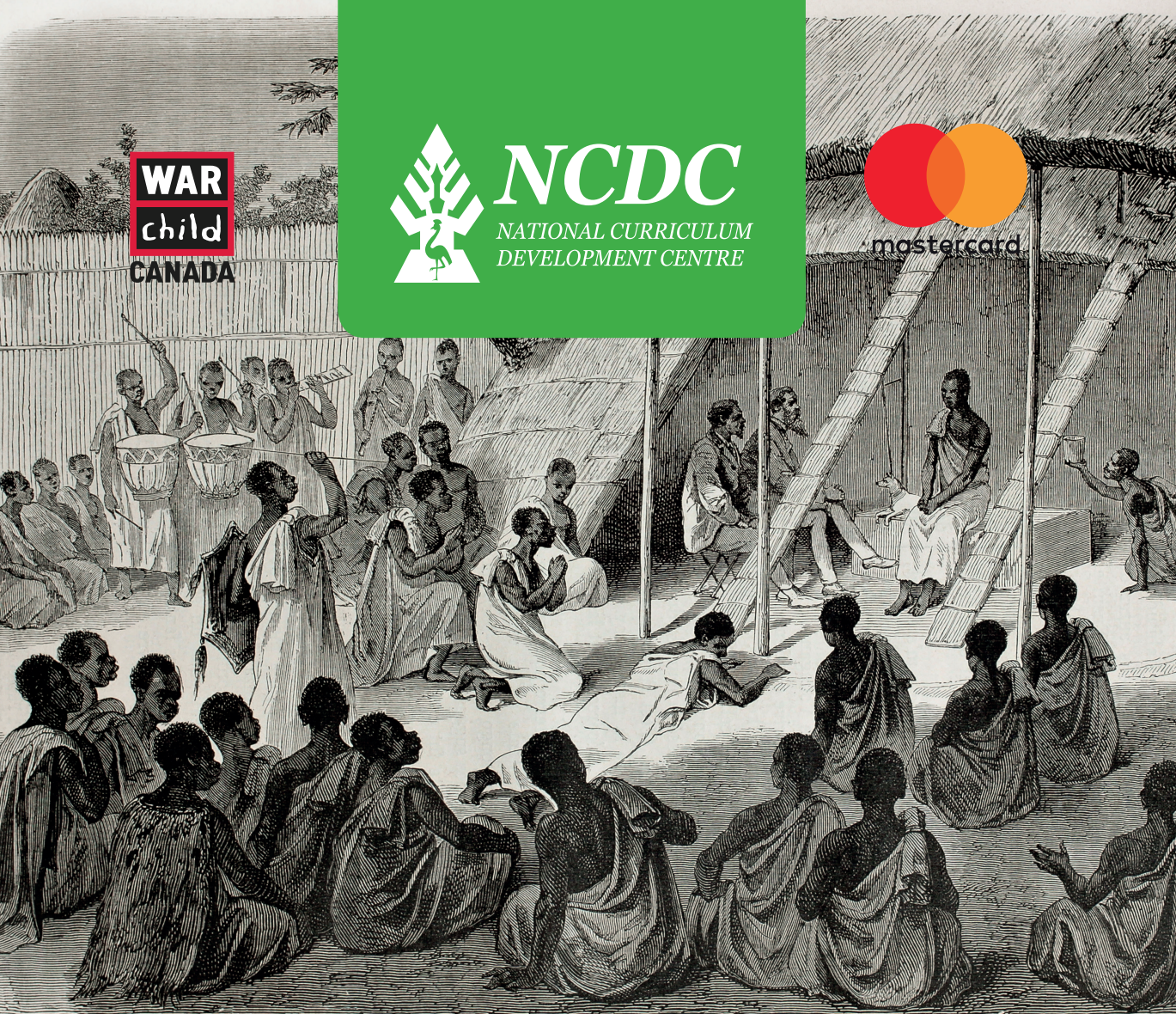




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DEVELOPMENT CENTRE



mastercard



**ACCELERATED EDUCATION PROGRAMME**

# HISTORY

**SYLLABUS**

Level 1 and 2





**ACCELERATED EDUCATION PROGRAMME**

# **HISTORY**

## **SYLLABUS**

**Level 1 and 2**



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## Foreword

Education is a fundamental tool for protection of conflict-and-disaster-affected children and youths from harm and exploitation. This is a crucial part of UNESCO's advocacy messages. Under appropriate conditions of security, provision of education can protect children and youth from recruitment into fighting forces, forced labour, prostitution, drug abuse and other criminal activities. In post-conflict settings, education contributes to the reintegration into society of former soldiers and other children and youths associated with fighting forces.

The National Curriculum Development Centre (NCDC), in collaboration with War Child Canada, embraced Accelerated Education Programme (AEP) that focuses on providing relevant and appropriate education to learners in refugee camps and the host communities of secondary school age (ages 16-45+) in Adjumani District. The programme will help them to acquire the necessary competencies that will enable them to 'catch-up' and re-join learners of the same (or near) age group in the formal education programme.

Accelerated Education Programme subjects were selected based on the Ugandan regulation which states that learners must study the seven core subjects;—these are: Mathematics, English, Physics, Chemistry, Biology, History and Geography. So learners under AEP shall take all the core subjects. In addition, learners shall take: Religious Education which will help to address the prevalence of early marriages for the girl-child, cases of indiscipline and moral modelling- Personal Social and Health Education/Physical Education which will help to develop physically, learn to live together, develop talents and become emotionally balanced; Guidance and Counselling in which teachers will be trained on integration of guidance and counselling services in the delivery of the education curriculum.

This Programme will equip teachers and other stakeholders in schools and the communities with relevant information, values and skills that will enable them to effectively facilitate the teaching and learning processes.

We recommend AEP and trust that the materials will be valuable; in your endeavour to meet the educational needs of the refugee learners and other beneficiaries from the host communities.

Hon. Janet Kataaha Museveni  
**MINISTER OF EDUCATION AND SPORTS**



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Special thanks go to War Child Canada - Uganda for the financial support, their guidance in overseeing and taking timely decisions whenever necessary during the development and production of this AEP Mathematics Syllabus.

We also express our gratitude to NCDC Subject Specialists and panel members for their professional guidance and technical assistance.

Furthermore, NCDC recognises the work of the editors who worked with the writers through the development of this document.

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



Grace K. Baguma

**DIRECTOR**  
**NATIONAL CURRICULUM DEVELOPMENT CENTRE**

## Glossary of Key Terms

Term	Definition
<b>Accelerated Education Programme (AEP) - Secondary</b>	This is a special two-year secondary education programme for refugees and special adult people in refugee host communities.
<b>History</b>	Series of events that happened in the past.
<b>Competence</b>	What the learner can exhibit or do as a result of learning certain concepts within a topic.
<b>Formative Assessment</b>	The practice of building a cumulative record of the learner's achievement on a routine basis during the learning in order to gauge progress and provide information for the subsequent learning steps.
<b>Learning Activities</b>	Short statements that show what the learner must do in order to achieve the outcomes of a topic and acquire its competences.
<b>Learning Outcome/Main Objective</b>	A statement which specifies what the learner should know, understand, be able to do or demonstrate, or the attitude or values which she/he should assimilate and portray as a result of the learning process. <b>This is indicated for each sub-topic.</b>
<b>Skill</b>	The ability to perform mental/physical activities or tasks arising from application of knowledge over time.
<b>Suggested Assessment Strategy</b>	A task which gives the learner opportunity to show the extent to which she/he has achieved the intended outcomes for a topic.
<b>Summative Assessment</b>	A set of activities which measure the achievement of learning outcomes at the end of a unit of study or section of study time, e.g. one topic, one month, one term, one year or end of cycle.

## Introduction to Accelerated Education Programme

Worldwide, substantial alternative schooling programmes are developed to meet the basic education needs of under-reached children. Of recent, it has been increasingly recognized that the goals of Education for All cannot be achieved unless more attention is paid to educating out-of-school children (UNESCO, Global Monitoring Report, 2008). Indeed, the UNESCO Global Monitoring Report 2010 'Reaching the Marginalized' focused on this issue. In a bid to help developing countries achieve the Millennium Development Goals, there should be initiatives to incorporate elements of accelerated learning to achieve SDG 4.

The Accelerated Education Programme (AEP) in Uganda is a form of curriculum option which combines the stronger features of earlier mainstreaming approaches into the new design to raise the success rates for refugee community learners. The AEP secondary school tier is a bigger stride to address the education gap within refugee communities not only in Uganda but also in other neighbouring countries. This AEP for Secondary has benchmarked on the Primary AEP Programme, and intends to infer the entire process of education and its cognitive, emotional, and social components.

The Accelerated Learning Programme at Secondary school level focuses on completing learning in a shorter period of two years. The AEP is complementary both in providing an alternative route and in matching its curriculum to the 'official' curriculum, thus allowing the learners to return to formal schooling at some stage. The programme intends to promote access to education in an accelerated timeframe for disadvantaged groups, out of school and over-age children, and youths who missed out or had their education interrupted due to poverty, violence, conflict and crisis. The goal of this programme is to provide the learners with competencies equivalent to those in the formal system in an accelerated timeframe, with the learners either transitioning back into the mainstream education or exiting with some competencies required for work.

Ideally, teaching AEP calls for a methodology that is interactive and learner-centred, incorporating other aspects of multiple-intelligence learning. Because

teaching and learning are accelerated, and the curriculum content is compressed and condensed, the four 'P' elements are at the core of the accelerated learning cycle: processes, psychological, physiological and physical. These core elements provide the physical and psychological space in which the learners can learn more effectively.

It is intentional to include alternative subjects in this programme e.g. life skills, peace education, environment, HIV and AIDS which are responsive to the context. The learners of AEP need alternative supporting knowledge and life skills to survive in the challenging world. It is equally important to note that this conception of accelerated learning requires an extremely well-resourced classroom and exceptionally well-trained teachers. The expanded learning time from the norm is because the teaching methodology is interactive and learner-centred.

It is our hope that AEP will register considerable success in meeting the educational needs of these underserved populations, not only in terms of access and equity, but also in being able to return to school for the completion of their education, and most importantly, in getting measurable learning outcomes.

## Aims of AEP History Syllabus

This AEP History syllabus revisited the current syllabus and made it better with new and relevant information. The topics in History have been blended with those of Political Education bearing in mind the complexity, concept level and age of the learners.

It has the following aims:

- i) **Development of knowledge:** It aims at providing direction to the teachers who seek to have knowledge in teaching the 2 level History syllabus for the AEP.
- ii) **Change of attitudes and values:** It aims at ensuring change of behaviour and discipline of the learners. By studying the History of different communities and cultures, the learners will appreciate other peoples' cultures, and develop a positive attitude towards life.
- iii) **Production of informed and responsible citizens at local, national and international levels:** Learners are encouraged to appreciate themselves

and the cultural history of various communities by using all available reading materials.

- iv) **Provision of important skills:** Learners will acquire fieldwork, interactive, analytical, cognitive and numeracy skills which are vital in the History.

## Assessment Model

The whole course will last for two years divided into six terms with two levels of teaching demarcation. Each of the two levels will last for one year. There will be formative assessment, which will be done daily and instantly in class during teaching. There will also be summative assessment which will come at the end of each term. At the end of level 2, the learners will sit for the Uganda National Examinations Board (UNEB) Uganda Certificate of Education (UCE) exams. The successful candidates will either join Senior Five or technical colleges. Those who will fail the exams can re-register normally with another group of Senior Four candidates to re-sit the exams. This can be outside the AEP arrangements due to scarcity of resources.

## Content Structure

The AEP for History is divided into topics and sub-topics for the two levels as indicated in the following table.

Level 1	Level 2
<b>1. Introduction to History</b> <ul style="list-style-type: none"> <li>• Definition and importance of history</li> <li>• Sources of history</li> </ul>	<b>1. Earliest Peoples of South Africa</b> <ul style="list-style-type: none"> <li>• San</li> <li>• Khoikhoi</li> </ul>
<b>2. Arabs at the Coast of East Africa</b> <ul style="list-style-type: none"> <li>• Reasons for their coming</li> <li>• Origin of Swahili culture</li> <li>• Effects</li> <li>• Seyyid Said at Zanzibar</li> </ul>	<b>2. Early European Occupation of the Cape</b> <ul style="list-style-type: none"> <li>• The Dutch</li> <li>• The British</li> </ul>
<b>3. Migrations System into East Africa</b> <ul style="list-style-type: none"> <li>• Luo: culture, religion impact</li> <li>• Bantu</li> <li>• Ngoni</li> </ul>	<b>3. New States in Southern Africa</b> <ul style="list-style-type: none"> <li>• Zulu</li> <li>• Sotho</li> </ul>
<b>4. State Formation</b> <ul style="list-style-type: none"> <li>• Buganda</li> <li>• Acholi</li> </ul>	<b>4. European Penetration</b> <ul style="list-style-type: none"> <li>• Great trek</li> </ul>

Level 1	Level 2
<ul style="list-style-type: none"> <li>• Kikuyu</li> </ul>	
<b>5. External Contacts</b> <ul style="list-style-type: none"> <li>• Indian Ocean trade</li> <li>• Long Distance trade</li> <li>• Slave trade</li> </ul>	<b>5. European Christian Missionary Activities in Southern Africa</b> <ul style="list-style-type: none"> <li>• Why they came</li> <li>• Activities</li> <li>• Effects</li> <li>• Challenges</li> </ul>
<b>6. European Imperialism in East Africa</b> <ul style="list-style-type: none"> <li>• Scramble and partition</li> <li>• Methods of imposition</li> <li>• Buganda Agreement</li> <li>• Missionaries</li> <li>• Chartered companies</li> </ul>	<b>6. New Scramble of Southern Africa</b> <ul style="list-style-type: none"> <li>• Jameson raid of 1885</li> <li>• Mineral discovery</li> <li>• First Anglo-Boer war</li> <li>• Second Anglo-Boer war</li> <li>• Act of Union</li> </ul>
<b>7. Colonial Administrative Systems in East Africa</b> <ul style="list-style-type: none"> <li>• Indirect rule</li> <li>• Direct rule</li> </ul>	<b>7. African Response to Scramble of Southern African</b> <ul style="list-style-type: none"> <li>• Nama-Herero</li> <li>• Bambatha</li> <li>• War of guns</li> </ul>
<b>8. African Response to Colonial Rule</b> <ul style="list-style-type: none"> <li>• Collaboration</li> <li>• Semei Kakungulu</li> <li>• Resistance to colonial rule</li> <li>• Causes of conflicts</li> <li>• Conflict resolution</li> <li>• Maji Maji</li> <li>• Kabalega</li> <li>• Passive resistance</li> </ul>	<b>8. Apartheid Policy</b> <ul style="list-style-type: none"> <li>• Why it was used</li> <li>• Its application</li> <li>• Resistance to apartheid rule</li> <li>• Effects</li> </ul>
<b>9. Colonial Economy in East Africa</b> <ul style="list-style-type: none"> <li>• Uganda railway</li> <li>• Agricultural development</li> <li>• Industrial development</li> </ul>	<b>9. African Nationalism</b> <ul style="list-style-type: none"> <li>• South Africa</li> <li>• Namibia</li> </ul>
<b>10. East Africa Community</b> <ul style="list-style-type: none"> <li>• Why it was formed</li> <li>• Reasons for its collapse in 1967</li> <li>• Why it was revived</li> <li>• Challenges</li> </ul>	

Level 1	Level 2
<p><b>11. Independence Struggles in East Africa</b></p> <ul style="list-style-type: none"> <li>• Factors for the growth of nationalism</li> <li>• Mau-Mau rebellion</li> <li>• Challenges</li> </ul>	

**Note:** Throughout this History syllabus, emphasis should be put on the following learning outcomes:

- a) **Knowledge:** The learner has a wide and excellent knowledge of the main facts of history including names, location of places, dates and the timelines and the terminologies related to history.
- b) **Comprehension or understanding:** The learner shows an excellent understanding of the concepts related to his or her origin, environment and the historical facts. He/she can relate these facts or concepts to each other, and understand the impact of them to humanity and the environment around him/her.
- c) **Application and higher abilities:** Through discussions, the learner exhibits development of critical skills for example communication and critical thinking in order to form sensible/clear opinions concerning the values and the attitudes connected to his or her society. He/she fully understands the impact and the interdependence of facts about his /her community.
- d) **Practical skills:** The learner demonstrates skills of research, fieldwork, photographic interpretation and the use of diagrams. He/she demonstrates use of map work on atlases to understand facts and concepts.

## How to Use the Syllabus

This History syllabus is aimed at providing the teacher with guidance required to teach the subject at Lower Secondary School level. The teacher is expected to be innovative and make any valuable additions on this syllabus for the benefit of the learner. This teaching syllabus has the following features:

- a) **Competence:** This is a statement of the general learning outcomes expected of the learner at the end of each topic. It is stated at the top of the table for each topic in the detailed syllabus.

- b) **Learning outcomes:** These are the expected behaviour attainment which the learner will exhibit after the study of the topic and sub-topics. They have been provided to help the teacher clarify content and scope. They also guide the teacher in evaluation during the learning and teaching of a lesson.
- c) **Suggested learning activities:** These provide the teacher with guidance on what to teach. These are tasks which the learner should accomplish to acquire the learning outcomes. The teacher should use appropriate teaching methods to enable the learner to achieve the desired competences. The methods include: group work, discussions, etc.
- d) **Sample assessment strategies:** These activities are meant to test the level of understanding for each topic or sub-topic. However, other assessment activities can be suggested by the teacher or those in textbooks appropriate to the topic.
- e) **Hint/notes to the teacher:** These further clarify the scope and depth of coverage for some topics. They should be taken seriously to avoid leaving out content or giving content beyond the scope of the learner.
- f) **Number of periods per topic:** The number of periods suggested for each topic is only to be used as a guide to enable the teacher cover the given work using the adequate time. The time period given is estimated to match with topics.



## LEVEL 1

### East African History

#### Topic 1: Introduction to History

Duration: 4 Hours

#### Competency

The learner should be able to appreciate the value of history and the background knowledge of man's early civilization.

Learning Outcome	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<b>Sub-topic 1: Definition and the Importance of History</b> Duration: 2 Hours		
The learner should be able to: <ol style="list-style-type: none"> <li>a. understand the meaning of the term "history".</li> <li>b. appreciate the importance of studying history.</li> </ol>	<ol style="list-style-type: none"> <li>i) In a guided group discussion, let the learners brainstorm the meaning of the term "history".</li> <li>ii) Task the learners to form groups and discuss the importance of studying history.</li> </ol>	<ul style="list-style-type: none"> <li>• Write a short essay explaining at least five reasons why history should be taught at Lower Secondary level.</li> </ul>
<b>Sub-topic 2: Sources of History</b> Duration: 2 Hours		
The learner should be able to analyse information from a variety of sources of history from classwork, the libraries and internet. s	<ol style="list-style-type: none"> <li>i) Using the Internet or library research, task the learners to identify the key sources of history.</li> <li>ii) In a classroom discussion, guide the learners to brainstorm the advantages and limitations of each source of history.</li> </ol>	<ul style="list-style-type: none"> <li>• Describe the challenges of finding out the sources of history.</li> </ul>

## Hint to the Teacher

Allow the learners to visit the school library and read about the reasons for studying history to compare with what the Internet information holds. The learner-centred method works here best.

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- Sharman, M. (1971). *Man, Civilization and Conquest*. Longman, Nairobi, Kenya. pp 3-10.
- Tread, A. J. *et al* (2012). *Solomon Islands: Social Studies Learners' Book 7*. Pearson, Port Melbourne, Australia pp 1-22.

## Topic 2: Arabs at the Coast of East Africa

Duration: 4 Hours

### Competency

The learner should be able to appreciate the impact of the Arabs settlement at the East African coast.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand how and why Arabs came to the East African Coast.</li> <li>analyse the effects of Arab settlement on the East African Coast.</li> <li>know the reasons why Seyyid Said transferred his capital from Muscat to Zanzibar and the contributions he made in the development of Zanzibar and the East African Coast.</li> </ol>	<ol style="list-style-type: none"> <li>Engage the learners to give their views about Arabs.</li> <li>Task the learners to explain the reasons for the coming of Arabs to the coast of East Africa.</li> <li>Guide learners to use the Internet or library research to trace the origin of Swahili culture.</li> <li>Guide the learners to form groups and discuss the effects of Arab settlement at the East African Coast.</li> <li>Guide the learners in a brainstorming session about the reasons why Seyyid Said shifted his capital from Muscat to Zanzibar.</li> <li>In groups identify the contributions made by Seyyid Said to the peoples of Zanzibar.</li> </ol>	<p>Categorize the reasons for the coming of Arabs at the coast of East Africa.</p>

### Hint to the Teacher

Use an atlas to find out historical features of the East African Coast. Involve the learners in the lesson fully. Individually they should take notes and draw the map in their books.

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- Atuhaire, G.K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Kampala, Uganda pp 27-36.
- Kanamwangi, D. (2012). *East African History*. Kampala, Uganda. pp 2
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala, Uganda. pp 52-58.

## Topic 3: Migrations into East Africa

Duration: 6 Hours

### Competency

The learner should be able to explain the migration patterns and the settlement of the Luo, Bantu and Ngoni people into East Africa by 1800.

#### Sub-topic 1: Luo Migrations

Duration: 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the origin of Luo people.</li> <li>know the reasons for Luo migration into East Africa.</li> <li>draw the sketch map showing the course/movement and migration of the Luo into East Africa.</li> <li>analyse the effects of Luo migration.</li> <li>appreciate the impact of migrations into East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Task the learners to use the Internet or library research to explain the origin of the Luo people.</li> <li>Ask learners to show a reflection of their culture and religion to that practiced by Luo migrants.</li> <li>Let the learners relate their experience to that of the Luo in a brainstorming session on the reasons for Luo migration into East Africa.</li> <li>In a guided discussion, ask the learners to discuss the effects of Luo migration into East Africa.</li> <li>Task the learners to draw a sketch map that demonstrates the course of Luo migration into and settlement in East Africa.</li> </ol>	<ul style="list-style-type: none"> <li>Compare the lifestyle of current Luo people with those of 19<sup>th</sup> Century period in East Africa.</li> <li>Observe if the learners can draw the map of East Africa and on it mark the migration and settlement routes of Luo people.</li> <li>Make learners compare their experiences of migration to that of the Luo people and explain the lessons learnt.</li> </ul>

## Sub-topic 2: Bantu Migration

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the origin of the Bantu groups that came to East Africa.</li> <li>know the reasons for Bantu migration into East Africa.</li> <li>evaluate the debate on the effects of Bantu migrations into East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Use the Internet or library research to describe the origin of the Bantu people.</li> <li>Engage the learners to identify the groups of the Bantu people who came to East Africa by 1800.</li> <li>Organise the learners to brainstorm the reasons for Bantu migration into East Africa.</li> <li>Guide learners to compare the reasons for Bantu migrations with those of today.</li> <li>Organise the learners for a debate session about the effects of Bantu migration on the peoples of East Africa.</li> </ol>	<ul style="list-style-type: none"> <li>In groups, learners compare the causes and the impact of Luo and Bantu migrations into East Africa.</li> <li>Task each learner to draw and describe the migration map of the Bantu people into East Africa.</li> </ul>
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## Sub-topic 3: Mfecane Migrations

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the origin of the Ngoni people who came to East Africa.</li> <li>know the reasons for the migration of the Ngoni.</li> <li>appreciate the impact of the Ngoni migration on the peoples of East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to describe the meaning of the term “Mfecane”.</li> <li>Task the learners to use library and carry out a research on the relationship between the Mfecane and the Ngoni people.</li> <li>Engage the learners to identify the reasons for the Ngoni migration into East Africa.</li> <li>Organise the learners for a debate session to discuss the effects of Ngoni migration on the peoples of East Africa.</li> </ol>	<ul style="list-style-type: none"> <li>Engage the learners to find out whether they can distinguish between Ngoni and Ngoni people.</li> <li>Task the learners to draw the map of Africa and on it indicate the migration routes and settlement of the Ngoni people.</li> <li>Brainstorm with the learners to find out their knowledge of the results of Mfecane movement.</li> </ul>
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## Hint to the Teacher

Use a wall map of East Africa and tell the learners about the current groups of people who are products of migration patterns in East Africa. For clarity, the learners should attempt to draw a map of the course of migration of each group.

## References

- Atuhaire, G.K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Mukono bookshop, Kampala, Uganda pp 58-68.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800–Present*. Longhorn, Kampala, Uganda. pp 105-113.
- Kanamwangi, D. (2012). *East African History*. Kampala, Uganda. pp 45-65.
- Okello, B. (2002). *History of East Africa 1000 AD – to Independence*. Kampala Uganda. pp 83-91.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala, Uganda. pp 54-58.

## Topic 4: State Formation in East Africa

Duration: 5 Hours 30Minutes

### Competency

The learner should be able to mention examples, explain the features and the organisation of centralised and non-centralised states in East Africa.

### Sub-topics 1: Pre-colonial Societies in East Africa

Duration: 1Hour 30 Minutes

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. know the centralised and non-centralised states in East Africa.</p> <p>b. understand the characteristics of centralised and non-centralised states</p> <p>c. analyse the differences between centralised and non-centralised states.</p>	<p>i) Using a dictionary, ask the learners to look up the meaning of 'centralised' and 'decentralised', and ask them to apply the meaning to identify centralised and non-centralised states in East Africa.</p> <p>ii) Use the Internet and the library research to find out the reasons for state formation in East Africa.</p> <p>iii) Use a guided discovery method to teach the learners the history and civilization of the Chwezi Empire.</p> <p>iv) Task the learners to identify the types of societies in pre-colonial East Africa.</p> <p>v) Guide the learners to list the centralised states in East Africa.</p> <p>vi) Use a brainstorming session to let the learners list the non-centralised societies in East Africa.</p> <p>vii) In groups, task the learners to distinguish between the centralised and the non-centralised states in East Africa.</p>	<ul style="list-style-type: none"> <li>Let the learners describe the characteristics of a centralised and non-centralised society.</li> <li>Observe the comments of the learners on the extent to which the traditional systems have been maintained in the present kingdoms systems.</li> </ul>

## Sub-topics 1: Pre-colonial Societies in East Africa

Duration: 1 Hour 30 Minutes

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
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## Sub-topic 2: Organisation of the Pre-colonial Kingdoms

Duration : 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the reasons for growth and expansion of pre-colonial societies.</li> <li>draw a sketch map of countries where these societies are located (s).</li> <li>appreciate the level of organisation of these societies before colonialism.</li> <li>Understand the leadership skills of traditional leaders of pre-colonial societies.</li> </ol>	<ol style="list-style-type: none"> <li>Ask the learners to contact elders in their community about how societies operated before colonialism.</li> <li>Encourage the learners to share their findings in class and then discuss the growth and expansion of pre-colonial societies.</li> <li>Engage the learners in a discussion about the factors that led to the growth and expansion of any two pre-colonial kingdoms.</li> <li>Guide the learners in a discussion about the organisation of any two kingdoms.</li> <li>Demonstrate to the learners how the East African pre-colonial societies were administered.</li> <li>Task the learners to use the library research to draw maps where the selected kingdoms are located.</li> </ol>	<p>Task the learners to identify features of centralised societies.</p>
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## Sub-topic 3: The Organisation of Decentralised Societies

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the key features of pre-colonial</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to find out the key features of decentralised societies in East</li> </ol>	<ul style="list-style-type: none"> <li>Task the learners to draw a table and make a distinction between the</li> </ul>
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## Sub-topics 1: Pre-colonial Societies in East Africa

Duration: 1 Hour 30 Minutes

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>decentralised societies in East Africa.</p> <p>b. draw the sketch map of East Africa and on it show the selected decentralised societies.</p> <p>c. appreciate the organisational features of decentralised societies in East Africa.</p>	<p>Africa.</p> <p>ii) Guide the learners to use the Internet skills or library research to draw a sketch map of East Africa and locate the selected decentralised societies.</p> <p>iii) In groups, task the learners to make presentations on the organisational features of the decentralised societies in East Africa.</p> <p>iv) Organise the learners to discuss the leadership styles of the decentralised societies.</p>	<p>features of centralized and the non-centralized societies.</p> <ul style="list-style-type: none"> <li>• Discuss with the learners the similarities and differences in the leadership styles between the centralized and non-centralized states in East Africa.</li> </ul>

### Hint to the Teacher

Help learners to name and categorise all centralized and non-centralized societies in East Africa. They should be able to compare the features of centralised and the non-centralised societies in East Africa. Encourage learners to carry relevant textbooks to class for reference.

### References

- Atuhaire, G. K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Kampala, Uganda pp 98-112.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn Publishers, Kampala Uganda. pp 07-17.
- Kanamwangi, D. (2012). *East African History*. Kampala, Uganda. pp 66-96.
- Nakiwala, R. (2014). *Revision UCE: History of East Africa*. Longhorn Publishers. Kampala, Uganda. pp 44-49.
- Odhambo, A. (1984). *History of East Africa*. Longman, Nairobi, Kenya pp 25-28.
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala, Uganda. pp 103-113.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala Uganda. pp 06-27.

## Topic 5: The External Trade Contacts to East African Communities from 1800 to 1880

Duration: 5 Hours 30 Minutes

### Competency

The learner should be able to describe the external trade contacts to the East African communities.

#### Sub-topic 1: Slave Trade and Slavery

Duration: 1 Hour 30 Minutes

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
The learner should be able to: a. understand the trade systems of slave trade, the Indian Ocean trade and the Long Distance trade. b. know the items of trade used in slave trade, the Indian Ocean trade and the Long Distance trade. c. take part in a discussion about the effects of slave trade and slavery in the Indian Ocean and Long Distance trade.	i) Engage the learners in library or the Internet to find the meaning of slave trade and slavery. ii) Involve the learners in the library research to find out the problems faced by slave traders. ii) Organise a role-play to dramatize the benefits of the slave trade. iv) Organise the learners to participate in a debate about the advantages and the disadvantages of slave trade in East Africa.	d. Compare the organisation of the Indian Ocean trade and the Long Distance trade. e. Use the Internet to find out the problems faced during the slave trade and those faced by traders in colonial time. Write and present a report.

#### Sub-topic 2: Indian Ocean

Duration : 2 Hours

The learner should be able to: a. draw a sketch map of East Africa showing location of: - Coastal slave trade	i) Guide the learners to draw a sketch map of trade routes used by the Indian Ocean	Task the learners to draw a sketch map of East Africa and on it, show the trade routes
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<p>towns</p> <ul style="list-style-type: none"> <li>- Indian Ocean</li> <li>- Long distance trade routes</li> </ul> <p>b. assess the results of the Indian Ocean trade.</p> <p>c. analyse the ability to use historical sources, accounts and arguments to analyse the effect of the Indian Ocean trade.</p> <p>d. know the trade exchange systems used in East Africa since 1800.</p>	<p>traders.</p> <p>ii) Engage the learners in a discussion about the organisation of the Indian Ocean trade.</p> <p>iii) Let the learners brainstorm the reasons for the rise of the Indian Ocean trade.</p> <p>iv) Guide the learners to discuss the effects of the Indian Ocean trade in East Africa.</p>	<p>that were used by coastal traders.</p>
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### Sub-topic 3: The Long-Distance Trade

Duration : 2 Hours

<p>The learner should be able to:</p> <ul style="list-style-type: none"> <li>a. draw a sketch map of Long Distance trade in East Africa.</li> <li>b. know the reasons for growth and expansion of Long Distance trade in East Africa.</li> <li>c. Appreciate the impact of these trade systems in East Africa.</li> </ul>	<ul style="list-style-type: none"> <li>i) Task the learners to draw a sketch map of East Africa showing trade routes used by the Long Distance traders.</li> <li>ii) Organise the learners to use the library or the Internet to research the organisation of the Long Distance trade in East Africa.</li> <li>iii) Involve the learners in a brainstorming session to identify the reasons for the growth and expansion of the Long Distance trade.</li> <li>iv) Guide the learners to participate in a debate about the effects of the Long Distance trade.</li> </ul>	<ul style="list-style-type: none"> <li>d. Discuss with the learners the problems faced by the Long Distance traders.</li> <li>e. Task the learners to draw a sketch map of East Africa and locate the routes of the Long Distance trade.</li> </ul>
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## Hint to the Teacher

You should be well versed with pre-colonial trade systems in East Africa. Guide the learners to differentiate between the slave trade, Indian Ocean trade and the Long Distance trade. Relevance of this trade should be made in current trade systems in East Africa.

## References

- Atuhaire, G. K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Kampala, Uganda pp 117-125.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn. Kampala, Uganda. pp 53-70.
- Kanamwangi, D. (2012). *East African History*. Kampala, Uganda. pp 127-142
- Nakiwala, R. (2014). *Revision UCE: History of East Africa*. Longhorn, Kampala, Uganda. pp 59-60.
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala Uganda. pp 151-199.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala, Uganda. pp 36-41.

## Topic 6: Colonisation and the Scramble for East Africa by 1880

Duration: 6 Hours 10 Minutes

### Competency

The learner should be able to explain the causes, methods, and the impact of colonisation of East Africa.

### Sub-topic 1: Colonisation of East Africa

Duration : 2 Hours 10 Minutes

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <p>a. know the groups of Europeans who came to East Africa.</p> <p>b. know the reasons for the coming of various European groups into East Africa.</p> <p>c. analyse the problems faced by colonial agents in East Africa.</p> <p>d. evaluate the results of colonisation of East Africa.</p>	<p>i) Guide the learners to list and discuss the various groups of foreigners who came to East Africa:</p> <ul style="list-style-type: none"> <li>- Missionaries</li> <li>- Chartered companies' agents</li> <li>- Explorers</li> <li>- Imperialists</li> </ul> <p>ii) In a brainstorming session, task the learners to identify the reasons for the coming of each of above colonial agents.</p> <p>iii) Demonstrate to the learners the roles played by each of above agents towards colonisation of East Africa.</p> <p>iv) Engage the learners in a discussion to find out the problems faced by each of above agents of colonisation.</p> <p>v) Organise the learners to debate the effects of each of the above colonial agents.</p>	<p>e. Organise the learners to carry out a debate to show whether colonisation was beneficial to East Africans.</p> <p>f. Using illustrations, discuss how Africa was partitioned and scrambled for before 1914.</p>

## Sub-topic 2: Methods of Imposition of Colonial Rule

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the methods used in the establishment of colonial rule.</li> <li>understand the various methods used in the imposition of colonial rule.</li> <li>know the reasons that led to the signing of 1900 Buganda Agreement.</li> <li>analyse the terms of the 1900 Buganda Agreement.</li> <li>appreciate the impact of the 1900 Buganda Agreement in colonisation of Uganda.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to brainstorm the methods used to the establishment of colonial rule.</li> <li>Use the Internet and the library research to understand the background of the 1900 Buganda Agreement.</li> <li>Task the learners to explain the reasons for the signing of the Buganda Agreement of 1900.</li> <li>Use guided discovery to help the learners to analyse the terms and the significance of 1900 Buganda Agreement.</li> <li>Involve the learners in the discussion of the impact of the 1900 Buganda Agreement.</li> </ol>	<ul style="list-style-type: none"> <li>Analyse the methods used by Europeans in the colonisation of East Africa.</li> <li>Discuss the impact of 1900 Buganda Agreement on the peoples of Uganda.</li> </ul>
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## Sub-topic 3: Christian Missionaries in East Africa

Duration : 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the European Christian Missionary groups in East Africa.</li> <li>know the reasons that led to the coming of European Christian Missionaries into East Africa.</li> <li>understand the activities carried out by missionaries in East Africa.</li> <li>evaluate the results of European Christian</li> </ol>	<ol style="list-style-type: none"> <li>Use the Internet and the library research to find out the groups of missionaries who came to East Africa.</li> <li>Task the learners to give the reasons for the coming of European Christian Missionaries in East Africa.</li> <li>Organise the learners to debate about the effects of Christian Missionaries in East Africa.</li> </ol>	<p>Analyse the factors that led to the success of the European Christian Missionaries in East Africa.</p>
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<p>Missionaries in East Africa. e. analyse the challenges faced by European Christian Missionaries in East Africa.</p>	<p>iv) Task the learners to use a brainstorming session to identify the challenges faced by missionaries in East Africa.</p>	
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### Hint to the Teacher

You should have sufficient examples to show the impact of colonisation in East Africa. Give the learners opportunity to understand which European country colonised specific countries in East Africa. You should use the brainstorm method to get contributions from the learners on this topic.

### References

- Atuhaire, G. K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Kampala, Uganda pp 134-183.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn, Kampala, Uganda. pp 105-195.
- Kanamwangi, D. (2012). *East African History*. Kampala, Uganda. pp 184-196.
- Nakiwala, R. (2014). *Revision UCE: History of East Africa*. Longhorn, Kampala Uganda. pp 95-105.
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala, Uganda. pp 122-146.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala Uganda. pp 60-71.

## Topic 7: The Colonial Administrative Systems in East Africa

Duration: 7 Hours 30 Minutes

### Competency

The learner should be able to understand the nature and impact of the colonial administrative systems on the peoples of East Africa.

#### Sub-topic 1: Background

Duration : 1Hour 30minutes

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
The learner should be able to: <ol style="list-style-type: none"> <li>understand the meaning of the term colonial administrative systems.</li> <li>know the meaning of indirect and direct rule systems.</li> <li>draw the map of East Africa and use colours to differentiate colonial powers attached to each East African country.</li> <li>analyse reasons why the indirect rule was used in Uganda.</li> </ol>	<ol style="list-style-type: none"> <li>Task the learners to use the library research to describe the term colonial administrative systems.</li> <li>Guide the learners to distinguish between the colonial administrative systems adopted in the East African region.</li> <li>Ask the learners to identify the colonial powers attached to each system of colonial administration.</li> </ol>	<ul style="list-style-type: none"> <li>Compare the British system of indirect rule with the German system of direct rule in East Africa.</li> <li>Using the Internet, compare the system of administration used by Buganda Kingdom by 1900 and that of Uganda today.</li> </ul>

#### Sub-topic 2: Colonial Administrative System in Uganda

Duration: 3 Hours

The learner should be able to:	i) Involve the learners in a discussion about the key	Test the learners to individually explain
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<p>a. know the features of indirect rule in Uganda.</p> <p>b. use the Internet to search for more information about indirect rule system in Uganda</p> <p>c. appreciate the impact of indirect rule system on the peoples of Uganda.</p>	<p>features of indirect rule in Uganda.</p> <p>ii) Group the learners to discuss how indirect rule was applied.</p> <p>iii) Task the learners to use the map of East Africa to show areas of operation of each administrative system.</p> <p>iv) Guide the learners to use the Internet to explain the term indirect rule.</p> <p>v) Involve the learners in a discussion about the reasons why indirect rule was used in Uganda.</p> <p>vi) Demonstrate to the learners how indirect rule was used in Uganda</p> <p>vii) Organise the learners in groups to discuss the effects of indirect rule system on the peoples of Uganda.</p>	<p>the methods used by the British to entrench their rule in Uganda during colonial time.</p>
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### Sub-topic 3: Colonial Administrative System in Tanganyika

Duration: 3 Hours

<p>The learner should be able to:</p> <p>a. know the reasons why direct rule was applied by the Germans in Tanganyika.</p> <p>b. take the lead in the discussion about the effects of the direct rule system on the peoples of Tanganyika.</p>	<p>i) Guide the learners to use the Internet or library research to describe the term “direct rule”.</p> <p>ii) Ask the learners to identify the reasons why direct rule was applied by the Germans in Tanganyika.</p> <p>iii) Engage the learners in a discussion on how direct rule was applied in East Africa.</p>	<p>Brainstorm with the learners the number of problems faced by the Germans in their administration of Tanganyika.</p>
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<p>c. appreciate the role played by Lord Cameroon in the colonial administration in Tanganyika.</p>	<p>iv) In groups, task the learners to discuss the effects of direct rule system on the peoples of Tanganyika.</p> <p>v) Guide learners to brainstorm the failures of direct rule in Tanganyika.</p> <p>vi) Guide the learners to use the Internet or library research to find out the role of Lord Cameroon in the colonial administration of Tanganyika.</p>	
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### Hint to the Teacher

You should be well versed with all modes of colonial administrative systems in East Africa. Learners should be able to differentiate between indirect rule, direct rule and assimilation. Let them take individual notes during class time.

### References

- Atuhaire, G. K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Kampala, Uganda pp 134-183.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn, Kampala, Uganda. pp 105-195.
- Kanamwangi, D. (2012). *East African History*. Kampala, Uganda. pp 221-255 & pp 184-196.
- Nakiwala, R. (2014). *Revision UCE: History of East Africa*. Longhorn Publishers. Kampala, Uganda. pp 95-105.
- Odhiambo, A. (1984). *History of East Africa*. Longman, Nairobi, Kenya. pp 130-139.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala Uganda. pp 60-71.

## Topic 8: Response to the Establishment of Colonial Rule in East Africa

Duration: 6 Hours

### Competency

After studying this topic, the learner should be able to categorise the types of responses that were encountered in East Africa and explain how East African communities reacted towards the coming of colonialists.

### Sub-topic 1: Introduction

Duration: 1Hour

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the meaning of the term collaboration and resistance.</li> <li>know the key agreements made in East Africa with whites.</li> <li>know the conditions that led to each type of response.</li> </ol>	<ol style="list-style-type: none"> <li>In groups, discuss the meaning of the terms collaboration and resistance.</li> <li>Task the learners to define the term agreement.</li> <li>Use the Internet or library research to make notes on the 1900 Buganda Agreement.</li> <li>Involve the learners in a discussion on the several African responses expressed towards the coming of Europeans in East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Explain why collaborators cannot be called traitors and resisters heroes.</li> <li>How did the 1900 Buganda Agreement benefit:               <ul style="list-style-type: none"> <li>- Buganda Kingdom?</li> <li>- British Protectorate in Uganda?</li> </ul> </li> </ol>

### Sub-topic 2: Collaboration

Duration: 2 hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the circumstances that led to collaboration with Africans.</li> </ol>	<ol style="list-style-type: none"> <li>Demonstrate to learners how Africans responded towards the coming of Europeans positively. Give some examples.</li> <li>Introduce to learners what the 1900 Buganda</li> </ol>	<ul style="list-style-type: none"> <li>• Analyse whether the collaborators were real and if resisters attained their desired goal of resistance.</li> <li>• Discuss the impact</li> </ul>
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<p>b. appreciate the reactions of Africans to the imposition of colonial rule.</p> <p>c. understand the terms of the 1900 Buganda Agreement.</p> <p>d. appreciate the results of the 1900 Buganda Agreement.</p>	<p>Agreement was and allow learners to ask some questions.</p> <p>iii) Use the Internet or library research to find out the clauses of the 1900 Buganda Agreement.</p> <p>iv) Let the learners participate in a debate about the effects of the 1900 Buganda Agreement on:</p> <ul style="list-style-type: none"> <li>- Buganda</li> <li>- Uganda</li> </ul> <p>v) In groups, the learners role-play the long term effects of the 1900 Buganda Agreement.</p>	<p>of the 1900 Buganda Agreement in modern Uganda.</p>
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### Sub-topic 3: Resistance to Colonial Rule

Duration: 1 Hour

<p>The learner should be able to:</p> <p>a. know the societies that resisted colonial rule in East Africa.</p> <p>b. appreciate the role of resisters in preserving the independence of their states.</p> <p>c. analyse the long term effects of the 1900 Buganda Agreement.</p>	<p>i) Guide the learners to list and discuss communities that resisted colonial rule in Uganda.</p> <p>ii) In groups, task the learners to dramatise the reasons for resistance to colonial rule in East Africa.</p> <p>iii) Involve the learners in a discussion about the methods used by resisters to preserve their independence.</p> <p>iv) Engage the learners in a brainstorming session on the meaning of passive resistance.</p> <p>v) Organise the learners to discuss the effects of African resistance to colonial rule.</p>	<p>Guide the learners to discuss the results of resistance to colonial rule in East Africa.</p>
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## Sub-topic 4: Conflicts and Resolutions in East Africa

Duration : 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the recent community conflicts in East Africa.</li> <li>know different forms of conflicts in East Africa using timeline flowchart.</li> <li>understand how conflicts can be caused and resolved in East Africa.</li> <li>appreciate the impact of common conflicts and suggest how they can be avoided in East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>In a guided discussion, let learners brainstorm and list the recent conflicts witnessed in East Africa.</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. Show various stages through which it progresses up to its resolution.</li> <li>Organise learners for a 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> </ol>	<ul style="list-style-type: none"> <li>Engage and observe learners in a discussion about the causes and results of common community conflicts.</li> <li>Assess their flowcharts for understanding of the progression of conflicts and ability to present this creatively.</li> <li>In role play and debate, observe their critical thinking about the role of a leader in conflict resolution.</li> <li>Observe learners in a discussion about the common forms of conflict resolutions in East Africa.</li> </ul>
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### Hint to the Teacher

You should know the varied African responses towards European colonialism in East Africa. You should also help the learners to judge and carry out debates

between collaboration and resistance responses to colonial rule. Teach the learners the general causes and resolutions of conflicts.

## References

- Atuhaire, G. K. (2010). *Early Civilization and the History of East Africa 1000 AD – Independence*. Kampala, Uganda pp 134-183.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn, Kampala, Uganda. pp 105-195.
- Nakiwala, R. (2014). *Revision UCE: History of East Africa*. Longhorn. Kampala, Uganda. pp 95-105.
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala, Uganda. pp 122-146.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala Uganda. pp 60-71.

## Topic 9: The Colonial Economy in East Africa

Duration: 12 Hours

### Competency

The learner should be able to understand the nature of the colonial economy and appreciate the economic, social and political developments in East Africa during the colonial period.

### Sub-topic 1: Background

Duration: 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>evaluate the salient features of the pre-colonial economy.</li> <li>analyse the role of the Africans in colonial economy.</li> <li>know the benefits and weaknesses of the colonial economy.</li> <li>appreciate the role of Africans in colonial economy.</li> </ol>	<ol style="list-style-type: none"> <li>Task the learners to use the Internet or library research and explain the situation in East Africa before the introduction of colonial economy.</li> <li>Involve the learners in group discussion to describe the term colonial economy.</li> <li>Engage the learners in a discussion about the salient features of the colonial economy.</li> <li>Organise a debate on the strength and weaknesses of the colonial economy in East Africa.</li> </ol>	<ul style="list-style-type: none"> <li>Organise the learners to debate the benefits of the colonial economy.</li> <li>With the examples, discuss the advantages and the disadvantages of colonial economy to Africans.</li> </ul>

### Sub-topic 2: Agricultural Developments in Colonial Economy

Duration : 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the reasons why colonial administration</li> </ol>	<ol style="list-style-type: none"> <li>Make the learners take part in a discussion about the colonial developments in the agricultural sector in East Africa.</li> </ol>	<ul style="list-style-type: none"> <li>How was agricultural practice used by colonialists to exploit East</li> </ul>
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<p>encouraged both peasant and plantation farming.</p> <p>b. evaluate the benefits of agriculture in colonial economy of East Africa.</p> <p>c. analyse the problems faced in the development of agriculture in East Africa.</p> <p>d. appreciate the foundation laid by the colonial economy in the making of modern East Africa.</p>	<p>ii) In groups, let the learners discuss the reasons why the colonial administration encouraged both peasant and plantation farming.</p> <p>iii) Task the learners to identify the problems faced in the development of agriculture in East Africa.</p> <p>iv) Engage the learners in a brainstorming session on the effects of agricultural developments in colonial East Africa.</p>	<p>Africans?</p> <ul style="list-style-type: none"> <li>Task the learners to answer simple questions about the features of colonial economy, such as: If you were a government leader in Uganda around 1890, what would you do about this nature of colonial economy?</li> </ul>
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### Sub-topic 3: Industrial Developments

Duration: 2 Hours

<p>The learner should be able to:</p> <p>a. understand why industries were established in colonial East Africa.</p> <p>b. know the types of industries that were established in East Africa.</p> <p>c. analyse the problems that were faced by Africans in industrial colonial economy.</p> <p>d. appreciate results of industrial developments in colonial East Africa.</p>	<p>i) Guide the learners to identify the reasons for the establishment of industries in East Africa.</p> <p>ii) In groups, task the learners to discuss the types of industries established in East Africa at colonial time.</p> <p>iii) Involve the learners in a brainstorming session about the problems faced in the development of industries in East Africa.</p> <p>iv) Organise the learners to debate the effects</p>	<p>Discuss the benefits of colonial industrial developments to East Africans.</p>
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	of industrial establishment in colonial East Africa.	
<h3>Sub-topic 4: Social Developments</h3> <p>Duration: 2 Hours</p>		
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the health centres that were built in East Africa in the colonial time.</li> <li>evaluate the social problems that were faced during colonial economy period.</li> <li>assess the results for the development of health centres in East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research and list key colonial health centres established in East Africa.</li> <li>Ask the learners to identify the problems faced in the development of the health sector in East Africa during the colonial time.</li> <li>Organise the learners in groups to discuss the effects of the colonial development of the health sector on the people of East Africa.</li> </ol>	<p>Discuss the response of African traditional healers towards the introduction of colonial health centres in East Africa.</p>
<h3>Sub-topic 5: Political Developments in East Africa</h3> <p>Duration : 2 Hours</p>		
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the plans for federation of the East African states.</li> <li>know the steps that were taken to establish a closer union of East African states.</li> </ol>	<ol style="list-style-type: none"> <li>In groups, guide the learners to identify the need for the Federation of the East African territories' closer union.</li> <li>Guide learners to understand the</li> </ol>	<p>Group the learners in threes to discuss and make presentations on the formation of key political parties that led to independence of Kenya, Uganda and Tanzania.</p>

<p>c. understand the reasons why the attempts to establish a closer union of East African states were a failure.</p> <p>d. know the reasons for the formation of East African Common Services Organisation in 1948.</p> <p>e. assess the achievements of the East African Common Services in 1948.</p> <p>f. analyse the reasons for the collapse of the East African Common Services in the 1950s.</p>	<p>steps taken to bring about the closer Union of East African territories.</p> <p>iii) Ask the learners to describe the reasons for the failure to achieve the closer Union in East Africa.</p> <p>iv) Involve the learners in a brainstorming session to identify the reasons for the formation of the East African Common Services Organisation in 1948.</p> <p>v) In a role-play, let the learners show achievements and the failures of the East African Common Services Organisation.</p> <p>vi) Task the learners to identify the reasons why the East African Common Services Organisation collapsed.</p>	
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## Sub-topic 6: Colonial Transport Policy: The Uganda Railway

Duration : 2 Hours

<p>The learner should be able to:</p> <p>a. understand why the East</p>	<p>i) Guide the learners to use the Internet and library</p>	<ul style="list-style-type: none"> <li>• Debate as a class the benefits of the Uganda railway to</li> </ul>
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<p>African railway was called Uganda railway.</p> <p>b. draw a sketch map to show the major towns served by the Uganda Railway.</p> <p>c. know the reasons for the construction of the Uganda Railway.</p> <p>d. analyse the challenges faced during the construction of the Uganda Railway.</p> <p>e. appreciate the impact of the construction of the Uganda Railway on the peoples of East Africa.</p>	<p>research to understand why the first railway line in East Africa was called Uganda Railway.</p> <p>ii) Task the learners to draw a sketch map and locate where the railway lines passed in East Africa.</p> <p>iii) Let the learners brainstorm the reasons behind the establishment of the Uganda Railway.</p> <p>iv) Encourage the learners to take part in a discussion about the challenges faced during the construction of the Uganda Railway.</p> <p>v) Organise the learners in groups to discuss the results of the construction of the Uganda Railway in East Africa.</p>	<p>Uganda.</p> <ul style="list-style-type: none"> <li>• Compare the problems faced by the Uganda Railway today and in 1950s.</li> <li>• Demonstrate to the learners the different stages of the railway development from 1896 to 1956.</li> </ul>
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### Hint to the Teacher

You should be able to understand the background and the impact of colonial economic exploitative policies in East Africa. Use relevant examples to help learners understand the features of the colonial economy.

## References

- Atuhaire, G.K. (2010). *Early Civilization and the History of East Africa from 1000 AD – Independence*. Mukono Bookshop press, Kampala, Uganda pp 58-68.
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- Nakiwala R. (2014). *Revision UCE: History of East Africa*. Kampala, Uganda. pp 155-172.
- Odhiambo, A. (1984). *History of East Africa*. Longman, Nairobi Kenya. pp 134-142.
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala, Uganda. pp 83-91.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala, Uganda. pp 54-58.

## Topic 10: East African Community

Duration: 3 Hours 30 Minutes

### Competency

The learner should be able to explain the challenges involved in achieving the East African cooperation and how it can be sustained. The East African cooperation is also commonly referred to as East African Common Services (EACOS).

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the background to the foundation of EAC.</li> <li>know the set up and the structure of EAC.</li> <li>locate the EAC states on the map of Africa.</li> <li>analyse the state objectives set up by EAC.</li> <li>evaluate the achievements of EAC.</li> <li>know the factors that led to collapse of EAC in 1977.</li> <li>analyse the reasons for the revival of EAC.</li> <li>appreciate the value of regional cooperation in East Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the library research and the Internet to explain the EAC.</li> <li>Task the learners to identify the structure of the EAC and its organs.</li> <li>Guide the learners to draw a sketch map showing the countries in the EAC.</li> <li>Task the learners to identify the objectives of establishing the EAC.</li> <li>Involve the learners in a discussion about the achievements of EAC since 1967 and why it collapsed in 1977.</li> <li>Explain to the learners how and why EAC was revived.</li> <li>Let the learners brainstorm the challenges faced by the EAC.</li> <li>Guide learners to describe the steps taken to revive the EAC since 1986.</li> <li>Task learners to identify the problems being faced by EAC.</li> <li>Encourage the learners to suggest solutions to the problems faced by EAC.</li> </ol>	<p>Imagine you were the president of one of the East African countries, draft proposals for further cooperation between your country and the rest of East Africa.</p>

## **Hint to the Teacher**

You should know the background and justification for the establishment of EAC. Instruct the learners to keep using the internet search and find out the current details about the EAC. Help the learners to understand the current issues about EAC.

## **References**

Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn, Kampala, Uganda. pp 311-399.  
[www.EAC.org](http://www.EAC.org).

## Topic 11: National Movements and Struggle for Independence in East Africa

Duration: 6 Hour

### Competency

The learner should be able to understand the causes and results for the struggles of independence in East Africa.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<b>Sub-topic 1: Background</b> Duration: 1 Hour		
The learner should be able to: <ol style="list-style-type: none"> <li>understand the background and meaning of African nationalism.</li> <li>evaluate the factors responsible for the rise of African nationalism.</li> <li>draw a sketch map to locate East African states at independence time.</li> </ol>	<ol style="list-style-type: none"> <li>In groups, task the learners to use the Internet or library research to find out the meaning of the term African nationalism.</li> <li>Let the learners brainstorm the factors responsible for the growth of African nationalism in Kenya.</li> <li>Involve the learners in a discussion about the key personalities that helped in the struggle for the rise of African nationalism.</li> </ol>	<ul style="list-style-type: none"> <li>Compare the West African struggle for independence with those of East African states.</li> <li>Discuss the steps taken by Uganda to attain its independence.</li> </ul>
<b>Sub-topic 2: Uganda</b> Duration: 2 Hours		
The learner should be able to: <ol style="list-style-type: none"> <li>understand the roles played by various political parties and personalities towards the independence struggle of Uganda.</li> <li>draw a sketch map to</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to categorize the factors for the rise of African nationalism.</li> <li>Task the learners to draw a sketch map of East Africa and locate Kenya, Tanzania and Uganda.</li> <li>In groups, task the</li> </ol>	Engage the learners as a class to identify the probable challenges and solutions to the Ugandan nationalists during their struggle for

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>locate Uganda on the map of East Africa.</p> <p>c. analyse the methods used in the attainment of independence in Ghana with those of Uganda.</p> <p>d. assess the contribution of Ignatius Musaazi in the struggle for independence of Uganda.</p> <p>e. appreciate the contribution of the various personalities in the struggle for independence of Uganda.</p>	<p>learners to discuss and make presentation on the contributions of the Democratic Party (DP) in the struggle for independence of Uganda.</p> <p>iv) Involve the learners in a discussion to compare the independence struggles of Uganda with that of Kenya.</p> <p>v) Use library research or the Internet to identify the contribution of Ignatius Musaazi towards the struggle for independence of Uganda.</p> <p>vi) Engage the learners in a brainstorming session to identify the challenges faced in the struggle for independence of Uganda.</p> <p>vii) Let the learners take part in a discussion about the impact of independence struggles for Uganda.</p>	<p>independence.</p>
<p><b>Sub-topic 3: Kenya</b></p> <p>Duration : 1 Hour 30 Minutes</p>		
<p>The learner should be able to:</p> <p>a. understand the background for the independence of Kenya.</p> <p>b. assess the roles played by Jommo Kenyatta in the struggle for independence of Kenya.</p>	<p>i) Introduce the learners to the background for the rise of independence in Kenya.</p> <p>ii) In groups, task the learners to use the library research and make a presentation on the role of Jommo Kenyatta in the struggle for independence of Kenya.</p> <p>iii) Involve the learners in a</p>	<p>In groups, task the learners to identify the British colonial policies that aroused nationalistic sentiments among the Kenyans.</p>



Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
c. analyse the role of KANU in the struggle for independence of Kenya. d. analyse the challenges faced in the struggle for the independence of Kenya.	discussion about the role of KANU in the independence struggle of Kenya. iv) Organise the learners in a brainstorming session about the challenges faced in the struggle for the independence of Kenya.	

### Sub-topic 4: Mau-Mau Rebellion of 1952-1960

Duration : 1 Hour 30 Minutes

The learner should be able to: a. know the meaning of the term Mau-Mau. b. understand the origin of the Mau-Mau movement in Kenya. c. evaluate the causes of the Mau-Mau rebellion of 1952-1960. d. draw and explain the course of Mau-Mau rebellion. e. appreciate the impact of Mau-Mau rebellion in Kenya.	i) Using the previous knowledge, guide the learners to explain the meaning of the term Mau-Mau. ii) In groups, task the learners to identify and discuss the possible causes of the Mau-Mau rebellion in Kenya. iii) Engage the learners to draw timelines and describe the events of the Mau-Mau rebellion in Kenya. iv) Guide the learners to participate in the discussion about the results of Mau-Mau rebellion in Kenya.	How did the events of World War II contribute to the rise of the Mau-Mau movement in Kenya?
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### Hint to the Teacher

You should be able to know the background, impact and challenges to nationalistic and the independence struggles in East Africa. Special attention should be given to personalities who participated in spearheading the struggle for independence in East Africa.

## References

- Atuhaire, G. K. (2010). *Early Civilization and the History of East Africa from 1000 AD – Independence*. Kampala, Uganda. pp 58-68.
- Dumba, I. (2018). *Amplified Social and Economic History of East Africa from 1800 – Present*. Longhorn Publishers. Kampala, Uganda. pp 105-113.
- Kanamwangi, D; (2012). *East African History*. Kampala, Uganda. pp 45-65 & 313-340
- Okello, B. (2002). *History of East Africa 1000 AD – Independence*. Kampala, Uganda. pp 83-91.
- Twine, S. (2003). *A Realist Approach to African History 1855-1914*. Trinity Publishers, Kampala, Uganda. pp 54-58.

## LEVEL 2

### History of Southern Africa

#### Topic 1: The Earliest Peoples of South Africa

Duration: 6 Hours 10 Minutes

#### Competency

The learner should be able to appreciate the geography and peoples of Southern Africa in the earliest times.

#### Sub-topic 1: Introduction

Duration: 2 Hour 10 Minutes

Leading Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>draw and locate Southern Africa on African map.</li> <li>draw the map of Southern Africa and on it locate key towns and physical features.</li> <li>draw the map of Southern Africa, mark and name the frontline states.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Atlas and locate the region of Southern Africa.</li> <li>Task the learners to draw the map of Southern Africa and name the key towns and the physical features.</li> </ol>	<p>Draw the map of Southern Africa and name the key features.</p>

#### Sub-topic 2: The San

Duration : 1 Hour

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the background and the origin of the San community in South</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the library research and trace the origin of the San community.</li> <li>Using guided</li> </ol>	<p>Task the learners to describe the salient characteristics of the San community.</p>
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Africa. b. know the organisation of the San community.	discovery, the learners should take notes about the social, political and economic organisation of the San community.	
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### Sub-topic 3: The Khoikhoi

Duration: 1 Hour

The learner should be able to: a. understand the background and the origin of the Khoikhoi. b. know the organisation of the Khoikhoi community.	i) Guide the learners to use library research to trace the origin of the Khoikhoi. ii) Using guided discovery, let the learners take notes about the social, political and economic organisation of the Khoikhoi.	Task the learners to identify the major characteristics of the Khoikhoi.
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### Sub-topic 4: The Bantu

Duration: 2 Hours

The learner should be able to: a. understand the origin of Bantu. b. analyse the reasons for Bantu migration into Southern Africa. c. discuss the organisation of any Bantu society in Southern Africa. d. take part in a discussion about the results of the Bantu migration into Southern Africa.	i) Guide the learners to use the Internet and the library research to find out the origin and the reasons for the migration of the Bantu into Southern Africa. ii) Organise the learners into groups of threes and task them to discuss the organisation of any Bantu society in Southern Africa. iii) In groups, guide the learners to discuss the impact of the Bantu migration in South Africa.	Engage the learners to point out the main activities of the Bantu migrants into Southern Africa and the resultant implications.
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## Hint to the Teacher

You should be well versed with the way of life of early inhabitants for people of South Africa. Test the learners to find out whether all the key elements have been understood on this topic. Let them know all the precolonial societies in South Africa.

## References

Cooper, O. (1968). *The Making of Modern Africa*. Longman Group, London. pp 211-227.

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Kiggundu, J. C. *et al.* (2006). *A Survey of South African History*. Kampala, Uganda. pp 10-14.

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Nsubuga, M. K. M. (2012). *South African History*. Kampala, Uganda. pp 1-19.

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## Topic 2: Early European Occupation of the Cape

Duration: 4 Hours

### Competency

The learner should be able to understand the increasing interest in the Cape by outsiders.

#### Sub-topic 1: The Dutch Settlement

Duration: 2 Hours

Leading Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
The learner should be able to: <ol style="list-style-type: none"> <li>understand the origin of the Dutch settlement at the Cape in South Africa.</li> <li>know the reasons why the Dutch settled at the Cape.</li> <li>evaluate the problems faced by the Dutch at the Cape and suggest their solutions.</li> <li>understand how DIECO administered the Cape.</li> <li>appreciate the impact of the Dutch settlement at the Cape.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to find out the origin of the Dutch at the Cape.</li> <li>Task the learners to explain why the Dutch came to South Africa.</li> <li>Organise the learners into a brainstorming session about the problems faced by the Dutch settlers in South Africa.</li> <li>Guide the learners to understand the achievements, failures and reasons for the collapse of DIECO in South Africa.</li> <li>Involve the learners in a discussion about the results of the Dutch settlement in South Africa.</li> </ol>	Task the learners to categorise the factors for the Dutch settlement into external and the internal.

#### Sub-topic 2: British

Duration: 2 Hours

The learner should be able to: <ol style="list-style-type: none"> <li>analyse the reasons for British occupation of the Cape Province.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to identify the reasons for the British occupation of the Cape.</li> <li>Guide the learners to identify the reforms brought by the British at</li> </ol>	In groups, task the learners to describe the relationship between the
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b. Appreciate the reforms and the impact of the British occupation at the Cape.	the Cape. iii) In groups, task the learners to discuss the effects of the British occupation in South Africa.	Africans, the Dutch and the British.
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### Hint to the Teacher

You need to know the geography of South Africa and why the Europeans were interested in its occupation. Share with the class about the team of Europeans that came to Cape colony by this time and their specific impact.

### References

- Cooper, O. (1968). *The Making of Modern Africa*. Longman, London. pp 211-227.
- Davis, N.E. (2010). *A History of Southern Africa*. Longman, London. pp 8-19.
- Kiggundu, J. C. et al. (2006). *A Survey of South African History*. Kampala, Uganda. pp 10-14.
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- Wani, A. M. (2008). *Ordinary Level History of South Africa Since 1000 AD*. MK Publishers, Kampala, pp 1-8.

## Topic 3: Mfecane Movement and the Formation of New States

Duration: 6 Hours

### Competency

The learner should be able to understand the concept of Mfecane and its impact on state formation process in Southern Africa.

#### Sub-topic 1: Mfecane Movement

Duration: 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
The learner should be able to: <ol style="list-style-type: none"> <li>understand the origin and the meaning of the term "Mfecane".</li> <li>know the causes of Mfecane movement in and outside Southern Africa.</li> <li>draw a sketch map showing Mfecane movement into East and Central Africa.</li> <li>appreciate the changes caused by the Mfecane movement in Southern Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to find out the meaning of the term "Mfecane".</li> <li>In groups, task the learners to discuss and list the causes of Mfecane movement in Southern Africa.</li> <li>Use the map of Africa and guide the learners on how to trace the course of Mfecane movement.</li> <li>Organise the learners for a debate on the effects of Mfecane movement.</li> </ol>	Engage the learners to compare the situation in Southern Africa before and after the Mfecane movement.

#### Sub-topic 2: The Zulu State

Duration: 2 Hours

The learner should be able to: <ol style="list-style-type: none"> <li>understand the background and the origin of the Zulu state.</li> <li>evaluate the factors</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to trace the origin of Zulu state.</li> <li>Organise the learners in a brainstorming session about</li> </ol>	Task the learners to identify the key methods or policies used by king
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<p>responsible for the rise of the Zulu state.</p> <p>c. discuss the organisation of Zulu state.</p> <p>d. analyse the role played by king Shaka in building the Zulu state.</p> <p>e. evaluate the reasons for the decline of the Zulu state.</p>	<p>factors for the rise of Zulu state.</p> <p>iii) Guide the learners to discuss the organisation of the Zulu state.</p> <p>iv) Organise the learners to role-play the leadership of king Shaka.</p> <p>v) Encourage the learners to give their views about the factors that led to decline of the Zulu state.</p>	<p>Shaka in state formation that led to the Mfecane in Southern Africa.</p>
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### Sub-topic 3: The Sotho State

Duration: 2 Hours

<p>The learner should be able to:</p> <p>a. understand the origin of the Sotho state.</p> <p>b. know the key aspects for the organisation of the Sotho state.</p> <p>c. analyse the role played by Moshesheo in building the Sotho state.</p> <p>d. appreciate the relationship between the Sotho, the British and the Boers.</p>	<p>i) Guide the learners to use the Internet or library research to trace the origin of Sotho state.</p> <p>ii) Ask the learners to describe the organisation of Sotho state.</p> <p>iii) Organise the learners and task them to brainstorm the role of Moshesheo in building the Sotho state.</p> <p>iv) Involve the learners in sharing their views on the relationship between the British and the Boers.</p>	<p>Engage the learners to compare the methods of state formation of King Shaka with that of Moshesheo.</p>
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### Hint to the Teacher

You should know the background and the trends for Mfecane movement in Southern Africa. Help the learners to understand the impact and current relevance of Mfecane movement in East Africa.

### References

- Cooper, O. (1968). *The Making of Modern Africa*. Longman, London. pp 211-227.
- Davis, N.E. (2010). *A History of Southern Africa*. Longman, London. pp 8-19.
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- Wani, A. M. (2008). *Ordinary Level History of South Africa Since 1000 AD*. MK Publishers, Kampala, Uganda. pp 1-8.

## Topic 4: European Penetration into the Interior of Southern Africa: The Great Trek.

Duration: 3 Hours 30 Minutes

### Competency

The learner should be able to appreciate the process and the impact of European penetration into the interior of Southern Africa.

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the background for the origin of the Great Trek.</li> <li>analyse the causes of the Great Trek movement in Southern Africa.</li> <li>draw and describe the course of the Great Trek.</li> <li>evaluate the problems faced by the Great trekkers in Southern Africa before 1850.</li> <li>appreciate the impact of the Great Trek.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use their previous knowledge to trace the origin of the Great Trek.</li> <li>In groups, task the learners to discuss the causes of the Great Trek.</li> <li>Use a wall map to show the learners the movement of the trekkers into the interior of South Africa.</li> <li>Task the learners to identify the problems faced by the Dutch during the Great Trek movement.</li> <li>Involve the learners to debate the effects of the Great Trek movement.</li> </ol>	<p>Task the learners to describe the relationship between the Boer trekkers and the British.</p>

### Hint to the Teacher

You should know the impact of British reforms in Southern Africa around 1820s.

### References

- Cooper, O. (1968). *The Making of Modern Africa*. Longman, London. pp 211-227.  
 Davis, N.E. (2010). *A History of Southern Africa*. Longman, London. pp 8-19.

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- Wamala, Z. (2005). *The Simplifier of South African History*. Kampala, Uganda. pp 1-14.
- Wani, A. M. (2008). *Ordinary Level History of South Africa Since 1000 AD*. MK Publishers, Kampala, Uganda. pp 1-8.

## Topic 5: Christian Missionary Activity in Southern Africa

Duration: 6 Hours

### Competency

The learner should be able to appreciate the impact of Christian Missionaries in Southern Africa.

### Sub-topic 1: Christian Missionaries in Southern Africa

Duration : 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the 19<sup>th</sup> Century Christian Missionary groups in Southern Africa and mention where they came from.</li> <li>analyse the reasons for the coming of European Christian Missionaries to Southern Africa.</li> <li>know the activities carried out by Missionaries in Southern Africa.</li> <li>appreciate the impact of European Christian Missionaries in Southern Africa.</li> <li>identify the challenges faced by European Christian Missionaries in Southern Africa.</li> <li>assess the role played by the Dutch Reformed Church in Southern Africa.</li> <li>analyse the factors that led to the rise of African</li> </ol>	<ol style="list-style-type: none"> <li>Use the Internet and the library research to find out the groups of missionaries who came to Southern Africa.</li> <li>Task the learners to give opinions on the reasons for the coming of European Christian Missionaries to Southern Africa.</li> <li>Organise the learners to debate the effects of Christian Missionaries in Southern Africa.</li> <li>In a group discussion, help the learners to understand the role played by missionaries in the colonisation of Southern Africa.</li> <li>Task the learners to brainstorm and identify the challenges faced by the missionaries in</li> </ol>	<p>In groups, task the learners to identify the factors that limited the missionary activities in Southern Africa.</p>

independent churches.	Christian	Southern Africa. vi) Guide the learners to discuss the activities and the role of the Dutch Reformed Church in Southern Africa. vii) Task the learners to explain the factors that led to the rise of independent churches.
<h3 style="color: green;">Sub-topic 2: Missionary Personalities: John Phillip</h3>		
Duration: 2 Hours		
The learner should be able to: a. understand the background and the origin of the career of John Phillip in Southern Africa. b. assess the achievements of John Phillip in Southern Africa. c. identify the challenges faced by John Phillip.	i) Guide the learners to use the Internet and library research to find out the background and the career of John Phillip. ii) Organise learners into a brainstorming session about the achievements of John Phillip in Southern Africa. iii) Guide the learners to discuss the challenges faced by John Phillip.	In groups, task the learners to identify the factors that led to the initial success of missionary activities in Southern Africa.
<h3 style="color: green;">Sub-topic 3: Missionary Dr Van Der-Kemp</h3>		
Duration: 2 Hours		
The learner should be able to: a. understand the origin and the career of Van der Kemp (u). b. assess the achievements of Dr Van der Kemp in the history of Southern Africa. c. analyse the challenges faced by Van der Kemp.	i) Guide the learners to use the Internet and library research to find out the background and the career of Van der Kemp. ii) Organise the learners into a brainstorming session about the achievements of Van	In a discussion, task the learners to compare the activities of John Phillip with Van Der Kemp in the evangelisation of Southern Africa.

	<p>der Kemp in Southern Africa.</p> <p>iii) Guide the learners to discuss the challenges faced by Van Der Kemp.</p>	
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### Hint to the Teacher

You should know the origin and the impact of missionary activities in Southern Africa. Make use of available books in the school library and encourage the learners to do further research.

### References

- Cooper, O. (1968): *The Making of Modern Africa*. Longman, London. pp 211-227.
- Davis, N.E. (2010). *A History of Southern Africa*. Longman, London. pp 8-19.
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## Topic 6: New Scramble of Southern Africa

Duration: 10 Hour Periods

### Competency

The learner should be able to understand the agents, nature and the impact of the new European Scramble for Southern Africa.

#### Sub-topic 1: Background

Duration: 1 Hour

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategies
The learner should be able to: <ol style="list-style-type: none"> <li>know the meaning of the term scramble and partition of Southern Africa.</li> <li>evaluate the reasons that led to the scramble and partition of Southern Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Using the previous knowledge, guide the learners to define the terms scramble and the partition of Southern Africa.</li> <li>Task the learners to give opinions on why the scramble and partition of Southern Africa took place in the 19th Century period.</li> </ol>	Task the learners to categorise the factors for the scramble and the partition of Southern Africa into external and internal reasons.

#### Sub-topic 2: Mineral Discovery

Duration: 1 Hour 30 Minutes

The learner should be able to: <ol style="list-style-type: none"> <li>know the meaning of the term mineral revolution.</li> <li>analyse the problems faced in the exploitation of minerals.</li> <li>appreciate the impact of mineral revolution in Southern Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to find out the meaning of the term mineral revolution.</li> <li>Demonstrate in a discussion with the learners the problems faced by the blacks during the mineral discovery era in Southern Africa.</li> <li>In groups, task the learners to discuss the results of mineral</li> </ol>	Engage the learners to describe the pre-mineral discovery and the post-mineral discovery life among the blacks, the Dutch and whites in Southern Africa.
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	discovery in Southern Africa.	
<h3>Sub-topic 3: 1<sup>st</sup> Anglo-Boer War</h3> <p>Duration: 1 Hour 30 Minutes</p>		
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the background of the 1<sup>st</sup> Anglo-Boer war.</li> <li>discuss the causes of 1<sup>st</sup> Anglo-Boer war.</li> <li>appreciate the impact of 1<sup>st</sup> Anglo-Boer war.</li> </ol>	<ol style="list-style-type: none"> <li>Using the previous knowledge, guide the learners to understand the 1<sup>st</sup> Anglo-Boer war in South Africa.</li> <li>Task the learners to identify the causes of the 1<sup>st</sup> Anglo-Boer war of 1880-1881.</li> <li>Involve the learners in a discussion about the results of the 1<sup>st</sup> Anglo-Boer war.</li> </ol>	<p>Task the learners to identify the terms of 1881 Pretoria Convention agreement that concluded the 1<sup>st</sup> Anglo Boer war in 1881.</p>
<h3>Sub-topic 4: Jameson Raid</h3> <p>Duration: 2 Hours</p>		
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the timelines and tribal relations in Southern Africa to trace the origin of the Jameson raid.</li> <li>evaluate the causes of the Jameson raid.</li> <li>analyse the reasons for the failure of Jameson raid.</li> <li>appreciate the impact of Jameson raid.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or the library research to find out the origin and the background of the Jameson raid.</li> <li>Organise the learners in a brainstorming session about the causes of the Jameson raid of 1895 in Southern Africa.</li> <li>Using a guided discovery, task the learners to identify the reasons for the failure of the Jameson raid in 1895.</li> <li>Involve the learners in a discussion about the results of the Jameson raid in 1895.</li> </ol>	<p>Discuss with the learners to find out whether they understand the linkage between the mineral discovery, the 1<sup>st</sup> &amp; 2<sup>nd</sup> Anglo-Boer wars, and the Jameson raid.</p>

### Sub-topic 5: 2<sup>nd</sup> Anglo-Boer War

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>know the causes of the 2<sup>nd</sup> Anglo-Boer war.</li> <li>draw a sketch map and narrate the course of the 2<sup>nd</sup> Anglo-Boer war.</li> <li>analyse the terms of Vereeniging Treaty of 1902.</li> <li>appreciate the impact of the 2<sup>nd</sup> Anglo-Boer war.</li> </ol>	<ol style="list-style-type: none"> <li>Using the previous knowledge, involve the learners in a discussion about the causes of the 2<sup>nd</sup> Anglo-Boer war of 1902.</li> <li>Using a sketch map of Southern Africa, describe the course of the 2<sup>nd</sup> Anglo-Boer war of 1902.</li> <li>Guide the learners to understand the terms of the 1902 Vereeniging Treaty.</li> <li>Involve the learners in a discussion about the results of the 2<sup>nd</sup> Anglo-Boer war.</li> </ol>	<p>Engage the learners in the discussion to find out whether they can describe the terms of the 1902 Vereeniging Treaty.</p>
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### Sub-topic 6: Act of Union

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the origin and the background of 1910 Act of Union.</li> <li>understand the steps taken during the formation of the 1910 Act of Union.</li> <li>analyse the terms of the 1910 Act of Union.</li> <li>appreciate the impact of the 1910 Act of Union.</li> </ol>	<ol style="list-style-type: none"> <li>Using the previous knowledge, discuss the origin and the basis of 1910 Act of Union.</li> <li>Task the learners to describe the steps taken to achieve the 1910 Act of Union.</li> <li>Engage the learners in a discussion about the terms of 1910 Act of Union.</li> <li>Involve the learners in a discussion about the effects of 1910 Act of Union.</li> </ol>	<p>Task the learners to describe the situation before the signing of 1910 Act of Union.</p>
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## Hint for the Teacher

You should know the situation before the mineral discovery and the social, political and economic changes thereafter. Help learners to understand the impact of mineral discovery in South Africa.

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- Davis, N.E. (2010). *A History of Southern Africa*. Longman, London. pp 8-19.
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## Topic 7: African Response to the Scramble for and Partition of Southern Africa

Duration: 4 Hours

### Competency

The learner should be able to understand the categories of responses of Africans to the new scramble and partition of Southern Africa and explain the reasons for each type of response.

#### Sub-topic 1: Nama-Herero

Duration : 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand how Germany colonized Namibia.</li> <li>analyse the results of German colonial rule on Namibia.</li> <li>evaluate the causes of the Nama-Herero rebellion of 1904-1907.</li> <li>draw and describe the course of Nama-Herero rebellion.</li> <li>appreciate the impact of Nama-Herero rebellion in Namibia.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to understand how the Germans colonised Namibia.</li> <li>In groups, task the learners to discuss the results of the German colonisation of Namibia.</li> <li>Organise the learners in a brainstorming session about the causes of Nama-Herero rebellion.</li> <li>Involve the learners in a discussion about the results of the Nama-Herero rebellion.</li> </ol>	<p>Engage the learners to identify the factors responsible for the defeat of Africans in the Nama- Herero rebellion.</p>

## Sub-topic 2: Bambatha Rebellion

Duration : 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the background and the origin of Bambatha rebellion.</li> <li>analyse the causes of Bambatha rebellion of 1906.</li> <li>draw and describe the course of Bambatha rebellion in South Africa.</li> <li>appreciate the impact of Bambatha rebellion of 1906 in South Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Ask the learners to use the Internet and the library research to trace the origin of Bambatha rebellion.</li> <li>Task the learners to describe the causes of Bambatha rebellion.</li> <li>Engage the learners to draw a sketch map and describe the course of Bambatha rebellion.</li> <li>Task the learners to participate in a discussion about the results of Bambatha rebellion.</li> </ol>	<p>Discuss with the learners the lessons they can draw from studying the Bambatha rebellion.</p>
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### Hint to the Teacher

You need to know the origin and the impact of European activities in Southern Africa. Consult a variety of textbooks to get wide knowledge about the topic.

### References

Cooper, O. (1968). *The Making of Modern Africa*. Longman Group, London, England. pp 283-285.

Davis, N. E. (2010). *A History of Southern Africa*. Longman Group England. pp 106-114.

Use Internet search.

Wamala, Z. (2005). *The Simplifier of South African History*. Kampala, Uganda. pp 131-143.

Wani, A. M. (2008). *Ordinary Level History of South Africa since 1000 AD*. MK Publishers, Kampala, Uganda. pp 178-181.

## Topic 8: Apartheid Policy

Duration: 4 Hours

### Competency

The learner should be able to understand the concept, application and the impact of Apartheid Policy in South Africa.

#### Sub-topic 1: Apartheid Rule

Duration: 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
The learner should be able to: <ol style="list-style-type: none"> <li>understand the background and the origin of the Apartheid Policy in South Africa.</li> <li>analyse the reasons why Apartheid rule was applied in South Africa.</li> <li>understand how Apartheid rule was practised in South Africa.</li> <li>appreciate the impact of the Apartheid Policy in South Africa.</li> </ol>	<ol style="list-style-type: none"> <li>Using the previous knowledge, task the learners to trace the background of Apartheid.</li> <li>Task the learners to discuss the conditions in South Africa on the eve of Apartheid rule.</li> <li>Carry out a role-play with the learners to demonstrate the various forms of segregation in South Africa.</li> <li>Involve the learners in a discussion about the effects of Apartheid rule in South Africa.</li> </ol>	Task the learners in groups to suggest possible ways of how Apartheid in South Africa would have been solved.

#### Sub-topic 2: Bantustans

Duration: 2 Hours

The learner should be able to: <ol style="list-style-type: none"> <li>know the meaning and the background for the creation of Bantustans in South Africa.</li> <li>evaluate the reasons why Bantustans were created in South Africa.</li> <li>understand how the</li> </ol>	<ol style="list-style-type: none"> <li>Use the previous knowledge to describe the meaning of Bantustans.</li> <li>Task the learners to identify the reasons for establishment of black homes in South Africa.</li> <li>Guide the learners to demonstrate how</li> </ol>	Task the learners to compare the conditions in Bantustans with those in recent refugee settlement camps in
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Bantustan policy was implemented. d. appreciate the impact of Bantustans on South Africa.	Bantustans were managed. iv) Involve the learners in a discussion about the effects of Bantustans in South Africa.	Uganda.
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### Hint for Teacher

You should be able to know the background and the impact of Apartheid rule in South Africa. Help learners to understand how Apartheid Policy was applied in South Africa. Encourage learners to use ICT and internet search for more information about Apartheid rule.

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- Cooper, O. (1968). *The Making of Modern Africa*. Longman, London. pp 211-227
- Davis, N. E. (2010). *A History of Southern Africa*. Longman. pp 139-150.
- Kiggundu J. C. et al. (2006). *A Survey of South African History*. Kampala, Uganda. pp 110-114.
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- Nsubuga, M. K. M. (2012). *South African History*. Kampala, Uganda. pp 206-216.
- Wamala Z. (2005). *The Simplifier of South African History*. Kampala, Uganda. pp 131-143.
- Wani, A. M. (2008). *Ordinary Level History of South Africa Since 1000 AD*. MK Publishers, Kampala Uganda. pp 234-238.

## Topic 9: African Nationalism in Southern Africa Since 1910

Duration: 4 Hours

### Competency

The learner should be able to understand the growth of African Nationalism in Southern Africa since 1910.

#### Sub-topic 1: Rise of Nationalism

Duration 2 Hours

Learning Outcomes	Suggested Teaching and Learning Activities	Sample Assessment Strategy
<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the origin and the background of the term nationalism.</li> <li>analyse the factors responsible for the growth of African Nationalism in South Africa.</li> <li>know the activities that were performed by political parties in South Africa.</li> <li>identify the challenges that were faced by political parties in South Africa.</li> <li>appreciate the role of political activists in the growth of Nationalism in South Africa.</li> </ol>	<ol style="list-style-type: none"> <li>The learners should use the previous knowledge to discuss the meaning of the term nationalism.</li> <li>Organise the learners in a brainstorming session to identify the factors that led to the rise of African Nationalism.</li> <li>Task the learners to name and explain the activities of key political parties in South Africa i.e. ANC and PAC.</li> <li>Guide the learners in a discussion to identify and discuss the possible challenges faced by key political parties in South Africa.</li> <li>Engage the learners to discuss the career and importance of key personalities in the history of South Africa. i.e. Nelson Mandela, Albert Luthuli and Robert Sobukwe.</li> </ol>	<p>Engage the learners to compare the Mau-Mau National movement in Kenya with those of South Africa under Apartheid rule.</p>



## Sub-topic 2: Nationalism in Namibia

Duration: 2 Hours

<p>The learner should be able to:</p> <ol style="list-style-type: none"> <li>understand the background for the rise of national movement in Namibia.</li> <li>analyse the factors responsible for the rise of nationalism in Namibia.</li> <li>assess the role played by South West African Peoples Organisation (SWAPO) in the struggle for independence.</li> <li>analyse the obstacles that hindered the achievement of Namibia to gain independence in time.</li> </ol>	<ol style="list-style-type: none"> <li>Guide the learners to use the Internet or library research to understand the origin of national independence struggles in Namibia.</li> <li>Organise a brainstorming session to identify and discuss the factors that led to the rise of nationalism in South Africa.</li> <li>Demonstrate the role of SWAPO in political developments of Namibia.</li> <li>Engage the learners to identify the challenges met in Namibia in the struggle to achieve their independence.</li> </ol>	<p>Discuss with the learners the challenges faced by SWAPO in the struggle for the independence in Namibia.</p>
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### Hint to the Teacher

You should know the colonial processes of South Africa, the stress of Apartheid rule, the role of ANC and other key personalities that were involved in the struggle for the independence of South Africa. You can play any video about Apartheid rule to the learners. This will strengthen their understanding on the topic.

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- Cooper, O. (1968). *The Making of Modern Africa*. Longman, London. pp 211-227.
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