chronological accuracy.</li> </ol>

**SENIOR 4: TERM 3**

**Sub-topic 5.2 Key personalities in the struggle and liberation of South Africa 11 Periods**

**Competency:** The learners understand key personalities in the liberation struggle of South Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the meaning of the words 'nationalism' and 'liberation' in the light of South African history. (u)</p> <p>b. know the key parties, and their leaders in the struggle for independence of South Africa. (k)</p> <p>c. appreciate the role played by key personalities in the struggle for the independence of South Africa. (u, s)</p> <p>d. appreciate the contribution of these personalities in the struggle for South African independence.</p>	<ul style="list-style-type: none"> <li>• Watch a documentary/biopic, or read extracts, about Nelson Mandela's role in the liberation of South Africa, and discuss what was learned.</li> <li>• In groups, make learners carry out research on other key personalities below and assess their contribution to the struggle for the independence of South Africa:                         <ul style="list-style-type: none"> <li>- Steve Biko</li> <li>- Mrs Winfred Madikizela Mandela</li> <li>- F.W. de Klerk</li> <li>- Mrs Hellen Suzman</li> <li>- Hendrik F.W</li> <li>- Desmond Tutu</li> <li>- Mrs Albertina Sisulu</li> </ul> </li> <li>• Let group leaders present their findings to class on the role played by these personalities in the liberation of South Africa.</li> <li>• Through brainstorming, let learners share the challenges met by these personalities.</li> <li>• Involve learners in a discussion to list and explain the role played by political parties towards the liberation of South Africa.</li> <li>• Guide learners to carry out a comparative analysis between Nelson Mandela and a list of the above personalities.</li> <li>• Guide learners to conduct research among the blacks who lived in the Bantustan camps and they compare with their life today.</li> </ul>	<ol style="list-style-type: none"> <li>1. Engage learners in a study research and make a report on the meaning of 'nationalism' and 'liberation' of South Africa.</li> <li>2. Assess learners' ability to analyse and evaluate the role of ANC towards liberation of South Africa.</li> <li>3. Observe whether learners can make leadership knowledge transfer of Nelson Mandela to today's society.</li> <li>4. Converse with learners and access their understanding of the role played by some key personalities in South African struggle for the independence.</li> </ol>

**SENIOR 4: TERM 3**

**TOPIC 06: PEACE AND CONFLICT RESOLUTION IN EAST AFRICA**

**Sub topic 6.1: Conflicts in East African states**

**08 Periods**

**Competency:** The learner applies critical thinking and analysis of causes for conflicts in communities and resolutions in East Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. understand the recent community conflicts in East Africa. (k)</p> <p>b. know the different forms of conflicts in East Africa using timeline flowchart. (k)</p> <p>c. understand how conflicts can be caused and resolved in East Africa. (s, u)</p> <p>d. appreciate the impact of common conflicts and suggest how they can be avoided in East Africa. (u)</p>	<ul style="list-style-type: none"> <li>• In a guided discussion, let learners brainstorm and list the recent conflicts witnessed in East Africa.</li> <li>• Let learners in their notebooks give a narration of recent community conflict they have had, show its causes, results and how it was solved.</li> <li>• Let the individual learners in class explain to class how peace is maintained in their families.</li> <li>• Engage learners in a discussion about the common causes and the effects of community conflicts in East Africa.</li> <li>• Using ICT and library research, let learners establish how traditional monarchical leadership can help to solve a conflict and report to class.</li> <li>• Guide learners to classify different forms of formal and informal conflict and create flowcharts of how they progress.</li> <li>• Task learners to dramatize one type of conflict and show various stages through which it progresses up to its resolution.</li> <li>• Organise learners to debate about how leaders can help to resolve conflicts in communities.</li> <li>• Guide learners to draw a posture reflecting peaceful co- existence of communities emerging from a war situation.</li> <li>• Let learners carry out a research on conflicts in East Africa.</li> </ul>	<ol style="list-style-type: none"> <li>1. Engage learners in a discussion about the causes and results of common community conflicts. Find out whether they understand the facts.</li> <li>2. In role play and debate, observe their critical thinking about the role of a leader in conflict resolution.</li> <li>3. Observe learners in a discussion about the common forms of conflict resolutions in East Africa.</li> </ol>

**SENIOR 4: TERM 3**

**Sub-topic 6.2: East African traditional institutions in conflict resolution**

**09 Periods**

**Competences:** The learner applies critical thinking and analysis of causes of conflicts in communities and resolutions in East Africa.

<p><b>LEARNING OUTCOMES</b> The learner should be able to:</p>	<p><b>SUGGESTED LEARNING ACTIVITIES</b></p>	<p><b>SAMPLE ASSESSMENT STRATEGY</b></p>
<p>a. know what a traditional institution is and its history in East Africa. (k)</p> <p>b. understand the contribution of traditional and modern transitional justice mechanisms in restoration of peace in East African states. (k, u)</p> <p>c. appreciate the role played by traditional leaders in peace building process of any East African community. (s, k)</p> <p>d. understand various forms through which traditional transitional justice mechanisms can be delivered to communities.</p> <p>e. appreciate the role played by African traditional leaders in pursuing transitional justice in solving of conflicts in East African communities.</p>	<ul style="list-style-type: none"> <li>• Using ICT and library research, let learners define and give examples of African traditional institutions in East Africa.</li> <li>• Instruct learners to use time line graphs to show when these traditional institutions first evolved.</li> <li>• Guide learners to understand what a traditional institution is, where and why traditional leaders were restored, as well as other government peace and infrastructure programmes. (k)</li> <li>• Using ICT or library research in groups, show how different forms of cultures can be used to deliver traditional justice mechanisms to the people in northern Uganda and present to class.</li> <li>• Guide learners in finding out why traditional institutions had collapsed in Uganda by 1967 and establish the reasons why they were re-instated in 1993.</li> <li>• Learners investigate how traditional and modern transitional justice mechanisms helped to restore peace in East Africa of recent times.</li> <li>• In a brainstorm session, let learners compare benefits of using modern and traditional justice mechanisms in East Africa.</li> <li>• Let learners debate the advantages and disadvantages of returning traditional institutions in Uganda.</li> <li>• Guide learners to understand how the victims and the perpetrators of the Lord's Resistance Army (LRA) war were reconciled in Acholi community.</li> <li>• In a guided discovery, help learners to understand the advantages and disadvantages of using the judicial mechanisms of settling disputes.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe learners in conversation about the structure of African traditional institutions in East Africa. Let them write a report in groups and present to class.</li> <li>2. Converse with learners and find out whether they understand the reasons and benefits for the return of African traditional institutions in Uganda.</li> <li>3. Assess individual contributions in a debate session and about the benefits of traditional and modern justice institutions in solving conflicts.</li> </ol>

**SENIOR 4: TERM 3**

**TOPIC 7: TOPICAL REVIEWS**

**12 Periods**

**Competency:** The learner understands the topics covered and the importance of learning History and Political Education.

<b>LEARNING OUTCOMES</b> The learner should be able to:	<b>SUGGESTED LEARNING ACTIVITIES</b>	<b>SAMPLE ASSESSMENT STRATEGY</b>
a. understand the topics covered in the programme. b. appreciate the importance of learning History and Political Education for the four years of lower secondary education.	<ul style="list-style-type: none"> <li>• Engage learners in group discussion, debate and presentations on topical issues.</li> <li>• Guide learners in class presentations or role plays on the selected topical issues.</li> <li>• Guide learners to know the plan, sort and analyse information in a given context of the topic.</li> <li>• Guide learners' cooperation and self-directed learning on a given topic.</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe learners' discussion, presentation to assess individual self-esteem and communication skills to prove their understanding.</li> <li>2. Evaluate learners' individual and group quantity of work in terms of confidence, accuracy and fluency of communication.</li> </ol>

## ASSESSMENT

This section should be considered alongside the Assessment Guidelines.

### Assessing the new expectations for learning

The new curriculum sets new expectations for learning, with a shift from Learning Outcomes that focus mainly on knowledge to those that focus on skills and deeper understanding. These new Learning Outcomes require a different approach to assessment.

The “Learning Outcomes” in the syllabuses are set out in terms of knowledge, understanding, values, skills, and attitudes.

This is what is referred to by the letters k, u, v, s & a.

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

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

<b>Knowledge</b>	The retention of information.
<b>Understanding</b>	Putting knowledge into a framework of meaning – the development of a ‘concept’.
<b>Skills</b>	The ability to perform a physical or mental act or operation.
<b>Values</b>	The inherent or acquired behaviours or actions that form a character of an individual.
<b>Attitudes</b>	A set of emotions, beliefs or behaviours toward a particular object, person, thing or event.

To assess knowledge, skills and understanding, we need to look for different things. Knowledge can be assessed to some extent through written tests, but the assessment of skills and deeper understanding requires different approaches. Because of this, the role of the teacher in assessment becomes much more important.

#### Knowledge

Knowledge is the easiest to assess because it is fairly straightforward to find out whether or not a learner has retained some information: a simple question can usually find this out. We ask them to name something, or state something, or label a diagram.

#### Skills

Skills are the ability to perform a mental or physical operation, for example a skill of writing, drawing a picture or diagram. So we have to observe the skill being performed or look at the product, or outcome of the skill.

Some skills, such as speaking or a physical education skill do not have a product so need to be observed.

#### Understanding

Assessing deeper understanding is much more difficult, so we usually ask learners to explain, compare or outline a process. This can be done orally (in conversation) or in writing, and will give us some idea of the extent of their understanding.

#### Values and Attitudes

Values and attitudes determine how we interact with others, working in a team, meeting deadlines, being self-driven, holding democratic values, and having respect for democracy, race, gender, disability, human dignity, culture, nation, life and social justice.



## ASSESSMENT

### Summative Assessment

There will be examinations or tests set at the end of every year. In addition, there will be a summing up of on-going teacher assessments made in the context of learning.

### Formative Assessment

Assessments are used for a wide range of purposes in schools and education systems. Just as academic lessons have different functions, assessments are typically designed to measure specific elements of learning — e.g., the level of knowledge a student already has about the concept or skill the teacher is planning to teach or the ability to comprehend and analyse different types of texts and readings. This syllabus focusses on the evaluation of progressive day-to day classroom learning; hence Formative Assessment.

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or activity.

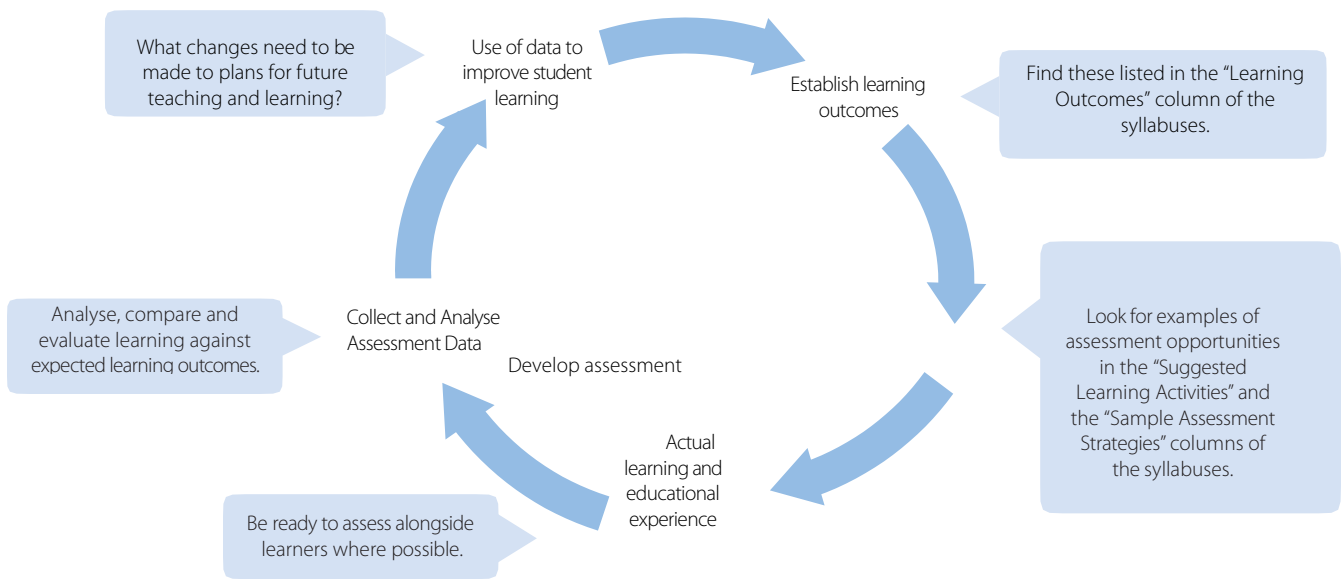
The general purpose of formative assessment is to improve learning and achievement; give educators in-process feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Formative assessments are usually not scored or graded, and they may take a variety of forms, from more formal quizzes and assignments to informal questioning techniques and in-class discussions with students.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it is happening. What makes an assessment “formative” is not the design of a test, technique, or self-evaluation, per se, but the way it is used, that is, to inform in-process teaching and learning modifications.

If assessment is to make a difference to teaching and learning, then teachers must use the information they gain from assessment to make **some change** to the teaching and learning process. The changes that can be made include decisions about:

- What needs to be learned next.
- Whether an element of the syllabus needs to be taught again in a different way.
- Changing teaching approaches if necessary.
- Identifying learners who need more support, or who are making exceptional progress.
- Enabling learners to understand what they have to do to improve.

# ASSESSMENT



**FORMATIVE ASSESSMENT INVOLVES USING ALL PARTS OF THE CYCLE**

## ASSESSMENT

### How do we find the opportunity to make formative assessments?

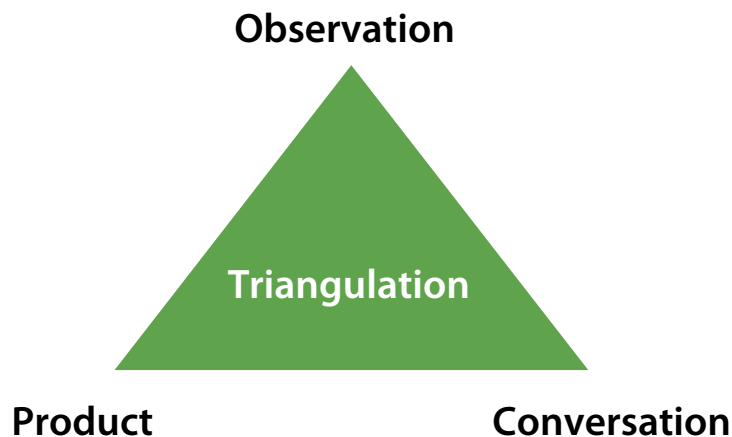
In the new curriculum, the teacher's assessment role is not to write tests for learners, but to make professional judgements about learners' learning in the course of the normal teaching and learning process. The professional judgement is about how far the learner meets the Learning Outcomes that are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

School-based formative assessment is a part of the normal teaching and learning process, and so the assessment opportunities will also occur during this normal process. It is not something that needs to be added on after learning; it is an integral part of it.

These opportunities occur in three forms and are often called:

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

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



Triangulation of assessment opportunities

To find these opportunities, look at the syllabus topics. These set out the learning that is expected and give 'Sample Assessment Activities', and in doing so they contain a range of opportunities for the three forms of assessment.

## ASSESSMENT

### Generic Skills

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

### Attitudes

It is not possible to assess attitudes in the same way as knowledge, understanding and skills because they are more personal and variable and are long-term aspirations. This does not mean that attitudes are not important. It means that we must value things that we cannot easily assess.

### Record keeping

Keeping detailed records of learners' individual progress is always difficult with very large numbers of pupils. For the purposes of school-based formative assessment, it is not even always necessary to keep such detailed records anyway. If feedback is given immediately and action is taken, then learning is changed and the record would soon become out of date and redundant.

Most formative class-based assessments are dynamic in that they feed straight back into the teaching and learning process. Therefore, detailed records of these are not appropriate.

What is needed is record of assessments of learners' learning made in terms of each topic. This means recording the on-going summative assessments of each topic. There is no need to make separate records of each of the Learning Outcomes because this would be very time-consuming and

also unnecessary. It is much more useful to make an overall assessment about whether or not each learner met the Learning Outcomes for each topic as a whole.

Each sub-topic is made up of a number of Learning Outcomes. Therefore, teachers need to consider all the Learning Outcomes when making an overall judgment about the topic as a whole. It is not always necessary for every individual Learning Outcome to be achieved for the sub-topic as a whole to be achieved.

By looking at the Learning Outcomes within each topic, it is possible to identify four broad groups of learners in terms of their achievements:

Descriptor
No Learning Outcome (LO) achieved
Some LOs achieved, but not sufficient for overall achievement
Most LOs achieved, enough for overall achievement
All LOs achieved – achievement with ease

## ASSESSMENT

### There is need to set a test to find this out.

The overall assessments should be made on the basis of the many formative assessments that the teacher has made during the course of teaching the topic. If teachers have been working with the learners over the course of the topic, they will be able to make a broad judgment about which learners have achieved or have failed to achieve the topic’s overall learning expectation. These “Authentic Assessments” will be more valid and valuable than a test set by the school.

Recording these overall assessments will be simple, manageable and yet valuable, and can be recorded on a sheet such as the one below in which the categories are indicated with a number.

Although a very simple process, these four categories will give rich data when a comparison is made between the learners in

each category. They will also identify easily those learners who need extra support or who may not be ready to move on to the next grade at the end of a year.

If records are kept of the learning outcomes of each topic through the year, then there will be no need for an end of year test. Teachers will already have a record of those learners who have met the learning outcomes, and those who have not done so. Therefore, teachers will know if there were any learners not ready to progress to the next grade.

An overall record should be made of the individual topic assessments in terms of the 4 descriptors. If numbers (0-3) are used as identifiers, then it will be possible to arrive at an overall number for a year by aggregating the identifiers for each topic.

Descriptor	Identifier
No LO achieved	0
Some LOs achieved, but not sufficient for overall achievement	1
Most LOs achieved, enough for overall achievement	2
All LOs achieved – achievement with ease	3

In the example below, the table shows the end-of-unit assessment for six learners.

History and Political Education										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	T10
Learner A	3	3	2	3	3	3	3	2	3	3
Learner B	2	2	3	2	3	2	2	2	3	2
Learner C	1	1	2	1	1	2	2	3	2	3
Learner D	1	1	2	1	1	2	1	1	2	1
Learner E	0	1	2	1	0	1	0	1	1	1
Learner F	0	0	1	0	0	1	0	0	1	0

This method will give much more information than using a tick. For example, at a glance it can be seen that learners A & B are achieving much higher than learners E & F. It can be seen that learner C has improved during the year. We can even see that more learners achieved success in Topic 9 than Topic 7.

All of this is very valuable assessment information and can be used to improve learning.

**This summative teacher assessment will contribute to the final grade of the School Leaving Certificate.**

## Glossary of Key Terms

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





National Curriculum Development Centre  
Ministry of Education and Sports,  
P.O. Box 7002, Kampala, Uganda

**Website: [www.ncdc.go.ug](http://www.ncdc.go.ug)**