



THE REPUBLIC OF UGANDA
Ministry of Education and Sports

SECONDARY SCHOOL ABRIDGED CURRICULUM FOR UGANDA

ENGLISH
HISTORY
GEOGRAPHY
CHRISTIAN RELIGIOUS EDUCATION
ISLAMIC RELIGIOUS EDUCATION

SENIOR 4





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A product of the National Curriculum Development Centre for the Ministry of Education and Sports with support from the Government of Uganda

National Curriculum Development Centre

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Foreword

The COVID-19 pandemic caused a disruption in our education system and made learners miss schooling for almost 18 months of the 2020-2021 schooling period. This has created a need to re-think what and how learners will learn when schools re-open.

The Ministry of Education and Sports through National Curriculum Development Centre (NCDC), has developed this abridged curriculum for Primary and Secondary schools in the country. This curriculum presents a selection of priority learning competences and concepts, along with psychosocial support, which should be the focus of instruction in the 2022 school year in order to achieve learning recovery.

This curriculum is not a departure from the existing curricula for the different classes but rather, a modification of the same with a purpose of recovering the lost learning time with minimum learning loss. It has been packaged for all Primary and Secondary classes with exception of Primary One, Senior One and Senior Five that will use the standard curriculum.

I therefore, recommend this abridged curriculum and ask all stakeholders to support its implementation as a strategic intervention towards the mitigation of the effects of COVID-19 pandemic on our education system. The effective implementation of this curriculum by the implementers will be a great milestone towards the recovery of lost learning time and giving hope and confidence to learners and teachers.



HON. Janet K. Museveni

First Lady and Minister for Education and Sports

Acknowledgement

National Curriculum Development Centre (NCDC) would like to express its most sincere appreciation to all those who worked tirelessly towards the development of the abridged curriculum for Primary and Secondary levels of education.

The Centre is indebted to the NCDC Governing Council and the Academic Steering Board whose guidance and input helped to develop quality curriculum materials.

Great thanks go to the Specialists, panel members, the Quality Assurance and Editorial Committees that invested heavily in the conceptualisation, development and quality assurance processes that collectively delivered the materials that we have here. Their efforts, extra energy and professionalism has been unmatched.

This abridged curriculum was developed with support from The Government of the Republic of Uganda, Save the Children, UNESCO, Uganda National Examinations Board (UNEB), Directorate of Education Standards (DES), Universities, National Teachers Colleges (NTCs) and Primary Teachers Colleges (PTCs).

NCDC takes responsibility for any shortcomings that might be identified in this publication and welcomes suggestions for addressing the gaps. Such comments and suggestions may be communicated to NCDC through P.O. Box 7002 Kampala or email admin@ncdc.go.ug or www.ncdc.go.ug.



Dr. Grace K. Baguma

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ENGLISH

SENIOR FOUR

INTRODUCTION

GENERAL OBJECTIVE: The learner should be able to communicate effectively in English Language using the four language skills of listening, speaking, reading and writing.

In Senior Three the learners should have had more practice in the use of the tenses, figures of speech, use of different parts of speech, tense sequences among others. The teaching of the learners should begin with what is given below before progressing to what is given in the matrix after..

CRITICAL CHANGES MADE	JUSTIFICATION
Conditionals Adverbs Verb inversion Present, past passive Participle phrases Idiomatic expressions	In order to finalise and progress to Senior 4, the learners need to have learnt these critical grammar areas before handling what is given in the matrix below.

NB. It should be noted that during pair and group work, the learners should be given opportunities to listen and speak in English language

DURATION	TOPIC AND COMPETENCY	OBJECTIVES/ LEARNING OUTCOMES	KEY CONCEPTS	TEACHING/LEARNING METHODOLOGY	1. ASSESSMENT STRATEGY
	<p>Summary writing</p> <p>Comprehension passages</p> <p>Grammatical aspects</p> <p>Functional writing</p>	<p>The learner should be able to express themselves appropriately and effectively in speech and written forms; comprehend what is given to them in written and aural forms (aural refers to do with hearing and listening).</p>	<p>Language practices</p> <ul style="list-style-type: none"> - Know and use the general principles of summary writing - Use possessive, reflexive and other pronouns - Use of noun-phrase modifiers - Respond to negative questions/statements politely - Use adjectives, adjectival phrases, compound words and comparatives 	<ul style="list-style-type: none"> ▪ Group and pair discussion ▪ Individual and group assignments ▪ Demonstrations of how to use the identified grammar areas of focus ▪ Guidance on writing summaries to given passages ▪ ICT support for aural practice 	<ul style="list-style-type: none"> ▪ Writing reports ▪ Written exercises on the grammar areas ▪ Written responses to comprehension passages ▪ Written summary texts

		<ul style="list-style-type: none"> - Use adverbs of degree - Use correct verb forms and language registers for various writing purposes - Use different kinds of writing i.e.; descriptive, narrative, argumentative - Words of quantity - The active and passive voices, the present and past perfect tenses, the future tense and the conditional structures 		
	<ol style="list-style-type: none"> 2. Relative clauses; 3. defining and non- 			



HISTORY

SENIOR FOUR

INTRODUCTION

The abridged History curriculum for Senior Four has been designed to address the learning gaps that were created as a result of the Covid-19 pandemic. It comprises of three parts: History of West Africa, History of central Africa and History of South Africa. The choice of which part to be taught is dependent on the school. Critical content has been picked to be taught in the available time. The learners thus will acquire the knowledge and skills needed at the ordinary level of education despite the changes there in. It is advisable to use learner centered methodologies in order to cover a wider scope at a given time. Teachers are advised also to use the ncdc website: www.ncdc.go.ug for more information about abridged curriculum. The critical changes are highlighted in the tables below:

HISTORY OF WEST AFRICA

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

SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
			<p>History of East Africa, which the learner learnt in Senior Two.</p> <ul style="list-style-type: none"> The topic has related content to the previous topic of the Ancient empire of Ghana which has been covered.
3	The Fulani state	Skipped	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in Senior Two. The topic has related content to the previous topic of the ancient empire of Ghana which has been covered.
4	Oyo empire	Left out	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in Senior Two. The topic has related content to the previous topic of the Ancient Empire of Ghana which has been covered.
5	The empire of Benin	Shelved	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar

SN	CRITICAL CHANGES	ACTION TAKEN	JUSTIFICATION
			<p>to those of state formation in History of East Africa which the learner learnt in Senior Two.</p> <ul style="list-style-type: none"> The topic has related content to the previous topic of the Ancient Empire of Ghana which has been covered.
6	Asante empire	Left out	<ul style="list-style-type: none"> This topic has related concepts of state formation which are similar to those of state formation in History of East Africa which the learner learnt in Senior Two. The topic has related content to the previous topic of the ancient empire of Ghana which has been covered.
7	The foundation of Sierra Leone	Shelved	<ul style="list-style-type: none"> The concept of the founding and forming the state of Sierra Leone is similar to the proceeding topic of the foundation of Liberia. Liberia has more profound effect to the history of Africa than Sierra Leone, especially being a state of freed slaves from the United States of America (U.S.A) and regained freedom much earlier in 1847.

HISTORY OF CENTRAL AFRICA

SN	CRITICAL CHANGES	Action taken	JUSTIFICATION
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1	LUNDA KINGDOM OF MWATAKAZEMBE	Left out	Similar content /concept with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo)
2	BEMBA KINGDOM	Shelved	Similar content /concept already covered with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo) Learners can transfer knowledge.
4	LUBA-LUNDA STATES	Skipped	Similar content /concept already done with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo) Transfer of knowledge is key here.
5	Udi Kingdom	Left out	Similar content /concept covered already with the empire topics above. (Mwene Mutapa Empire and Kingdom of Kongo) Learners are free to transfer knowledge from previous topics.
6	COLLABORATION IN THE GAZA STATE	Shelved	Similar or related content has already been covered when handling collaboration of the Rowzi, Yao and Bisa States.
7	THE SCRAMBLE AND PARTITION OF CENTRAL AFRICA	Skipped	Learners have, through the History of East Africa, learnt about Scramble and Partition and can therefore transfer information to central Africa.
8	THE YAKA RESISTANCE	Left out	Similar content has been covered in Yao Resistance, Azande

			Resistance from which the learner can relate and transfer information.
9.	Malawi	Skipped	Because its impact to learner can be picked from the theme of Zambia
10	NATIONALISM IN MOZAMBIQUE	Shelved	Content & aspects already the previous topic (Nationalism in Zambia and Angola respectively).

HISTORY OF SOUTH AFRICA

SN	S.4 History of South Africa	Action taken	JUSTIFICATION
1	The swazi State	Left out	Similar content /concept with the empire topics above. Well represented by Lesotho
2	The tswana State	Skipped	Similar content /concept already covered with the empire topics above Well represented by Lesotho
3	Missionaries in Southern Africa	shelved	Similar content /concept already taught through the teaching of History of East Africa. Transfer of knowledge is key here. True it does not add a lot of value.
4	The TSWANA Response	Left out	Similar content /concept covered already with the responses of the Zulu, Bapedi and other Africans in Southern Africa. Learners are free to transfer knowledge from previous topics.
	Bapedi ,Zwaziland,	skipped	Should be left out. First of all there is a mix up secondly., it does not add a lot of Value
5	The SWANA NATION	Shelved	Similar or related content has already been covered when handling nation building of the

			Zulu, Xhosa etc. Already represented by the Sotho.
6	Namibia	Left out	In light of the circumstances, I would also suggest that Namibia/ South West Africa be expunged. It does not add a lot of value. This could appear in the Wider picture of interaction and impact of South Africa on her neighbours. This can be brought out in the following topics: The People of Southern Africa, Great Trek, Mineral discovery and exploitation, impact of the South African Union, Apartheid and elsewhere.
7.	Boer Republic	Shelved	They have similar features with Dutch republic in South Africa

HISTORY OF WEST AFRICA: TERM 1

TOPIC1: TRANS-SAHARAN TRADE AND ITS INFLUENCE ON THE DEVELOPMENT OF WEST AFRICA.

7 PERIODS

GENERALOBJECTIVE: The learner should be able to understand the contribution of pre-colonial trade in Africa.

SUB-TOPIC	SPECIFICOBJECTIVES	CONTENT	TEACHING / LEARNING STRATEGIES
TRANS-SAHARAN TRADE	By the end of the topic, the learner should be able to: <ol style="list-style-type: none"> Describe the origin of Trans-Sahara n Trade State reasons for the growth and develop of Trans-Saharan trade Describe how it was organised 	<ul style="list-style-type: none"> Origin of Trans-Saharan Trade Reasons for the growth and development of Trans-Saharan Trade Organisation of Trans-Saharan Trade Problems faced by the traders Reasons the Trans-Saharan Trade lasted long Reasons for the decline of 	<ul style="list-style-type: none"> Visit a market nearby and task learners to find out the origin and development of the market. Brainstorm on the problems and importance of Trans Saharan Trade.

	<p>d) State problems faced by the traders.</p> <p>e) State reasons why it lasted long</p> <p>f) Outline reasons for its decline</p> <p>g) Explain its impact on the people of West Africa.</p>	<p>Trans-Saharan Trade</p> <ul style="list-style-type: none"> • Importance/impact of Trans-Saharan Trade on the peoples of West Africa. 	
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WORLD HISTORY

TOPIC2: THERISE, EXPANSION, DEVELOPMENT AND DECLINE OF SUDANESE EMPIRES OF WEST AFRICA

15 Periods

GENERALOBJECTIVE: The learner should be able to appreciate estate formation in pre-colonial West Africa

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING/ LEARNING STRATEGIES
THE ANCIENT EMPIRE OF GHANA	By the end of the topic, the learner should be able to: a) Describe the origin of Ghana empire b) State the factors for the rise and expansion of Ghana c) Explain the organization of Ghana d) State reasons for the decline of Ghana.	<ul style="list-style-type: none"> • Origin of Ghana empire • Factors for the rise and expansion of Ghana • Organisation of Ghana • The decline of Ghana. 	<ul style="list-style-type: none"> • Help learners tell stories of old kingdoms/state s • Discuss with learners the importance of studying Ghana’s history.
MALI EMPIRE	By the end of the topic, learner should be able to: a) Describe the rise of Mali	<ul style="list-style-type: none"> • Origin of Mali • Factors for the rise and expansion of 	<ul style="list-style-type: none"> • Ask learners to tell stories of prominent political leaders

	<p>b) State the factors for the rise and expansion</p> <p>c) Describe the career and achievements of Sundiata and Mansa Musa</p> <p>d) state the factors for the decline of Mali.</p>	<p>Mali</p> <ul style="list-style-type: none"> • The career and achievements of Sundiata Keita and Mansa-Kankan -Musa. • Factors for the decline of Mali. 	<p>they know and their contribution to society.</p>
<p>KANEM-BORNU EMPIRE</p>	<p>The learners should be able to:</p> <p>a) Describe the origin of Kanem-Bornu empire</p> <p>b) describe the career and importance of Mai Dunama II and Mai Idris Aloomaa</p> <p>c) describe the organization of the Kanem-Bornu empire.</p>	<ul style="list-style-type: none"> • Origin of Kanem-Bornu empire • Career and importance of Mai-Dunama II and Mai-Idris Aloomaa • Organisation of the Kanem-Bornu empire. 	<ul style="list-style-type: none"> • Guide learners to discuss factors for the long survival of some African regimes.
	<p>d) state reasons for the decline of the</p>	<ul style="list-style-type: none"> • Decline of the Kanem-Bornu 	

	<p>Kanem-Bornu empire</p> <p>e) state reasons why the Kanem-Bornu empire lasted long.</p>	<p>empire</p> <ul style="list-style-type: none"> • Reasons why Kanem Bornu empire lasted long. 	
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HISTORY OF WEST AFRICA: TERM 2

TOPIC3: THE TRANS-ATLANTIC SLAVE TRADE (TRIANGULAR TRADE) AND ITS EFFECTS UPTO 1800

7 Periods

GENERAL OBJECTIVE: The learner should be able to understand the nature and impact of the Trans-Atlantic trade on the people of West Africa.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING / LEARNING STRATEGIES
TRANS-ATLANTIC SLAVE TRADE	<p>The learner should be able to:</p> <ol style="list-style-type: none"> Describe the origin of the Trans-Atlantic slave trade state reasons for the rise and development of the Trans-Atlantic slave trade describe the organization of Trans-Atlantic slave trade explain the effects of slave trade explain the factors that led to the abolition of slave trade outline the steps in the abolition of slave trade 	<ul style="list-style-type: none"> Origin and definition of Trans-Atlantic slave trade and slavery Reasons for the rise and development of Trans-Atlantic slave trade Organisation of Trans-Atlantic slave trade Effects of slave trade on West Africa 	<ul style="list-style-type: none"> Use of audio-visual aids (Video e.g. Roots) Guide learners to sing a song related to the suffering of slaves.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING / LEARNING STRATEGIES
	g) state reasons why it was difficult to abolish slave trade h) state the effects of the abolition of the slave trade on West Africa.	<ul style="list-style-type: none"> • Factors that led to the abolition of slave trade • The steps in the abolition slave trade • The reasons why slave trade lasted long • Effects of abolition of slave trade on West Africa. 	
THE GROWTH OF LEGITIMATE TRADE	The learner should be able to: a) Describe the origin of legitimate trade in West Africa b) Describe the organization of the trade in Niger Delta c) explain the effects of the development of legitimate trade on West Africa.	<ul style="list-style-type: none"> • Origin of legitimate trade in West Africa • Organisation of the trade in the Niger Delta • Effects of the development of legitimate trade on West Africa. 	Help learners to discuss the benefits of legitimate trade

HISTORY OF WEST AFRICA: TERM 3

TOPIC4: THE POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENTS OF THE COASTAL STATES

4 Periods

GENERALOBJECTIVE: The learner should be able to appreciate the political, social and economic developments of the coastal states of West Africa.

SUB TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING/ LEARNING STRATEGIES
THE FOUNDATION OF LIBERIA	By the end of the topic, the learner should be able to: a) Describe the origin of Liberia b) State reasons for its establishment as a colony c) Explain the problems faced by Liberia between 1821 and 1847. d) Explain the factors that enabled Liberia to regain her independence	<ul style="list-style-type: none"> • Origin of Liberia • Reason for its establishment as a colony • Problems faced by settlers • Factors that contributed to the attainment of Liberian Independence in 1847 • Developments in Liberia upto 1900 	<ul style="list-style-type: none"> • Guide learners to discuss the importance of people with mixed races in USA and South Africa.

	<p>from the American colonisation society in 1847.</p> <p>e) Explain developments in Liberia up to 1900.</p>		
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HISTORY OF CENTRAL AFRICA: TERM 1

TOPIC1: CIVILISATION IN CENTRAL AFRICA

1 Period

GENERAL OBJECTIVE: The learner should be able to appreciate the value of African civilization in the making of Modern states.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE GREAT ZIMBABWE EMPIRE (1200–1450 A.D.)	<p>The learner should be able to:</p> <ol style="list-style-type: none"> Define civilization Locate the Great Zimbabwe on the map of Central Africa Identify factors responsible for the rise of the Great Zimbabwe Describe the Organization of The Great Zimbabwe outline factors that led to the collapse of the 	<ul style="list-style-type: none"> Definition of civilization Location of the Great Zimbabwe Empire Factors responsible for the rise of the Great Zimbabwe Organization of the Great Zimbabwe Empire Factors that led to the collapse of the Great 	<ul style="list-style-type: none"> Research Guide learners to discuss the factors for the rise of Great Zimbabwe and to compare them with current states.

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

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
KINGDOM OF KONGO	<p>The learner should be able to:</p> <ol style="list-style-type: none"> describe the origin of the Kongo Kingdom locate the Kongo Kingdom on the map of Central Africa Identify factors that led to the rise of the Kongo Kingdom Describe the political, social and economic organization of the Kongo Kingdom Outline the factors for the collapse of the Kongo Kingdom. 	<ul style="list-style-type: none"> • Origin of Kongo Kingdom • Location of Kongo Kingdom on the map of Central Africa • Factors that led to the rise of Kongo Kingdom • The political, social and economic organization of the Kongo Kingdom • The role of Afonsol • The collapse of the Kongo Kingdom 	<ul style="list-style-type: none"> • Map reading • Research • Task learners to find out the common characteristics among African Pre-colonial states. • Compare the organization of Kongo and Buganda Kingdom of East Africa.

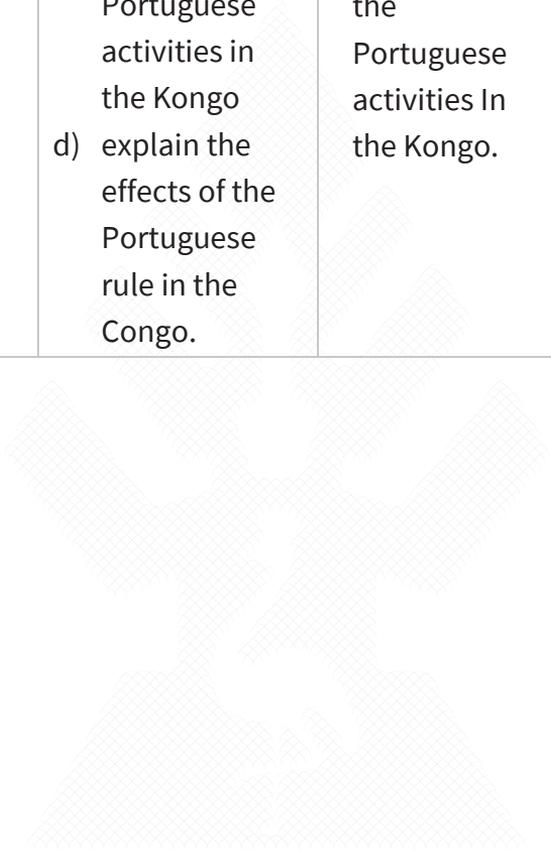
TOPIC 2: THE PORTUGUESE RULE IN CENTRAL AFRICA

GENERAL OBJECTIVE: The learner should be able to appreciate the Portuguese rule in Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
PORTUGUESE RULE IN ANGOLA (1540–1836)	<p>The learner should be able to:</p> <p>a) describe the early contacts of the Portuguese with the peoples of Angola</p> <p>b) identify factors responsible for the coming of the Portuguese to Angola</p> <p>c) describe the establishment of Portuguese rule in Angola</p> <p>d) describe characteristics</p>	<ul style="list-style-type: none"> • Portuguese contact with the Angolan peoples • Factors that led to Their coming to Angola • The establishment of Portuguese rule in Angola • Characteristics of Portuguese rule in Angola • African response to Portuguese rule in Angola • Effects of the Portuguese rule on Angola. 	<ul style="list-style-type: none"> • Research • Discussion • Brainstorm with the class about the motives and impact of the Portuguese rule.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>of the Portuguese in Angola</p> <p>e) describe the response Of African peoples in Angola to Portuguese rule.</p> <p>f) Explain the effects of the Portuguese rule on Angola.</p>		
<p>PORTUGUESE RULE IN KONGO 1482–1700</p>	<p>The learner should be able to:</p> <p>a) Explain the early contacts of the Portuguese in the Kongo</p> <p>b) describe the establishment of the Portuguese rule in the</p>	<ul style="list-style-type: none"> • Early contacts of the Portuguese with the peoples of Kongo • Establishment of Portuguese rule in The Kongo • Portuguese activities In 	<ul style="list-style-type: none"> • Research • Discussion • Drawing the map • Brainstorming

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	Kongo c) explain the Portuguese activities in the Kongo d) explain the effects of the Portuguese rule in the Congo.	the Kongo • The effects of the Portuguese activities In the Kongo.	



TOPIC3: THE MFECANE AND ITS IMPACT ON CENTRAL AFRICA

5 Periods

GENERALOBJECTIVE: The learner should be able to understand the impact of Mfecane on the people of Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE MFECANE	<p>The learner should be able to:</p> <p>a) Explain the meaning of Mfecane / Difaqane</p> <p>b) State the causes of Mfecane</p> <p>c) Describe the course and effects of Nguni migrations into Central Africa</p> <ul style="list-style-type: none"> • Ngoni • Sotho • Kololo • Ndebele • Lozi <p>d) Describe the organization.</p>	<ul style="list-style-type: none"> • Meaning of Mfecane / Difaqane • Causes of Mfecane • Course of the migration and settlement into Central Africa • Effects of their migration and settlement <ul style="list-style-type: none"> • Ngoni • Sotho • Kololo • Ndebele • Lozi • Their organization i.e. political, social and economic. 	<ul style="list-style-type: none"> • Discussion • Play/drama • Organise a Video show on Shaka Zulu and Zwangendaba. • Give learners guiding questions about the video.

TOPIC 4: THE ZANDE INVADERS OF THE NORTHERN CONGO BASIN

GENERAL OBJECTIVE: The learner should be able to understand the migration and settlement of the Zande into the Congo Basin.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE ZANDE (AZANDE) INVADERS	<p>The learner should be able to:</p> <ol style="list-style-type: none"> State the origin of the Zande invaders Explain the reasons for the migration into the Congo Basin Describe the course of the immigration into the Congo Basin Explain the effects of the immigration into the Congo Basin expansion of Zande Kingdom 	<ul style="list-style-type: none"> Origin of the Zande (descendants of the Adamawa peoples of Banda and Gbaya) Reasons for the migration into the Congo Basin Course of the Zande migration into the Congo Basin Effects of the Banda Zande migration into the Congo Basin Role of Vungura rulers in the expansion of the Zande Kingdom. 	<ul style="list-style-type: none"> Storytelling Research Guide learners to discuss the challenges of settling in a new place.

TOPIC 5: THE AFRICAN TRADING SYSTEMS AND PEOPLES

GENERAL OBJECTIVE: The learner should be able to understand trading systems in pre-colonial Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
CHOKWE GROUPINGS	<p>The learner should be able to:</p> <p>a) State reasons for the emergence of Chokwe groupings in Angola</p> <p>b) Describe factors for the expansion of Chokwe trade</p> <p>c) Describe the Organization of the Chokwe trade</p> <p>d) Explain the effects of the decline of the Chokwe trade.</p>	<ul style="list-style-type: none"> • Rise of Chokwe groupings • Factors for expansion of Chokwe trade • Organisation of the Chokwe trade • Effects of the decline of the Chokwe trade. 	<ul style="list-style-type: none"> • Discussion • Storytelling • Task learners to find out factors which encourage trade in their locality.
YAO CHIEFTAINCIES	<p>The learner should be able to:</p> <p>a) state factors for migration of the</p>	<ul style="list-style-type: none"> • Factors for Yao migration • Factors for rise of Yao 	<ul style="list-style-type: none"> • Discussion • Research

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	Yao From Mozambique into Malawi b) Outline factors for the rise of Yao chieftaincies c) describe the organization of the Yao trade d) outline effects of Yao trade on the peoples of Central Africa e) Outline the characteristics of the Bisa political system f) Outline factors for Bisa expansion of trade g) Explain the decline of Bisa power.	Chieftaincies <ul style="list-style-type: none"> • Organization of Yao trade • • Effects of the Yao trade on the peoples of Central Africa • Factors for Bisa trading expansion • Characteristics of Bisa political system. • Decline of Bisa power. 	
SWAHILI/ ARAB TRADERS	The learner should be able to: a) State the origin and organization	<ul style="list-style-type: none"> • Origin and organization of Swahili-Arab trade 	<ul style="list-style-type: none"> • Discussion • Storytelling

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>of Swahili-Arab Trade</p> <p>b) Outline the effects of their trade on the peoples of Central Africa.</p>	<ul style="list-style-type: none"> • Effects of the trade on the peoples of Central Africa. 	



HISTORY OF CENTRAL AFRICA: TERM 2

TOPIC 6: CHRISTIAN MISSIONARIES IN CENTRAL AFRICA

GENERAL OBJECTIVE: The learner should be able to appreciate the impact of Christian Missionary activities in Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
MISSIONARY ACTIVITIES IN CENTRAL AFRICA	<p>The learner should be able to:</p> <p>a) identify the various missionary groups that operated in Central Africa</p> <p>b) explain the reasons for the coming of missionaries to Central Africa</p> <p>c) outline problems faced by missionaries in Central Africa</p> <p>d) describe the activities and</p>	<ul style="list-style-type: none"> • Christian missionary groups in Central Africa • Reasons for the coming of missionaries in Central Africa • Problems faced by missionaries • Activities and impact of missionaries in: <ul style="list-style-type: none"> - Malawi - Zambia - (Northern 	<ul style="list-style-type: none"> • Discussion • Debate • Project • Task learners to find out the problems faced by early missionaries and how they dealt with them. • Task learners to find out whether the role of missionaries has been changing and if so, why.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>impact of missionaries in Central Africa</p> <p>e) Outline the impact of the missionaries in Central Africa</p> <p>f) State reasons for the success of the missionaries</p> <p>g) Explain the role of missionaries in the colonization of Central Africa</p> <p>h) Define independent churches</p> <p>i) explain the reasons for the rise of independent churches.</p>	<p>Rhodesia)</p> <ul style="list-style-type: none"> - Angola - DRC(Zaire) - CongoBrazaville - Mozambique - Zimbabwe <ul style="list-style-type: none"> • Impact of missionary activities in Central Africa • Reasons for their success • Role of Missionaries in colonization • Definition of independent churches • Reasons for the rise of independent churches. 	

TOPIC 7: THE SCRAMBLE AND PARTITION OF CENTRAL AFRICA (EUROPEAN IMPERIALISM IN CENTRAL AFRICA)

GENERAL OBJECTIVE: The learner should be able to appreciate the nature/process of European imperialism in Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
AFRICANRE SPONSETOT HEESTABLIS HMENTOFC OLONIALRU LEINCENTR ALAFRICA a)Collaboratio n	The learner should be able to: a) Outline the factors which led to collaboration b) Explain how some of the societies collaborated	<ul style="list-style-type: none"> Why some Central African societies collaborated ? The characteristics of collaboration in Central Africa. 	<ul style="list-style-type: none"> Discussion Role play Resource Person
COLLABORA TORS IN MATABELE & MASHONAL AND	The learner should be able to: a) Outline the causes of initial Matabele and Shona collaboration with the British b) describe the	<ul style="list-style-type: none"> explain the reasons why the Ndebele and Shona later resisted the British describe the course of Ndebele and 	<ul style="list-style-type: none"> Storytelling Research Discuss with learners the skills that are required during negotiations.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>characteristics of collaboration</p> <p>c) explain the reasons why the Ndebele and Shona later resisted the British</p> <p>d) describe the course of Ndebele and Shona war</p> <p>e) outline reasons why the Ndebele were defeated</p> <p>f) outline effects of the war on the Ndebele/Shona peoples.</p>	<p>Shona war</p> <ul style="list-style-type: none"> • outline reasons why the Ndebele were defeated • outline effects of the war on the Ndebele/Shona peoples. • Signing of treaties and concessions • e.g. Gorbler Treaty (1887),Moffat Treaty(1888), theRudd Concession • Thecausesof NdebeleWarof1893,TheNdebele • –Shona resistance. • • Why the 	

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
		Ndebele were defeated • Effects of the war on the Ndebele/Shona.	
COLLABORATION IN BULOZI	The learner should be able to: a) State the reasons for the collaboration of the Lozi b) describe the characteristics of the Lozi collaboration under Lewanika c) Explain the effects of Lozi collaboration.	• Causes/reasons for the collaboration of the Lozi • Characteristics Under Lewanika Lozi collaboration ; • The Ware Concession(1893) • The Lochner Concession(1893) • The Coryndon Treaty(1900) • Effects of Lozi	• Discussion • Research • Storytelling

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
		collaboration	
RESISTORS E.G. THE AZANDE (ZADE)	The learner should be able to: a) Explain the reasons for the resistance of the Azande b) Describe the course of the Azande resistance.	<ul style="list-style-type: none"> • Reasons for the Azande resistance • The course of the 1892–1912 Azande resistance. 	<ul style="list-style-type: none"> • Role play • Discussion • Research
THE YAO RESISTANCE	The learner should be able to: a) State why the Yao resisted colonial rule b) Describe the course of the Yao resistance c) Explain the results of the Yao resistance.	<ul style="list-style-type: none"> • Reasons for the Yao resistance against the British • Course of the Yao resistance against the British in 1885–1896 • The results of the Yao resistance. 	<ul style="list-style-type: none"> • Research • Discussion • Role play.

HISTORY OF CENTRAL AFRICA: TERM 3

TOPIC 8: CENTRAL AFRICA UNDER COLONIAL RULE

GENERAL OBJECTIVE: The learner should be able to understand the nature and impact of colonial rule in Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE PORTUGUESE SYSTEM OF ADMINISTRATION IN MOZAMBIQUE	<p>The learner should be able to:</p> <p>d) Describe the process of establishing Portuguese rule in Mozambique</p> <p>e) describe how the Portuguese administrative policy was practiced in Mozambique</p> <p>f) explain the strengths and weaknesses of the Portuguese system of administration</p> <p>g) Explain the impact of the Portuguese rule on Mozambique.</p>	<ul style="list-style-type: none"> • Establishment of Portuguese rule in Mozambique • Portuguese administrative policy in Mozambique • Weaknesses of the Portuguese system of administration • Strengths of the Portuguese rule in Mozambique • Impact of Portuguese rule on the people of Mozambique 	<ul style="list-style-type: none"> • Discussion • Brainstorming • Research • Task learners to identify the main characteristics of Portuguese rule.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE BRITISH SYSTEM OF ADMINISTRATI ON IN ZAMBIA	<p>The learner should be able to:</p> <p>a) Describe the process of establishing British rule in Zambia</p> <p>b) Describe the British system of administration</p> <p>c) Explain the impact of the British rule on Zambia.</p>	<ul style="list-style-type: none"> • Establishment of British rule in Zambia by BSACO • Strengths of the British system of administration • Weaknesses of Indirect rule in Zambia • Impact of British rule on Zambia. 	<ul style="list-style-type: none"> • Discussion • Research • Brainstorming
DEMOCRATIC REPUBLIC OF CONGO (D.R.C.) (ZAIRE) UNDER COLONIAL RULE	<p>The learner should be able to:</p> <p>a) describe the process of establishing Belgian rule in the Democratic Republic of Congo.</p> <p>b) Describe Leopold II's administration of the Democratic</p>	<ul style="list-style-type: none"> • Establishment of Belgian rule in • The Democratic Republic of Congo • Leopold II's administration of the Democratic Republic of Congo • Impact of Belgian rule on 	♦

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	Republic of Congo c) Explain the impact of Belgian rule on the Democratic Republic of Congo.	the Democratic Republic of Congo.	
CONGO BRAZZAVILLE UNDER FRENCH RULE	The learner should be able to: a) Describe the process of establishing French rule in Congo Brazzaville b) Explain the impact of the French rule on Congo Brazzaville	<ul style="list-style-type: none"> • establishment of French rule in Congo Brazzaville • The French system of administration in Congo Brazzaville • Impact of French Rule on Congo Brazzaville. 	

TOPIC 9: ECONOMIC AND SOCIAL DEVELOPMENTS UNDER COLONIAL RULE

GENERAL OBJECTIVE: The learner should be able to understand the impact of the changes brought by the colonial government in Central Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE ECONOMIC, POLITICAL AND SOCIAL DEVELOPMENTS IN CENTRAL AFRICA	<p>The learner should be able to:</p> <p>a) describe the economic, social and political developments in Central Africa</p> <p>b) explain the European exploitation of land, labour and the taxation system in Central Africa.</p>	<ul style="list-style-type: none"> • The economic, political and social developments in; <ul style="list-style-type: none"> - Zambia - Zimbabwe - Angola - Democratic Republic of Congo - Congo Brazzaville - Mozambique - Malawi • The exploitation of land, labor and taxation system in Central Africa. 	<ul style="list-style-type: none"> ❖ Guided discussion <p>Organize a debate on the good and bad things brought by colonialists in Central Africa</p>

TOPIC10: THE STRUGGLE FOR INDEPENDENCE IN CENTRAL AFRICA

GENERAL OBJECTIVE: The learner should be able to understand the process leading to the independence of the Central African countries.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
NATIONALISM IN DEMOCRATIC REPUBLIC OF CONGO(ZAIRE)	<p>The learner should be able to:</p> <p>a) Identify the factors for the growth of nationalism in Democratic Republic of Congo</p> <p>b) Explain the factors that delayed the development of nationalism in Democratic Republic of Congo.</p> <p>c) Explain the role played by the following political parties;</p> <ul style="list-style-type: none"> - Alliance des Bakongo(ABAKO) - Confederation 	<ul style="list-style-type: none"> • Factors for the growth of nationalism in Democratic Republic of Congo. • Factors that delayed the development of nationalism in Democratic Republic of Congo. <p>The role of the following political parties in the struggle for independence;</p> <ul style="list-style-type: none"> • (ABAKO) Alliance des Bakongo • Confederation des Associations 	<ul style="list-style-type: none"> ❖ Debate ❖ Storytelling ❖ Research ❖ Group work <p>Brainstorm on Africa efforts to regain their independence.</p>

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>des Associations Triba l edu Katanga(CONAKA T)</p> <ul style="list-style-type: none"> - Movement National Congolaise (MNC) - Parti du people(PP) - Centre deRe-group ment African(CEREA) - <i>Patri National du Progress(PNP)</i> - <i>Union Congolaise(UC)</i> <p>in the struggle for independence of Democratic Republic of Congo.</p>	<p>Tribal edu Katanga(CONA KAT)</p> <ul style="list-style-type: none"> • Parti du people(PP) • Movement National Congolaise (MNC) • Centrede Re-groupment African (CEREA) • Patri National du Progress(PNP) Union Congolaise(UC) 	
<p>NATIONALISM IN ZAMBIA</p>	<p>The learner should be able to:</p> <ol style="list-style-type: none"> a) identify the factors for the growth of nationalism in Zambia b) Explain the role of independent religious movements and welfare 	<ul style="list-style-type: none"> • Factors for the growth of nationalism in Zambia • Role of independent religious movements and Welfare societies in the growth of Zambia nationalism 	<ul style="list-style-type: none"> • Discussion • Research • Group work • Brainstorming <ul style="list-style-type: none"> ◆ Task learners to find out the reasons why Zambia is a relatively stable African

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>societies in the struggle for independence</p> <p>c) Explain the role of political parties in the struggle for the independence of Zambia</p> <p>d) Outline the role of Kenneth Kaunda in the struggle for independence of Zambia.</p>	<ul style="list-style-type: none"> • The role of political parties in the struggle for the independence of Zambia e.g. Zambia African National Congress (ZANC), United National Independence Party (UNIP). • The role of Kenneth Kaunda in the struggle for the independence of Zambia. 	<p>country.</p>

HISTORY OF SOUTHERN AFRICA: TERM 1

TOPIC1: THE EARLIEST PEOPLES OF SOUTHERN AFRICA

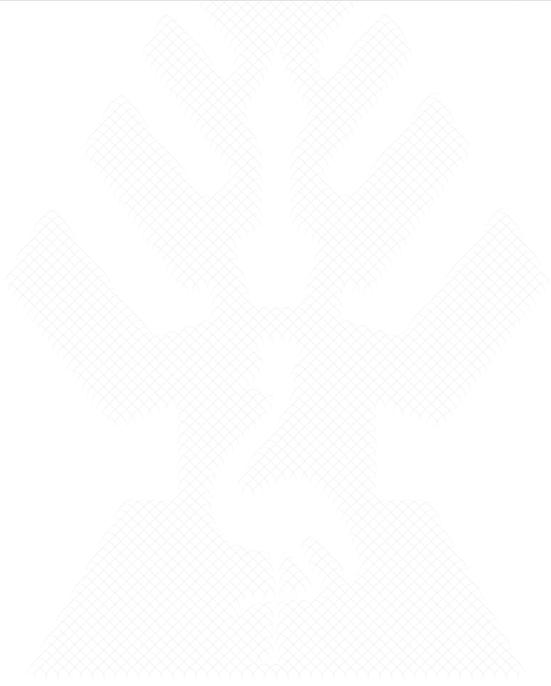
GENERAL OBJECTIVE: The learner should be able to appreciate the geography and peoples of Southern African. The earliest times.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE GEOGRAPHY OF SOUTHERN AFRICA	<p>The learner should be able to:</p> <p>a) Locate Southern Africa on the African map</p> <p>b) Name the main physical features of Southern Africa</p> <p>c) Name the main towns and cities</p> <p>d) List the countries covered in Southern African history.</p>	<ul style="list-style-type: none"> • The map of Southern Africa showing political and geographical features • Main physical features in Southern Africa • Main towns, states and ports • Countries covered by Southern African history 	<ul style="list-style-type: none"> ❖ Task learners to tell the class what they know about Southern Africa. • Guided discovery • Discussion • Drawing the map of Southern Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE SAN	The learner should be able to: e) State the origin of the San f) describe their organisation g) explain their relations with other peoples in Southern Africa.	<ul style="list-style-type: none"> • Origin of the San • Their political, social and economic organisation • The irrelations with other peoples in Southern Africa 	
THE KHOIKHOI	The learner should be able to: a) Explain the origin of the Khoi Khoi b) Describe their organization c) Explain the irrelations with other African peoples. d) Outline the differences and similarities between the San and Khoi Khoi	<ul style="list-style-type: none"> • Origin of the KhoiKhoi • Their political, social and economic organization • Their relations with other peoples in Southern Africa • Differences and similarities between the San and KhoiKhoi 	<ul style="list-style-type: none"> ❖ Guided discovery ❖ Discussion ❖ Task learners to identify major characteristics of African Pre-colonial societies.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE BANTU	<p>The learner should be able to:</p> <ul style="list-style-type: none"> a) Explain the origins of the Bantu b) State the reasons for the immigration to Southern Africa c) Describe the course of the movements d) Describe their organisation e) explain their relations with the other groups in Southern Africa. 	<ul style="list-style-type: none"> • The origin of the Bantu • Reasons for their migration into Southern Africa • The course of the migrations • Their political, social and economic organisation • Their relations with other peoples in Southern Africa. 	<ul style="list-style-type: none"> • Guided discovery • Discussion • Draw a map showing migration routes.
THE SOTHO STATE	<p>Learners should be able to:</p> <ul style="list-style-type: none"> a) describe the origins of the Sotho States b) describe their organization c) describe their relations with 	<ul style="list-style-type: none"> • Origin of Sotho States • Organization • Their relations with the British and Boers • Role of Moshesh in 	<ul style="list-style-type: none"> • Organise a class discussion on the qualities of Moshesh • • • Brainstorming

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	the British and the Boers d) explain the role of Moshesh in building the Sotho nation.	building the Sotho nation.	



TOPIC2: EARLY EUROPEAN OCCUPATION OF THE CAPE

GENERALOBJECTIVE: The learner should be able to understand the increasing European interest in the Cape.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE DUTCH AT THE CAPE	a) explain the origin of the Dutch settlement b) state reasons why the Dutch settled at the Cape c) state the problems they faced d) explain the attempts to solve those problems e) describe the administration of the Dutch at the Cape f) state reasons for the decline of their colony g) explain the effects of the Dutch settlement at the Cape.	<ul style="list-style-type: none"> • The Dutch settlement at the Cape • Reasons for their settlement at the Cape • How the Dutch established the colony at the Cape • Problems faced by Dutch settlers at the Cape • Attempts at solving the above problems • The Cape 	Guide learners to compare the Dutch in South Africa with the Indians currently in Uganda.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
		administratio n under the Dutch East Indian Company <ul style="list-style-type: none"> • Reasons for the decline of the East India Company • Reasons for the decline of the Dutch colony at the Cape • Effects of the Dutch settlement at the Cape 	
BRITISH RULE AT THE CAPE	By the end of the topic, the learner should be able to: a) describe the British occupation of the Cape b) state why the British occupied	<ul style="list-style-type: none"> • British occupation of the Cape • Reasons why the British occupied the Cape • Political, 	<ul style="list-style-type: none"> • Group discussion • Task learners to draw lessons from the British occupation of the Cape.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>the Cape</p> <p>c) identify there forms brought by the British at the Cape</p> <p>d) Explain the effects of British occupation of the Cape</p> <p>e) Describe the relations</p> <p>f) Between the Africans, British and the Boers</p> <p>g) Explain the effects of the relations between the British, Boers and Africans at the Cape.</p>	<p>social and economic reforms brought by the British at the Cape</p> <ul style="list-style-type: none"> • Effects of British occupation of the Cape • Relations between the Africans, British and the Boers before 1835 • Effects of the relations 	

TOPIC3: THE MAKING OF NEW STATES IN SOUTHERN AFRICA

GENERALOBJECTIVE: The learner should be able to understand the process and results of state formation in Southern Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE ZULU STATE	<p>By the end of the topic ,the learner should be able to:</p> <p>a) Describe the origin of the Zulu State</p> <p>b) State factors for the rise of Zulu State</p> <p>c) Explain the role of Shaka in building the Zulu State</p> <p>d) Describe its organization</p> <p>e) Explain the effects of the Zulu expansion</p> <p>f) State the reasons for its decline.</p>	<ul style="list-style-type: none"> • Origin of Zulu State • Factors for the rise of the Zulu State • Role of Shaka in building of the Zulu State • Organization of the Zulu nation • Effects of the Zulu expansion • Decline of Zulu State 	<ul style="list-style-type: none"> • Class discussion • Brainstorming • Organize a video show on Shaka Zulu and give learners guiding questions.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE MFECANE	The learner should be able to: a) Explain the causes of the Mfecane b) Outline the effects of the Mfecane	<ul style="list-style-type: none"> • Definition of Mfecane • Causes of Mfecane • Effects of Mfecane 	<ul style="list-style-type: none"> • Discussion • Brainstorming



ABRIDGED CURRICULUM SENIOR 4

HISTORY OF SOUTHERN AFRICA: TERM 2

TOPIC4: THE EUROPEAN PENETRATION OF THE INTERIOR OF SOUTHERNAFRICA

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

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE GREAT TREK	The learner should be able to: a) Describe the origins of the Great Trek b) Identify the causes of the Great Trek c) Describe the course of the Great Trek d) Identify the problems faced by the trekkers e) Explain the effects of the Great Trek.	<ul style="list-style-type: none"> • Origin of the Great Trek • Causes of the Great Trek • Course of the Great Trek • Problems faced by the trekkers • Effects of the Great Trek 	<ul style="list-style-type: none"> • Class discussion • Map drawing • Guide learners to find out reasons why people move from one place to another.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE BRITISH OCCUPATION OF NATAL	<p>The learner should be able to:</p> <p>a) Identify reasons for the British annexation of Natal</p> <p>b) Explain effects of the British occupation of Natal</p> <p>c) Describe relations between the British, Boers and Africans.</p>	<ul style="list-style-type: none"> • Reasons for the British annexation of Natal • Effects of the British occupation of Natal • Relations between the British, Boers and Africans 	<ul style="list-style-type: none"> • Class discussion • Research

TOPIC6: THE NEW SCRAMBLE FOR SOUTHERN AFRICA

GENERAL OBJECTIVE: The learner should be able to understand the nature and impact of the new European scramble for Southern Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
THE JAMESONRAID 1895	<p>The learner should be able to:</p> <ol style="list-style-type: none"> Describe the origin of the James on Raid of 1895 State the causes of the James on Raid Describe the course of the raid Outline the reasons for its failure Explain its impact. 	<ul style="list-style-type: none"> Origins of the Jameson Raid of 1895 Causes of the Jameson Raid of 1895 Describe the course of the Jameson Raid Reasons for the failure of the Jameson Raid Results of the Jameson Raid. 	<ul style="list-style-type: none"> Stage a mock raid in class/ Simulation Research Guide learners to identify reasons why plans and programs fail.
THE MINERAL REVOLUTION IN SOUTH AFRICA	<p>The learner should be able to:</p> <ol style="list-style-type: none"> define the Mineral Revolution identify problems faced in the 	<ul style="list-style-type: none"> Definition of the Mineral Revolution Problems faced in Southern Africa during 	<p>Guided discovery</p> <ul style="list-style-type: none"> Organize a debate on the motion: The

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	exploitation of minerals c) explain the impact of the Mineral Revolution.	the exploitation of minerals • Changes brought by the discovery of minerals in South Africa • Impact of the discovery of minerals on Africans, Boers and the British.	discovery of minerals in South Africa was more of a curse than a blessing to Africans”. • ❖ Research
THE UTILANDERS	The learner should be able to: a) Describe the origin of Outlanders b) Outline reasons for their coming to Southern Africa c) Explain the reasons for the British annexation of Transvaal d) Explain effects of the conflicts between the	• Who are the Utilanders • Why they came to South Africa • The annexation of Transvaal by the British • Why there were conflicts between the Boers and Utilanders • Effects of conflicts between the	• Discovery • Class discussion • ask learners to find

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	Boers, Utilanders, and the British.	Boers and the British <ul style="list-style-type: none"> • The involvement and role of Cecil Rhodes in the conflict. • 	
THE SECONDANG LO-BOER1899–1902	The learner should be able to: <ul style="list-style-type: none"> a) state causes of the 2nd Anglo-Boerwar1899-1902 h) describetheco urseofthe2ndAnglo-Boer war i) outline the terms of the Vereeniging Treaty j) explain the effects of the war 	<ul style="list-style-type: none"> • Causes of the 2ndAnglo-Boer war • Course of the 2nd Anglo Boer war • Terms of the Treaty of Vereeniging1902 • Reasons why it was signed • Effectsofthe2nd Anglo-Boer war. 	
THE ESTABLISHM ENT OF THE SOUTH	The learner should be able to: <ul style="list-style-type: none"> a) explain the origin of 	<ul style="list-style-type: none"> • OriginoftheActo fUnionof1910 • Steps taken during the 	<ul style="list-style-type: none"> • Research • • Discussion

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
AFRICAN UNION IN 1910	<p>the Act of Union of 1910</p> <p>b) describe the steps taken during the formation of the Union</p> <p>c) explain the terms of the Act of Union</p> <p>d) explain the effects of the union.</p>	<p>formation of the Union</p> <ul style="list-style-type: none"> • Terms of the Act of Union of 1910 • Effects of the Act of Union. 	

TOPIC7: AFRICAN RESPONSE TO THE SCRAMBLE OF SOUTHERN AFRICA

GENERAL OBJECTIVE: To enable the learner understand the response of Africans to the news scramble of Southern Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
COLONISATION OF NAMIBIA AND THE AFRICAN RESPONSE	<p>By the end of the topic, the learner should be able to:</p> <ol style="list-style-type: none"> Describe the peoples of Namibia Explain how Germany colonized Namibia Explain the effects of German rule on Namibia Explain the causes of the Nama-Herero rebellion 1904-07 Describe the course of the 	<ul style="list-style-type: none"> The people of Namibia How Germany gained control over Namibia Effects of German rule on Namibia The Nama-Herero uprising 1904-07: <ul style="list-style-type: none"> Causes Course Effects Reasons why Africans were defeated 	<ul style="list-style-type: none"> Research Brainstorming Discuss with learners the causes and effects of uprisings in Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>Nama-Herero rebellion</p> <p>f) Outline the effects of the Nama-Herero rebellion.</p>		
<p>THE ZULU RESPONSE</p>	<p>The learner should be able to:</p> <p>a) Describe the Zulu Kingdom under Cetwayo</p> <p>b) Explain the effort of the Zulu in trying to preserve their independence</p> <p>c) Establishment of British control in 1789</p> <p>d) Explain causes of the Bambata rebellion of 1906</p> <p>e) Describe course of the Bambata rebellion</p> <p>f) Outline effects of the Bambata</p>	<ul style="list-style-type: none"> • The Zulu Kingdom under Cetwayo • Efforts by Zulu to preserve the independence of his kingdom • Bambata Rebellion • Causes • Course • Effects. 	<ul style="list-style-type: none"> • Discussion • • • Task learners to compare the Zulu Kingdom with the Kingdom of Buganda

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	rebellion.		
THE BASUTO RESPONSE	The learner should be able to: a) Explain the reasons for Mosheshe collaboration with the British b) Outline the effects of Mosheshe collaboration c) Explain the causes of the Basuto“ Gunwar of 1880” d) Describe the course of the Basuto“GunWar” e) Explain the effects of the Basuto“ GunWar”	<ul style="list-style-type: none"> • Reasons for Mosheshe’s collaboration with the British • Effects of Mosheshe’s collaboration • The Basuto“ Gunwar” • Causes • Course • Effects 	Research

HISTORY OF SOUTHERN AFRICA: TERM 3

TOPIC 8: POLITICAL, SOCIAL AND ECONOMIC DEVELOPMENTS IN SOUTHERN AFRICA

GENERAL OBJECTIVE: The learner should be able to appreciate the political, social and economic developments in Southern Africa since 1910.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
BRITISH RULE IN LESOTHO.	<p>The learner should be able to:</p> <p>a) Describe the origins of Lesotho,</p> <p>b) Explain the political, social and economic developments in Lesotho, During British rule.</p>	<ul style="list-style-type: none"> • Origins of Lesotho, • Political, social and economy developments Lesotho • Political, social and economic developments in Lesotho up to independence 	<ul style="list-style-type: none"> • Guided discovery • Guide learners to discuss the impact of British rule in Lesetho
AFRIKANER DOMINATION OF SOUTH AFRICA	<p>The learner should be able to:</p> <p>a) describe the steps taken by the Boers to dominate South Africa in the period 1910-1948</p>	<ul style="list-style-type: none"> • The Boer domination of South Africa 1910–1948 • The formation and role of nationalist party in South African politics 	

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	b) explain the role of the nationalist Party in South African politics c) explain economic political and social developments in South Africa from 1910 to 1948 d) state challenges faced by the South African Union government between 1910 and 1948	<ul style="list-style-type: none"> • Economic developments (changes) in South Africa from 1910 to 1948 • Challenges faced by the South African Union government. 	
THE APARTHEID POLICY IN SOUTH	The learner should be able to: a) describe the origin of Apartheid in South Africa b) State why it was used c) Describe how Apartheid was practiced in	<ul style="list-style-type: none"> • Racial conflicts in South Africa • Definition of Apartheid • Reasons why it was established • How Apartheid was practiced in South Africa. • Efforts to oppose it 	<ul style="list-style-type: none"> • Discussion • Debates • Task learners on what they could have done if they lived in South Africa under Apartheid.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	<p>South Africa</p> <p>d) describe the effort stakeholders took to oppose it e.g. Mahatma Gandhi's passive resistance</p> <p>e) explain the impact of Apartheid in South Africa.</p>	<p>e.g. Mahatma Gandhi's passive resistance</p> <p>Impact of Apartheid on Africans, Indians/ Coloureds and Whites.</p>	
BANTUSTANS	<p>The learner should be able to:</p> <p>a) State the reasons why the Bantustans were created</p> <p>b) State reasons for opposing them</p> <p>c) iii) explain how the Bantustan Policy was implemented</p> <p>d) Implemented</p> <p>e) explain the impact of the Bantustans on South Africa</p>	<ul style="list-style-type: none"> • Reasons why Bantustans were created • How independent were the Bantustans • Reasons why they were opposed • Impact of the Bantustans 	<ul style="list-style-type: none"> • Guided discovery • Discussion • Research

TOPIC9: AFRICAN NATIONALISM IN SOUTHERN AFRICA SINCE 1910

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

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
NATIONALISM IN SOUTH AFRICA	<p>the learner should be able to:</p> <p>a) State factors for the growth of African Nationalism in Southern Africa</p> <p>b) Describe the activities of the political parties in Southern Africa</p> <p>c)</p> <p>d) Outline the problems faced by political parties in Southern Africa</p> <p>e) Describe the role of political activists in the</p>	<ul style="list-style-type: none"> • Factors for the growth of African Nationalism • Activities of the political parties e.g. African National Congress (ANC), Pan-African Congress • Problems faced by African National Congress, Pan-African Congress • The career 	<ul style="list-style-type: none"> • ❖ Inquiry • Discussion • Task learners to find out why Nelson Mandela is respected all over the world.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
	growth of Nationalism. 9. Nelson Mandela <ul style="list-style-type: none"> - Chief Albert Luthuli - Steve Biko 10. Robert Sobukwe.	and importance of the following in the history of South Africa:	



ABRIDGED CURRICULUM SENIOR 4

TOPIC 10: SOUTH AFRICA AND THE OUTSIDE WORLD

SPECIFIC OBJECTIVE: The learner should be able to appreciate the role of the international community in the liberation of South Africa.

SUB-TOPIC	SPECIFIC OBJECTIVES	CONTENT	TEACHING LEARNING STRATEGIES
RELATIONS WITHFRONT LINE STATESAND THEINTERN ATIONAL ORGANISATION S	<p>The learner should be able to:</p> <p>a) Describe South Africa’s foreign policy</p> <p>b) explain the role of the United Nations in the struggle for majority rule in South Africa</p> <p>c) describe the role of the Organisation for African Unity in the struggle for independence of South Africa</p> <p>d) iv) explain the role of NATO in the struggle</p> <p>e) explain the role of Frontline States in the struggle for majority rule.</p>	<ul style="list-style-type: none"> • South African foreign policy • Role of the UN in the struggle for majority rule in South Africa • Role of OAU in the struggle for freedom in South Africa • Role of NATO in the struggle for freedom in South Africa • Role of Frontline States 	<ul style="list-style-type: none"> • Discussion • Question and answer • Role play

GEOGRAPHY

SENIOR FOUR

ABRIDGED GEOGRAPHY SYLLABUS FOR SENIOR FOUR

Introduction:

The abridged Geography Syllabus for Senior Four has been designed to address the learning gaps that were created as a result of the Covid 19 pandemic. Critical content has been sorted and put together to be taught in a period of one year. The syllabus combines work which was not taught in Senior Three before the lock down and that for Senior Four. It is hoped that the content areas included in this syllabus will enable the learner to acquire the target knowledge, skills and values for the ordinary level of education. Use a variety of methodologies that can facilitate accelerated learning. For further support, use the home study materials on the NCDC website: www.ncdc.go.ug.

The critical changes are highlighted in the table below.

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

3	Left out the topics of introduction to the Rhine lands, A highly developed economy in a land locked country with limited physical resources: Switzerland	<ul style="list-style-type: none"> • Presumed to have been covered in before the lock down.
4	Left out the topics on Belgium and Luxembourg	<ul style="list-style-type: none"> • Some of the lessons to be learnt from these countries were learnt from Switzerland and the rest shall be learnt from Germany and the Netherlands.
5	Left out the topic of Population growth, distribution, characteristics and problems in Africa	<ul style="list-style-type: none"> • Related content was covered in the Geography of East Africa. Other aspects shall be covered under the influence of relief and landforms, and climate and vegetation on human activities.
6	Merged the topics of nomadic pastoralism with Change from traditional nomadic pastoralism to modern livestock farming: Ranching in Africa to form one topic: Livestock farming in Africa.	<ul style="list-style-type: none"> • The 2 topics are related and one is a modification of the other.
7	Merged the topics of climate and Vegetation to form: Characteristics and factors affecting climate and vegetation in Africa.	<ul style="list-style-type: none"> • The 2 topics are related and they feed into each other.

8	Left out the topic of Population distribution growth , characteristics and problems in Africa	<ul style="list-style-type: none"> Related content was covered in Senior Two term 3: Population of East Africa
9	Left out the topic of Multi-purpose scheme and river development in Africa	<ul style="list-style-type: none"> To avoid content overload since the topic has very little relevance to Uganda.

YEAR PROGRAM PLANNER

SENIOR 4	TOPIC
Term 1	Industrial development in Germany
	Land reclamation and Agricultural development in the Netherlands
	The rest of Africa: Location, position, size, and political units of Africa
	Relief and major landforms and processes leading to their formation in Africa
Term 2	The Characteristics and factors affecting climate/ vegetation in Africa
	Major Agricultural practices in Africa
	Livestock farming in Africa: Traditional nomadic pastoralism and modern livestock ranching in Africa
Term 3	Development of mining Manufacturing industries in Africa.
	Development of transport and communication, problems and prospects in Africa

DETAILED SYLLABUS

GEOGRAPHY: TERM 1

TOPIC 1: INDUSTRIAL DEVELOPMENT IN GERMANY

OBJECTIVES

The learner should be able to:

- Identify the types of industries in Germany.
- Draw a map to show the distribution of industries in Germany.
- Analyse factors leading to industrial development in the Ruhr region of Germany.
- Explain the contribution of industrial development to Germany.

Explain the challenges of industrial development in Germany.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> Types of industries in Germany i.e. heavy and light industries. Location of major industries in Germany Location of the Ruhr industrial 	<ul style="list-style-type: none"> List examples of different types of industries on the chalk board and the challenge learners to classify them. Focus the learners to understand the main types of industries; light and heavy industries. Learners suggest possible reasons for this classification. Present a sketch map of Germany showing the 	<ol style="list-style-type: none"> Give an exercise for the learners to draw a labeled sketch map of the Ruhr industrial region and coal field. They explain why the Ruhr

<p>region</p> <ul style="list-style-type: none"> • Factors leading industrial development in the Ruhr region • Mining and importance of coal as a basis for industrial development • Challenges of industrial development e.g. <ul style="list-style-type: none"> ○ Pollution ○ exhaustion of resources ○ development of conurbation ○ encroachment on agricultural land 	<p>distribution of minerals and major industries. Learners copy the map into their notebooks.</p> <ul style="list-style-type: none"> • Challenge the learners to suggest the relationship between mineral resources and the development of industries in the country. <p>Case study: The Ruhr industrial region</p> <ul style="list-style-type: none"> • Present a sketch map of the Ruhr industrial region and coalfields. Ask learners to copy the map into their notebooks. • Learners describe the position of the Ruhr region in Germany in relation to river Rhine and its tributaries. • Using the map showing exposed and concealed coal fields, explain how coal mining formed the basis for the development of industries in the Ruhr. • Through discussion, guide learners to explore other factors that favoured the development of industries in the Ruhr region. • Working in pairs, learners discuss the contribution of manufacturing industries to the development of Germany. • Learners discuss and suggest the 	<p>has developed as an industrial region.</p> <p>3. Task the learners to explain lessons which Uganda can learn from the development of industry in Germany.</p>
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	challenges of industrial development in Germany. Clarify on their ideas where necessary.	
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Topic 2: Land reclamation and Agriculture in the Netherlands

Objectives:

- Describe the relief and drainage of the Netherlands
- Locate the reclaimed lands of the Netherlands
- Explain the factors that led to land reclamation
- Describe the steps of land reclamation
- Explain the benefits and challenges of reclaimed areas.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> Position, relief and drainage of the Netherlands <ul style="list-style-type: none"> Uplands, Lowlands below sea level, Rhine delta, Sand dunes Rhine river and North 	<ul style="list-style-type: none"> Provide a chalk board/wall/ atlas/textbook map and task the learners to identify the Netherlands. Learners draw the map of the Netherlands in their note books. Using the map, learners describe the position, relief and drainage of the Netherlands. Through questioning, basing on local examples, guide the 	<ol style="list-style-type: none"> Challenge the learners to identify any one area in Uganda which needs reclamation. They suggest methods which they can use to reclaim

<p>Sea</p> <ul style="list-style-type: none"> • Reclaimed land e.g. Zuiderzee project • Factors that led to land reclamation • Steps of land reclamation • Benefits and challenges of reclaimed areas 	<p>learners to understand the concept of land reclamation.</p> <ul style="list-style-type: none"> • Ask the learners to explain what is meant by land reclamation. • Ask: How much of the Netherlands lies below sea level? Using the learners' response, explain how much of the current land of the Netherlands was reclaimed from the North Sea. • Through discussion, help the learners to explore the factors that led to land reclamation in the Netherlands. • In groups, learners carry out a library/internet research and make notes about the Zuiderzee project. They explore the benefits and challenges of land reclamation. • Groups share their findings in a whole class discussion. 	<p>the area.</p>
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Topic 3: Types of farming in the Netherlands

11. Objectives:

- a. Identify the types of farming in the Netherlands
 - b. Locate the major types of farming in the Netherlands
 - c. Describe the factors favouring the type of farming
 - d. Explain the contributions of farming to the development of the Netherlands
- Analyse the challenges of farming in the Netherlands

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> • Types of farming: <ul style="list-style-type: none"> ○ Market gardening ○ Dairy farming • Factors favouring farming: <ul style="list-style-type: none"> ○ Flat relief ○ Cool climate ○ capital ○ Skilled labour • Contribution of farming • Challenges: <ul style="list-style-type: none"> ○ Limited land ○ Pollution ○ High cost of farming ○ Pests and diseases 	<ul style="list-style-type: none"> • If possible, provide photographs of Market gardening and Dairy farming and ask learners to identify the activities taking place; and the type of farming in each photo. • Using the same photos, guide learners to described the characteristics of each type of farming. • Present a textbook/chalk board map showing the distribution of Market gardening and dairy farming in the Netherlands. Learners copy the map into their notebooks. • Ask: What factors do you think have favoured the development 	<p>1 (a). Provide a map with market gardening areas in the Netherlands (not named) and task learners to name them.</p> <p>(b). Give a task for the learners to compare farming in the Netherlands with that in</p>

	<p>of:</p> <ul style="list-style-type: none"> ○ Market gardening ○ Dairy farming in the Netherlands? ● Summarise learners' responses and focus them to understand factors for each type of farming. ● In groups learners conduct a library/internet research and write reports on the contribution and challenges of each type of farming in the Netherlands. Groups present their reports in a whole class discussion. 	<p>Uganda. Learners explain why Market gardening and Dairy farming are not highly developed in Uganda.</p>
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Topic 4: THE REST OF AFRICA:

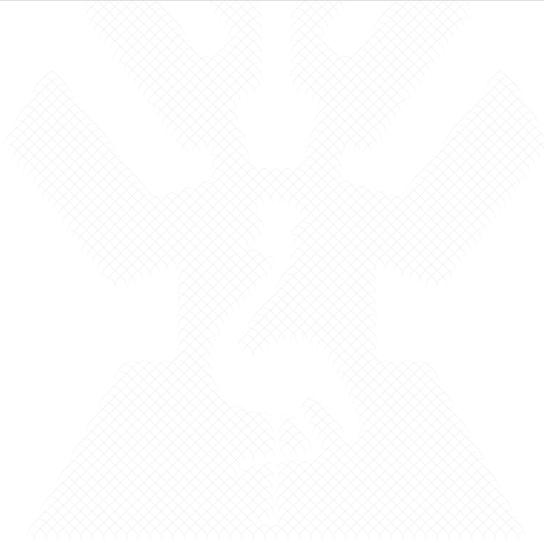
Location, size and political units of Africa

Objectives

- a. Describe the location and size of Africa.
- b. Draw a map to show the location of Africa.
- c. Use statistics to analyse the size of Africa.
- d. Locate the political units and regional economic groupings in Africa.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> • Meaning of the rest of Africa. • Location of Africa in terms of Latitude and longitude; and Size. • Political units and economic groupings e.g. IGAD, ECOWAS etc. 	<ul style="list-style-type: none"> • Present a wall map/chalkboard map/text book /atlas map showing the position of Africa and ask learner to: <ul style="list-style-type: none"> ○ Describe the position of Africa in relation to the surrounding continents and water bodies ○ Describe the position of Africa using latitude and longitude • Learners copy the map in their note books. • Using questioning, guide the learners to understand the meaning of the rest of Africa. • Give figures of continents and task the learners to draw a pie chart or simple divided rectangle to illustrate these. • Learners use the diagram they have 	<ol style="list-style-type: none"> 1. (a) Give learners a task to draw a map to show the location of Africa. 3. (b) Learners explain the advantages and problems associated with the position and size of Africa

	<p>drawn to rank the size of continent and to determine the rank position of Africa.</p> <ul style="list-style-type: none">• In groups, learners study the atlas/wall map/textbook map of Africa to identify and number the countries of Africa. Learners draw the map in their notebooks.• In groups, learners research about the regional communities in Africa and reason for their creation e.g. SADC, ECOWAS, IGAD, EAC, CEN-SAD	
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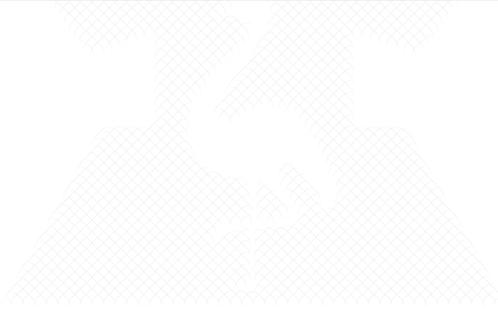
Topic 5: Relief and landform features in Africa

Objectives

- Describe the relief and land form features of Africa.
- Draw a sketch map of Africa showing the relief and major landforms.
- Explain the processes of the formation of relief and landforms
- Analyse the influence of relief and landforms on people's ways of life.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> • The Relief of Africa: <ul style="list-style-type: none"> ○ Highlands (areas above 3000 m) ○ Plateau (areas 1000-2000m) ○ Lowlands (areas 200-1000m) ○ Coastal plain (0-200) ○ Depressions (below 0m) • Landforms and relief regions. <ul style="list-style-type: none"> ○ Volcanic mountains ○ Fold mountains ○ Rift valley areas • Processes of formation 	<ul style="list-style-type: none"> • Present a wall/atlas/textbook/chalk board map of Africa and challenge the learners to identify the major relief regions. Ask: which relief region covers the largest part of Africa? • Learners copy the map into their notebooks. • Using questioning, guide the learners to revise the relief regions of East Africa. • Using the knowledge of East Africa, learners work in groups to discuss the characteristics of the relief regions of Africa and the influence of each on people's ways of life. • Groups present their findings in a 	<p>4. Provide a map showing the relief regions of Africa and ask questions about it. Focus on the relationship between relief regions and people's ways of life.</p>

<ul style="list-style-type: none"> ○ Volcanicity ○ Folding ○ Faulting ● Influence of relief and landforms on people’s ways of life <ul style="list-style-type: none"> ○ Occurrence of minerals, ○ Highlands are sources of rivers which provide water to people ○ Attract tourists ○ Modify climate etc. 	<p>whole class discussion.</p> <ul style="list-style-type: none"> ● Summarise their report on the chalkboard and correct mistakes if any. ● Learners work in groups to carry out research on the formation of the main relief features and landforms of Africa; and their influence on people’s ways of life. ● Groups share their findings in a whole class discussion. ● Summarize their report on the chalkboard and correct mistakes made, if any. Focus the learners to understand the benefits and disadvantages associated with the relief and landforms of Africa. 	
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GEOGRAPHY: TERM 2

Topic 6: CHARACTERISTICS AND FACTORS AFFECTING CLIMATE AND VEGETATION IN AFRICA

Major climatic and vegetation types and their characteristics

Objectives:

- Identify the types of climate in Africa.
- Describe the major climates of Africa and their influence on vegetation.
- Draw a sketch map of Africa showing the major types of climate in Africa.
- Explain the factors influencing the climate of Africa.
- Analyse the influence of climate and vegetation types on human activities.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> Types of climate: <ul style="list-style-type: none"> Equatorial climate <ul style="list-style-type: none"> Tropical/savanna Mediterranean climate Hot Desert climate Montane climate Warm temperate (high veldt) Characteristics of each type of climate/vegetation. Influence of climate/ 	<ul style="list-style-type: none"> Build on the learner's knowledge of the climate of East Africa acquired in Senior Two to guide learners to understand the climate of Africa. Show a climate graph for each type of climate, un-named. Challenge learners to work in groups, to discuss and describe climate from the graphs. Present a wall/chalk board/textbook map showing the climatic regions 	<ol style="list-style-type: none"> Provide maps showing the flow of trade winds, ocean currents, and major water bodies and task learners to explain how each of the features shown

<p>vegetation on human activities and ways of life; including problems faced by people living in each climatic/vegetation region.</p> <p>5.</p>	<p>of Africa. Learners copy the sketch map into their notebooks and annotate it.</p> <ul style="list-style-type: none"> • Through questioning based on climate graphs/climatic statistics, guide learners to understand the characteristics of the following climates: <ul style="list-style-type: none"> ○ Equatorial climate ○ Tropical/savanna ○ Mediterranean climate ○ Desert climate ○ Montane climate ○ Warm temperate (high veldt) • List the following factors on the chalkboard and through questioning and discussion, challenge the learners to explain how each affects the climate of Africa: Altitude/ relief <ul style="list-style-type: none"> ○ Latitude (ICTZ) ○ Ocean currents ○ Distance from the sea ○ Prevailing winds ○ Relief • Using maps help learners to further their understanding of the influence of the ICTZ (N.E and S.E trade winds in January 	<p>influences the climate of Africa.</p>
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	<p>and July/August) and ocean currents on the climate of Africa.</p> <ul style="list-style-type: none"> • Present photographs showing types of vegetation from each climatic region and task the learners to describe the characteristics of each. • Present a map of Africa showing types of natural vegetation. Learners draw the map and work in groups to compare the vegetation and climate types. • Learners carry out a library or internet research about the human activities and ways of life in each climatic and vegetation zone; and share their findings in a whole class discussion. 	
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Topic 7: AGRICULTURAL PRACTICES IN AFRICA

Location of major types of agriculture

Objectives:

- Identify the major types of agriculture.
- Locate the different types of agriculture in Africa.
- Draw maps to the case study areas.
- Describe the characteristics of small scale commercial farming.
- Describe the factors favoring commercial farming e.g. cocoa growing in Ghana.
- Describe the characteristics of small scale commercial farming (e.g. in Ghana).
- Explain the contribution of small scale commercial farming to the development of a country.

Analyze the challenges of small scale commercial farming in Africa.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
Major types of agriculture <ul style="list-style-type: none"> • Subsistence agriculture: <ul style="list-style-type: none"> ○ Shifting cultivation/Bush fallowing • Commercial <ul style="list-style-type: none"> ○ Small holder 	Subsistence agriculture in Africa <ul style="list-style-type: none"> • Through questioning, guide the learners, working as a whole class, to revise traditional agriculture in East Africa: shifting cultivation or bush fallowing, and the reasons it 	1. Provide statistics about cocoa production or exports in Ghana and ask questions to guide the learners analyse them.

<p>farms e.g. cocoa growing in Ghana</p> <ul style="list-style-type: none"> ○ Oil palm growing in Nigeria <ul style="list-style-type: none"> ● Factor favoring cocoa growing in Ghana: <ul style="list-style-type: none"> ○ Heavy rainfall ○ Deep fertile soils ○ Flat relief ○ Abundant labour ○ Capital ● Contribution of cocoa growing to Ghana: <ul style="list-style-type: none"> ○ Foreign exchange ○ Employment opportunities ○ Local revenue ● Challenges of cocoa growing: <ul style="list-style-type: none"> ○ Soil exhaustion as a result of monoculture ○ Easy spread of 	<p>is adapted to the climate and soils.</p> <ul style="list-style-type: none"> ● Learners suggest why it was also the main traditional method in other parts of Africa. <p>Change to more commercial farming</p> <ul style="list-style-type: none"> ● Learners suggest why many farmers in Africa are changing to more commercial methods. ● Revise two main methods of commercial farming: smallholdings and plantation. <p>Smallholding commercial farming in Ghana</p> <ul style="list-style-type: none"> ● Learners find a case study of cocoa growing in Ghana in textbooks/on Internet. ● Explain that many small-scale farmers in Ghana started to grow cocoa as a cash crop as well as continuing to grow some subsistence crops. ● Learners suggest why smallholders started to 	<p>2. Task learners to draw a map showing the farming areas of Ghana or Nigeria and task the learners to annotate it. They explain the conditions favouring farming in the areas shown on the map and related problems.</p>
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<p>diseases</p>	<p>grow a cash crops and why they have continued to grow some subsistence crops.</p> <ul style="list-style-type: none"> • Support learners to locate areas where cocoa is grown in Ghana and create a map to show this. Learners draw the map in their notebooks. • Use photograph to show cocoa growing in Ghana. Challenge the learners to identify the activities involved in growing the crop. • Explain factors making southern Ghana suitable for cocoa as a cash crop: • Explain characteristics of cocoa growing in Ghana and compare these with coffee growing in Uganda: <ul style="list-style-type: none"> ○ family-owned farms ○ small size ○ perennial crop harvested annually once mature ○ uses family labour ○ farmers intercrop cocoa with subsistence crops 	
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	<p>for food etc.</p> <ul style="list-style-type: none">• Through discussion, learners explore the problems facing cocoa farmers in Ghana and solutions to those problems.• Task the learners to carry out research and write reports about Oil palm growing in Nigeria.	
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WORLD CURRICULUM

Topic 8: Large scale agriculture in Africa

Plantation farming in Liberia

Objectives:

- Identify areas where large scale farming is carried out in Africa.
- Describe the characteristics of plantation farming.
- Describe the factors favouring plantation farming in selected countries.
- Explain the advantages and disadvantages of plantation farming.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<p>Large scale farming</p> <ul style="list-style-type: none"> ○ Rubber plantations in Liberia ○ Sugarcane plantations in Natal <p>Plantation farming in Africa</p> <ul style="list-style-type: none"> ● The major crops grown under plantation ● Location of plantation farming areas 	<p>Case study: Rubber Plantations in Liberia</p> <ul style="list-style-type: none"> ● Explain that crops are also grown on plantations in many parts of Africa e.g. rubber in Liberia. ● Support learners to locate and map rubber plantations in Liberia. ● Learners look up rubber plantations in Liberia in textbooks/on Internet. ● In pairs, learners use the information below to compare the characteristics of rubber plantations in Liberia with those of sugar cane or tea plantations in Uganda: <ul style="list-style-type: none"> ○ large estates of hundreds of hectares ○ one single crop 	<ol style="list-style-type: none"> Task the learners to draw a map to show the distribution of plantation farms in Liberia. Learners imagine a plantation farm has been set up in their local area, They

<p>6.</p> <ul style="list-style-type: none"> • Characteristics of large scale agriculture • Factor favoring large scale agriculture 	<p>7.</p> <ul style="list-style-type: none"> ○ heavy rain and high temperatures all year ○ flat land and fertile soils ○ mainly foreign-owned by one rich American company ○ needs a lot of capital ○ most profits sent overseas ○ highly mechanised for sowing and planting ○ large labour force needed for harvesting ○ labour force poorly paid and often work in poor conditions ○ trees yield for many years once mature <ul style="list-style-type: none"> • In groups, learners use the map of Liberia and the above characteristics of rubber plantations to discuss the factors favouring plantation farming in Liberia. Groups share their ideas. • Revise from East Africa, the advantages and disadvantages of plantations/monoculture. • Individually, learners carry out library/internet research and make report about Sugar cane plantations in Natal Province (South Africa) 	<p>suggest the likely benefits and disadvantages which may come along with the new farming project.</p>
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Topic 9: Large scale irrigation farming in Africa:

Gezira irrigation scheme on the Nile River

Objectives:

- Locate areas of large scale irrigation schemes on a sketch map of Africa.
- Draw a sketch map of the Gezira irrigation scheme.
- Describe the organisation of the Gezira Scheme.
- Explain the factors favouring the development of large scale irrigation in Africa
- Explain the benefits and disadvantages of irrigation farming
- Analyze the challenges of irrigation farming

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> Location of the Gezira scheme; Map. Organisation and management of the scheme: <ul style="list-style-type: none"> perennial irrigation, net work of canals Ownership of the scheme. Factors favouring the development of 	<ul style="list-style-type: none"> Guide learners to locate and map large scale irrigation schemes in Africa. In pairs, learners compare the map showing irrigated lands with the climate map of Africa; they point out characteristics of irrigated lands in Africa.. <p>The importance of irrigation and types of irrigation</p> <ul style="list-style-type: none"> Ask learners why irrigation is important in Africa and becoming increasingly important. Summarise their responses and 	<ol style="list-style-type: none"> Task learners to name an area in Uganda which can be developed through irrigation and give reasons to support their idea.

<p>the scheme: physical and human</p> <ul style="list-style-type: none"> • Benefits and challenges of the scheme: <ul style="list-style-type: none"> ○ Loss of water due to high rates of evaporation ○ Pests and diseases ○ Silting of irrigation canals ○ Rapid growth of Weeds ○ High costs of maintenance. <p>8. 9.</p>	<p>focus them to understand the reasons for irrigation including aridity and climate change.</p> <ul style="list-style-type: none"> • Show pictures of different methods of irrigation and ask learners to describe them. <p>The Gezira irrigation scheme</p> <ul style="list-style-type: none"> • Show a map of the position of the Gezira scheme in relation to the branches of the Nile and a climate graph of the Gezira plains. Learners copy the map into their notebooks. • Ask learners to suggest why the Gezira scheme was established and developed where it is and factors leading to its development. • Using diagrams, explain the organisation and management of the Gezira scheme. • Focus learners to understand the size, ownership, and system of water supply on the scheme; including the roles of the Sudan Gezira Board, Water User Associations, Land owners, Share croppers, Renters, Croppers and the Sudan government. • Ask learners to suggest the advantages of cooperation 	<p>2. They explain methods which they can use to irrigate the area and suggest possible challenges which can be faced.</p>
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	<p>between government and local farmers.</p> <ul style="list-style-type: none">• Through discussion, guide learners to explore the benefit and problems of the Gezira scheme.• Learners suggest how the problems of the Gezira scheme can be solved.	
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Topic 10: LIVESTOCK FARMING IN AFRICA:

Traditional nomadic pastoralism and modern livestock ranching in Africa

Objectives:

- Locate areas of traditional nomadic pastoral farming in Africa.
- Explain the factors leading to nomadic herding.
- Explain the challenges facing nomadic herders.
- Identify the areas where ranching is practiced in Africa.
- Describe the characteristics of ranching in Africa.
- Analyze the factors favoring ranching in Africa
- Explain the benefits and challenges of livestock ranching.

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> Meaning of “nomadic pastoral farming”. Areas practicing nomadic pastoral farming: the Fulani of the Sahel. Characteristics, benefits and challenges of nomadic 	<p>Traditional pastoral farming</p> <ul style="list-style-type: none"> Show learners one or more photographs of Fulani nomadic pastoral farming and a climate graph of the Sahel region. Learners describe the area on the photograph, including the environment and the activities seen. Using the climate graph, explain how the farming is related to the environment. Learners investigate the main nomadic pastoral areas of Africa and the names of some pastoral groups and create a map of their 	<ol style="list-style-type: none"> (a) Give a task for learners to account for the presence of nomadic herding in the Sahel region. (b) Learners explain the challenges of transforming

<p>herding.</p> <ul style="list-style-type: none"> • Location of ranches in Africa: Botswana • Characteristics of ranching in Africa. • Factors favoring ranching. • Benefits and challenges of livestock ranching. 	<p>own to show this. Monitor and help as needed.</p> <ul style="list-style-type: none"> • Learners work in groups to identify and discuss some of the problems nomads face in the modern world, drawing on own knowledge and further research. <p>Commercial livestock ranching</p> <ul style="list-style-type: none"> • Use a map and photograph of a <p>20. Commercial ranch in Botswana. Ask learners to describe what they see and compare with the nomadic pastoral areas.</p> <ul style="list-style-type: none"> • Learners use the library/Internet to find out about ranching in Botswana. • Describe the main features of ranching in Botswana and learners summarise in a table the differences between nomadic pastoral farming and ranching. • Learners discuss the advantages of commercial ranching in the modern world. • Learners discuss how difficult it is for nomads to change to commercial farming, but also identify the advantages of doing so. 	<p>nomadic herding in Nigeria into modern livestock farming.</p>
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GEOGRAPHY: TERM 3

Topic 11: Development of the mining and manufacturing industries in Africa

Objectives:

- a. Identify the major minerals in Africa
- b. Locate minerals and mining centres on the sketch map of Africa
- c. Explain the factors favouring the development of mining in Africa.
- d. Describe the method used in mining different minerals.
- e. Locate the major industrial centres in Africa
- f. Describe factors that favoured the development of industries
- g. Explain the contribution and challenges of industrial development

CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> • Mineral and mining centres: <ul style="list-style-type: none"> ○ Copper belt in Zambia ○ The rand gold fields of south Africa ○ Oil mining in Nigeria • Factors favouring the development of copper belt in Zambia 	<p>Minerals in Africa</p> <ul style="list-style-type: none"> • Use a wall map, sketch map and/or atlas map or Internet map of mineral resources and mining areas in Africa. • Learners draw the map and make a table of countries with minerals and the minerals in each. <p>(Use the most important mining areas only, not an</p>	<ol style="list-style-type: none"> 1. Asses the learners' field work reports and evaluate their data collection and management skills; also note how well they have understood

<ul style="list-style-type: none"> ○ Large copper deposits ○ High grade of copper ○ Power ○ Accessibility <p>Mining methods</p> <ul style="list-style-type: none"> ○ Open cast, ○ Underground / Adit method. ○ Drilling <ul style="list-style-type: none"> ● Major industrial centres: <ul style="list-style-type: none"> ○ Accra-Tema complex in Ghana ○ Witwatersrand of South Africa ● Factors favouring development of industries ● Benefit and challenges of industrial development 	<p>exhaustive list).</p> <ul style="list-style-type: none"> ● Revision: From work on minerals in East Africa, learners draw diagrams to show the three main methods of mining: open cast, underground and oil drilling. Make a list of the problems of each method. ● Learners annotate photographs of mining, identifying what the process is and how it might affect the environment. <p>Case studies</p> <ul style="list-style-type: none"> ● Help the learners to explore the following case studies of mining: <ul style="list-style-type: none"> ○ Mining in South Africa ○ Copper mining in Zambia ○ Oil in Nigeria. ● Emphasise the social, economic and environmental problems which are associated with mining in each case study area. <p>Economic benefits of mining</p>	<p>industrial development.</p> <p>2. Provide a map of any one country studied showing mining and industrial areas and ask questions about it.</p>
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	<ul style="list-style-type: none"> • Ask learners to suggest the possible economic benefits of mining to governments and people (profits from taxes and exports, employment, infrastructure development, social service development). • Explain why these economic -developments do not always benefit the people of the countries where mining takes place. • Learners discuss the above problems and collaborate in groups to come up recommendations and suggestions as to how we can make sure that most people in a country benefit from mining. <p>Manufacturing industries in Africa</p> <ul style="list-style-type: none"> • Revision by questioning: guide learners to revise factors influencing the distribution of industries. • Ask learners to explain the relationship between mining and industrial development. <p>- Arrange a field visit to a local factory/industry to help learners understand the</p>	
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	<p>development of industries; including the positive and negative impacts on people and the environment.</p> <ul style="list-style-type: none"> - Use maps to show examples of - Major industrial areas in Africa (Accra-Tema, Ghana; Witwatersrand or Rand industrial area, South Africa). - Learners draw their own maps of the case study areas. - In groups, learners conduct research on the two case study areas and present their reports. - Learners discuss the advantages, disadvantages, and challenges of African countries establishing manufacturing industries. 	
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Topic 12: Development of transport and communication, problems and prospects in Africa

Objectives :

- a. Identify the major forms of transport in Africa
- b. Describe factors influencing the development of transport in selected countries(water transport in Congo , rail transport in Zambia ,rail and air in South Africa

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CONTENT	SUGGESTED TEACHING AND LEARNING STRATEGY	SUGGESTED ASSESSMENT STRATEGY
<ul style="list-style-type: none"> • Major forms of transport in Africa • Distribution of major international air ports , railway lines, and major water ways • Telecommunications • Transport and communication In D.R. Congo • Map showing D.R. Congo in relation to surrounding countries e.g. Uganda, Rwanda • Major rivers e.g. 	<p>Transport in Africa</p> <ul style="list-style-type: none"> • Use a map showing the main railways, important inter-African roads, main navigable waterways, main international airports and main ports of Africa. (Note: show only the very important ones.) • Learners make a table of the above, showing type of transport, from where to where, and countries linked. • Learners suggest reasons for this pattern of transport: <ul style="list-style-type: none"> ○ Transport developed by colonial powers more interested in exporting raw materials outside Africa and importing industrial goods than inter-African trade 	<ol style="list-style-type: none"> 1. Provide a map showing transport network in any one of the countries studied and task the learners to; <ol style="list-style-type: none"> a) Account for the distribution of the network b) Explain the problems facing

<p>Congo and its tributaries</p> <ul style="list-style-type: none"> • Railway lines joining navigable parts of the river • Major air port e.g. Kinshasa • Factors influencing the development of transport <p>24.</p>	<ul style="list-style-type: none"> ○ Transport networks mainly developed within each country's borders or within countries linked politically e.g. East Africa or southern Africa. ○ Different colonial powers introduced railways with different gauges. ○ Many countries produce the same kinds of goods, so no need for trade. <ul style="list-style-type: none"> • Explain the physical problems of African transport e.g. Congo. • Ask learners which types of transport are likely to be important for inter-African trade (road and air, and rail in some places). Which types of transport are important for international trade outside Africa? (ship and air) <p>- Ask learners to suggest the usefulness and advantages of developing inland water transport e.g. on Congo River. Ask learners the importance of developing ports in Africa.</p> <p>- Observe learners making tables and evaluate their transparency and effectiveness in delivering information.</p> <p>- Evaluate how effectively learners are consolidating their prior learning, and ability to build on</p>	<p>transport in the country</p> <p>c) Explain how the problems are being solved.</p>
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	<p>this.</p> <ul style="list-style-type: none"> - Observe learners as they discuss and explain the problems facing inter-African trade. How well can they identify the advantages and disadvantages of developing more inter-African trade? - Note how well learners explain whether and how the internet will improve trade within Africa. To what extent are they able to back this up with Communications in Africa - Revision: learners list the main forms of communication in the past and today. - Ask learners how they would communicate with people in other African countries. - Learners suggest the changes in communication brought about by the Internet and social media. How has this helped Africa? - Learners explain whether and how the internet will improve trade within Africa and back this up with reasons. 	
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ABRIDGED CURRICULUM SENIOR 4



CHRISTIAN RELIGIOUS EDUCATION

SENIOR FOUR

INTRODUCTION

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

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

C.R.E TERM1

DURATION 48 PERIODS

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
LIFE UNENDING LIFE	The learner should be able to: Define unending life. i) Explore the causes of death. ii) Mention the causes, problems and solutions to causes of death. iii) Discuss the concept of un-ending life today.	PRESENT SITUATION <ul style="list-style-type: none"> • Definition of unending life • Causes of death today • Problems and solutions to causes of death • The concept of un-ending life today. 	<ul style="list-style-type: none"> • Guided discovery into the meaning of unending life • Discussion about causes of death and the concept of unending life •
	iv) Trace the African tradition belief on unending life.	AFRICAN TRADITION <ul style="list-style-type: none"> • The teaching about unending life; the dead 	<ul style="list-style-type: none"> • Reading of texts concerning death in Africa. • Discussion of rituals that followed

	<p>v) Mention the causes of death in African Tradition.</p> <p>vi) Appreciate the solutions offered by the traditional African society to reduce or stop death.</p> <p>vii) Describe death rituals in African Tradition.</p> <p>viii) Trace the Old Testament teaching about unending life.</p> <p>ix) Describe the New Testament teaching</p>	<p>are not dead)</p> <ul style="list-style-type: none"> • Causes of death in African tradition • Solutions to the causes of death • Death rituals in African tradition and their significance. <p>OLD TESTAMENT</p> <ul style="list-style-type: none"> • Old Testament teaching about unending life Psalm 73:21 – 26; Psalm.16; Daniel 12:1 – 3) • Belief in Sheol Ecclesiastes 38: 9 – 20, Isaiah 38: 9 – 20; Psalm 144: 4; Ecclesiastes 3: 12 – 13. <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> • Victory over death/resurrection 	<p>death.</p> <ul style="list-style-type: none"> • Bible reading, analysis and discussion of texts about unending life • Bible reading, text analysis and discussion about the New Testament perspective about life after death •
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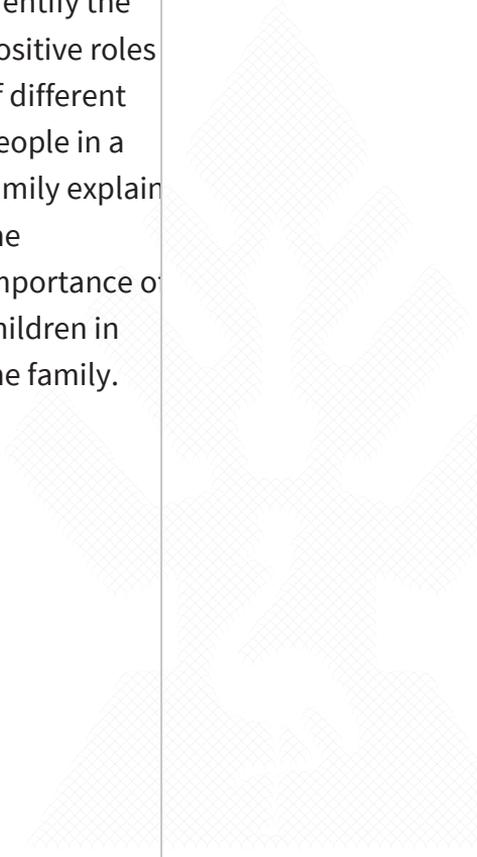
	<p>about unending life.</p> <p>x) Mention that the resurrection of Jesus is a fact and assurance of our own resurrection as believers in Him.</p>	<p>Miracles John. 11: 32 – 37; Luke 7: 11 –17; Mark. 5: 21 – 24 and 35 – 43)</p> <p>- Rejoicing in the fact of the resurrection</p> <p>1Corinthians 15: 1 – 28</p> <p>- Love does not come to an end Luke 10: 25 – 28; 51 – 58; John 3:6; John 35: 19 – 24, 3:2, Luke 14:12 – 14, Rev 3:20</p> <ul style="list-style-type: none"> • Love does not come to an end Luke. 10:25 • Celebrate eternal life 1Corinthians 11: 24 – 25, John 6: 53 – 56, Revelations 22:1 – 15 	
<p>LIFE Cont'd</p> <p>SUCCESS</p>	<p>The learner should be able to</p> <p>i) Define success generally and in the Ugandan context.</p> <p>ii) Express a</p>	<p>SUCCESS IN THE PRESENT SITUATION</p> <ul style="list-style-type: none"> • Definition of success • Setting goals so as to succeed <p>Identification of values to uphold in success</p>	<ul style="list-style-type: none"> • Sharing of experiences about success • Discussion about successful personalities and societies • Discussion about success in relation

	<p>desire to succeed in life.</p> <p>iii) Identify ways of setting goals and achieving them.</p> <p>iv) Express appreciation for the challenges and benefits of success.</p> <p>v) Identify different aspects of success in African traditional society.</p> <p>vi) identify aspects that reflect the success of a person</p> <p>vii) Find out the causes of success.</p> <p>25. Discover how Job suffered</p>	<ul style="list-style-type: none"> • Hindrances to success • Identification of successful people in society • How the Church has been successful (number, geographical spread, historical survival, Leaders and buildings/ Art 	<p>to the African tradition</p> <ul style="list-style-type: none"> • Discussion of how the Church spread in numbers and space. •
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	<p>though he was righteous and successful.</p> <p>26. Show how Jesus was successful.</p> <p>viii) Elaborate on Jesus' teaching about success.</p> <p>ix) Identify aspects of success which were social or personal.</p> <p>x) Explore the connection between success and innocence.</p> <p>xi) Examine ways in which the Church has been successful or failed in its roles and existence.</p>		
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	<p>xii) Identify different aspects of success in African traditional society.</p> <p>27. Identify aspects that reflect the success of a person.</p> <p>xiii) Find out the causes of success.</p>	<p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> • The concept of success in African • Traditional Society • Success was more social than personal 	<ul style="list-style-type: none"> • Discussion about success in relation to the African tradition
	<p>Discover how Job suffered though he was righteous and successful.</p> <p>xiv) Show how Jesus was successful.</p> <p>xv) Elaborate on Jesus teaching about success.</p> <p>xvi) Identify aspects of success which were</p>	<p>THE OLD TESTAMENT</p> <ul style="list-style-type: none"> • How success depended on one's goals of life (achieve unity and harmony with God) • The Law as a guide to success • Deuteronomy 6: 1-9, Psalm 1 - Job 1:1 – 3; 21: 7 – 15 the suffering Righteous. <p>THE NEW TESTAMENT</p>	<ul style="list-style-type: none"> • Bible reading, textual analysis and discussion concerning success • Character analysis of people who were successful in the Old Testament • Bible reading, text and analysis and discussion about the New Testament perspective of success.

	<p>social or personal.</p> <p>xvii) Explore the connection between success and innocence.</p> <p>xviii) Examine ways in which the Church has been successful or a failed in its roles and existence.</p>	<ul style="list-style-type: none"> • How Jesus was successful (Philippians 2: 1-11; Matthew. 4: 1 – 11; 12: 18 – 21; Matthew 11: 4 – 6) • What Jesus taught about success (Matthew 19: 16 – 22) Luke 9: 23 – 26 Romans 12: 1 – 21. • Paul’s teaching about success • Similarities and differences between <p>18. success in Old Testament and New Testament</p>	
<p>MAN AND WOMAN</p> <p>Family life</p>	<p>The learner should be able to</p> <p>i) Define a family.</p> <p>ii) Mention the different types of families, their advantages and disadvantages.</p>	<p>- PRESENT SITUATION</p> <p>- Types of families (Nuclear, extended)</p> <p>- Patrilineal and Matrilineal</p> <p>- Problems facing families today</p>	<ul style="list-style-type: none"> • Guided discovery into the meaning of family <p>- Sharing of experiences</p> <p>- Concerning types of family</p> <p>- Individual reading tasks and `Newspaper reading about problems</p>

	<p>iii) Discuss the problems facing families today.</p> <p>iv) Identify the positive roles of different people in a family explain the importance of children in the family.</p>		<p>facing families</p> <ul style="list-style-type: none"> - Debate about advantages and disadvantages of polygamy - Discussion about education of children in Africa - Reading of texts from the reference from the reference section and analysis of the texts concerning family - Bible reading, analysis of the texts and about family values in the Old Testament - Bible reading, text analysis and discussion about the family patterns and values in the Old Testament and New Testament
<ul style="list-style-type: none"> - Show the position of polygamy in African Traditional Society. 	<p>AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> - Position and roles of men, women and 		<ul style="list-style-type: none"> - Story telling about courtship - Discussion about stories given - Discussion about the

<p>29.</p>	<ul style="list-style-type: none"> - Express appreciation of changing patterns in family life. 	<p>children in families</p> <ul style="list-style-type: none"> - Importance of children - Polygamy types, reasons, advantages and disadvantages - Education of children in a family. - Changing patterns in family life. 	<p>values of bride wealth</p> <ul style="list-style-type: none"> - Discussions about the abuse of bride wealth - Debate about the values of polygamy - Guided discovery into the meaning of divorce - Discussion about the causes of divorce.
<ul style="list-style-type: none"> v) Show appreciation of the Christian ideal of mutual love and respect. vi) Analyse the reactions of the missionaries towards traditional African customs. 	<p>FAMILY LIFE IN CHURCH HISTORY</p> <ul style="list-style-type: none"> - Christian ideal of mutual love and - Respect set out in the New Testament - Early centuries in Africa - Existing patterns of family life - Those accepted by Christianity and those challenged by Christianity - (ii) Middle Ages - (ii) Reformation and after with Emphasis on Christian family life 	<ul style="list-style-type: none"> - Biblical analysis of the content concerning courtship and marriage. <p>Discussion about the Church history perspective of courtship and marriage.</p>	

<p>vii) tell and appreciate what the Old and New testaments teach about family life</p> <p>viii) analyse the position of the Bible on divorce and polygamy</p> <p>ix) Discuss the role of the family in the Old and the New Testaments.</p>	<p>BIBLICAL TEACHING ON FAMILY;</p> <p>(i) OLD TESTAMENT</p> <p>Old testament teaching on family life and the family as the basis unit of society Genesis 12:1 – 5)</p> <p>Children as a sign of God’s blessings Genesis 15: 2 Psalms 128:3,1 Samuel 1:8; Genesis 30: 1 – 8</p> <p>- Exod. 20: 12, Deutronomy5: solidarity. Divorce is condemned Malachi 2:13 – 16; divorce is permitted, [Deutronomy 24:1-4), Polygamy is practiced (1Kings 11:1-13; Genesis 2:21 – 24 stability of Family/monogamy. The family is the center of education Proverbs 22:1; 23: 13:1 - 14; 29: 15 – 17</p>	<p>- Dramatic Bible reading</p> <p>- Analysis of text and discussion about the institution of marriage</p>
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		<p>(ii) NEW TESTAMENT</p> <ul style="list-style-type: none"> - Ideal of monogamy Mark. 10: 1 – 12 - Mutual love and respect Mark. 3:31 – 35) - Family to be outward looking to a wider human community Luke 2:46 – 50, 9: 57 – 62 - Christians to be nation’s conscience Romans: 13: 1 – 7; 1 Peter 2:13 – 17 - Relationship within the family - Ephesians 6: 1 – 4, Col 3: 18 – 21, 1 Peter 3: 1– 8 - Love, acceptance and forgiveness Colossians3: 12 – 15. 	<ul style="list-style-type: none"> - Biblical reading, analysis of texts and discussion about the Christian perspective
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C.R.E: TERM 2

48 PERIODS

Sub-topic	Specific Objectives	content	<ul style="list-style-type: none"> Teaching /Learning Activity/methodology
Sex Difference and the Person	<p>By the end of the sub topic the learner should be able to</p> <ul style="list-style-type: none"> - Define sex. - Appreciate their sex. Differences and separate roles in society. - Give examples of inequality and equality today. - Appreciate the achievements and challenges facing women organisations today. - Discuss the 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> - Definition of sex - Discovering sexuality - Inequality between women and men today - Equality between men and women today - Forming relationship between male and female - Women organisations (examples and aims) - Achievements of women organisations - Personalities in the struggle for equality of persons - Challenges facing women organisations - Role of the following in the promotion of equality in society. <ul style="list-style-type: none"> i) Government ii) Church 	<ul style="list-style-type: none"> - Guided discovery into meaning of sex and sexuality - Sharing experiences about equality of men and women today - Discussion about the achievements and challenges of women today - Discussion about the role of various institutions in promotion of equality in society. -

	<p>efforts being made to address the evil of inequality in society today.</p> <ul style="list-style-type: none"> - Stress the need for sex education today. 	<p>iii) Schools</p> <ul style="list-style-type: none"> - Sex education today (how and why) - Challenges of sex education today. <p>30.</p>	
	<ul style="list-style-type: none"> - Mention ways in which women were discriminated against in ATS - Explain the significance of sex education in nurturing and upholding morals in society. 	<p>31. AFRICAN TRADITION</p> <ul style="list-style-type: none"> - Practice of equality (how and why) - Sex education in African tradition <p>32.</p>	<ul style="list-style-type: none"> - Storytelling about the practice of equality in ATS - Discussion about sex education and how it was imparted -
	<ul style="list-style-type: none"> - Identify cases of equality and inequality of sexes in the Old Testament - Give examples of prominent women in the Old 	<p>33. OLD TESTAMENT</p> <ul style="list-style-type: none"> - Teaching about equality of sexes Gen 1:26-27, 2:18-25,3:1ff, Leviticus 19:18 - Deuteronomy 15:12-14, Exodus 22:20-22,3:7-10 - Examples of sex inequality in the OT, Exodus 2:7, Gen 3:8-17,29:18-28, 2 Samuel 11:1ff, Deuteronomy 24:1-4. 	<ul style="list-style-type: none"> - Guided discovery into teaching about the equality of sex - Bible reading and text analysis about sex equality and sexuality in

	Testament. –	1 Kings 11:4, 2 Samuel 24:1-9. 1Kings 5:13-18	general - Discussion about the importance of sex differences.
	<ul style="list-style-type: none"> - Explain the New Testament teaching about equality of sexes - Mention that Christianity advocates for equality of sexes - Express appreciation of both children of God and joint heirs to the Kingdom of God. 	<ul style="list-style-type: none"> - NEW TESTAMENT - Jesus proclaimed the dignity of persons basing on love as the foundation of all relationships. John 13:34-35, 1:14-16, Mark 10:13-16. - John 3:1ff, Luke 16:1ff, Galatians 5:13-15, Philippians 3:2-5 - He is open to all kinds of people, regardless of their race John 4:1-9. - Social status Mark1:40-45 - Profession Matthew 9:9-13. - Moral life John 10:38-42,11:1-5, Luke 7:36-39, - sex Luke 10:38-42, - Age Mark 10:13-16 - Discrimination of any form is a denial of family ties that hold people Matthew 5:43. - Christian unity Galatians 3:27-28. - Unity in diversity1 Corinthians 12:12-30 - 	–

<p>COURTSHIP AND MARRIAGE</p>	<p>By the end of this sub-topic the learner should be able to</p> <ul style="list-style-type: none"> - define courtship, principles that guide courtship, changing patterns of courtship, values of courtship - Defines marriage. - give factors to consider when - Choosing a marriage partner today. - Explain the different types of marriage and their characteristics. - Explains the purpose and importance of changing patterns of marriage. 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> - Definition of courtship - Principles that govern courtship - Changing patterns of courtship - Values of courtship - Factors to consider when choosing a marriage partner today - Types of marriage and their characteristics - Religious/Christian/church - Customary - Civil 	<ul style="list-style-type: none"> - Guided discovery into the meaning of courtship - Sharing the ideas about the principles and values of courtship - Sharing of the experiences on the factors to consider while choosing a marriage partner.
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<ul style="list-style-type: none"> - Explain the meaning of courtship in ATS. - Explain bride wealth and its importance. - State ways in which bride wealth is abused today. - Explain the understanding of marriage in ATS. - Explain polygamy: reasons why Africans valued polygamy. Problems related to polygamy. - The learner should be able to - Define divorce. - Give reasons for allowing divorce in African 	<p style="text-align: center;">AFRICAN TRADITIONAL SOCIETY</p> <ul style="list-style-type: none"> - African understanding of courtship - The value or importance of courtship - Definition of bride wealth - Importance of bride wealth - Abuse of bride wealth - Understanding of marriage in African tradition society - Definition of polygamy - Why Africans valued polygamy - Definition of divorce - Causes of divorce - Adultery in some society. <p style="text-align: center;">Why divorce was allowed in African ATS</p>	<ul style="list-style-type: none"> - Storytelling about courtship - Discussion about stories given - Discussion about the values of bride wealth - Discussions about the abuse of bride wealth - Debate about the values of polygamy - Guided discovery into the meaning of divorce. - Discussion about the causes of divorce.
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	<p>traditional society.</p> <ul style="list-style-type: none"> - Define monogamy. - Show how monogamy was promoted as the ideal form or type of marriage. 		
	<ul style="list-style-type: none"> - Explain marriage according to the Old Testament context. - Describe the implications of marriage according to Hosea 1 and 2. - Discuss the concept of marriage in ancient Israel. 	<p style="text-align: center;">THE BIBLE</p> <p>Old Testament</p> <ul style="list-style-type: none"> - Marriage willed by God - A sharing in Gods creative activity Genesis1 and 2 - Laws help safeguard respect and dignity of man and woman - Man and woman are equal, both made in God’s image Hosea 1 and 2 - Marriage a covenant between a male and a female - Integrity, tenderness, trust and forgiveness - Marriage was highly regarded in ancient Israel (study the following passages) Genesis 29:20, 1 Samuel 1:8, Duet 24:5, 	<ul style="list-style-type: none"> - Dramatic Bible reading - Analysis of text and discussion about the institution of marriage - Biblical reading, analysis of texts and discussion about the Christian perspective of marriage.

		<p>Proverbs 18:22, Ecclesiastes 9:9</p> <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> - Love, the foundation of Christian marriage - The nature of Christian love in marriage, as a symbol of Christ's love for the Church Roman 6:1ff, Ephesians 5:21-33 - Love: real, self-giving, creative and faithful - Jesus recognised the marriage institution Mark 2:19, John 2:1-12, 3:29 - In Christian marriage, each partner becomes a minister of saving grace to the other Ephesians 5:21 - Celibacy as a form of life. 	
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C.R.E: TERM 3

48 PERIODS

Sub-topic	Specific Objectives	content	Teaching /Learning Activity/methodology
<p>MANS RESPONSE TO GOD THROUGH FAITH AND LOVE</p> <p>Man's Quest for God</p>	<p>By the end of this sub-topic, the learner should be able to</p> <ul style="list-style-type: none"> - Define man's quest for God. - State why man is searching for the meaning of life and truth. 	<p>PRESENT SITUATION</p> <ul style="list-style-type: none"> - Definition of man's quest for God - Man's quest for God today - Man's search for meaning of life e.g. prayers, fellowship, alms-giving, self-sacrifice, worship, pilgrimages, crusades, sharing, accepting sacrament (baptism, confirmation) construction of churches 	<p>Guided discovery in</p> <ul style="list-style-type: none"> - how people look for God - Sharing experience about man's quest for God in the modern society.
	<ul style="list-style-type: none"> - Mention attributes of God in African traditional society. - Show how the attributes of God reflect African understanding of His nature 	<p>35. AFRICAN TRADITION.</p> <p>Beliefs</p> <p>How the Africans acquired religious beliefs of their society.</p>	<p>Textual reading and analysis about the practices beliefs and rituals in African traditional religions</p>

	<ul style="list-style-type: none"> - Elaborate on beliefs in divinities, ancestors and spirits. - Identify different places where spirits recite. 	<p>Attributes of God</p> <ul style="list-style-type: none"> - God is real to Africans - God is unique - God is one - God is controller of the universe. (world) - Belief in ancestors, divinities and spirits - Good and bad spirits - Their residences mountains, Rocks Rivers, trees, shrines etc. - Belief in divinities <p>Practices.</p> <ul style="list-style-type: none"> - Importance of religious practices - Religious ritual. <p>Beliefs</p> <ul style="list-style-type: none"> - Sacrifices - Offerings - Exchange of gifts - Sharing of food/drinks - Alms giving /hospitality 	
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		<ul style="list-style-type: none"> - Naming of the new-born babies - Practices of morality - And observation focusing on different religious in Africa. 	
	<p>(i) Analyse the effects of sin on relationship between man and God and man and fellow man.</p> <p>(ii) Identify the various ways in which God goes about restoring broken relationships .</p>	<p>BIBLE OLD TESTAMENT</p> <ul style="list-style-type: none"> - Genesis 1-11, mankind created by God - The effects of sin on God’s relationship with man, man and fellow man - Restoration of broken relations - The call of Abraham Gen.12:1-3 - The call of Moses Exodus 3:1-2 - The call of Jeremiah 11:1-10 - God’s revelation and intervention in Israelites history Exodus 24:1-8 - Universal salvation Isaiah 45:18, 23:49:1, 	<p>Bible reading and analysis of texts about the Old Testament perspective of seeking God.</p>

	(i) Identify Jesus Christ as the last attempt to restore the lost glory.	36. NEW TESTAMENT Hebrews 1:1-2, shows fulfilment of the Old Testament revelation; Jesus affirms He has come. Luke 3:6, 6:35, 10:14. Jesus Himself is the Centre of mankind gathered together in unity. John 11:45-54	Bible reading and analysis of texts concerning the search for God in the New Testament
MANS EVASION OF GOD.	<ul style="list-style-type: none"> - By the end of the topic the learner should be able to: - Define evasion. - Identify the ways and reasons why people are evading God. - Analyse why the people are evading God. <p>Mention why some people think that there is no God.</p>	PRESENT SITUATION <ul style="list-style-type: none"> - Definition of evasion - Causes and ways in which God is evaded today. 	<ul style="list-style-type: none"> - Sharing experiences about how and why people evade God in the present situation. - Group work - Discussion.
	<ul style="list-style-type: none"> - Trace how people in Africa evaded reality. <p>Identify the elements in magic</p>	AFRICAN TRADITION <ul style="list-style-type: none"> - Ways in which Africans traditionally evaded 	<p>Storytelling</p> <p>Group work discussion about ways through which Africans evade God.</p>

	<p>and witch craft that constitute evasion of God.</p>	<p>God</p> <ul style="list-style-type: none"> - How magic and witchcraft are forms of evading God. 	
	<ul style="list-style-type: none"> - Identify the ways in which god was invaded in the Old Testament. - Mention the Old Testament teaching that was misunderstood leading to invasion. 	<p>37. BIBLE</p> <p>Old Testament</p> <ul style="list-style-type: none"> - Turning their backs on Yahweh and favouring gods of other nations. Isaiah 40:21-26. - Ignoring the fact that the covenant was a partnership - 2 Samuel 7:1 -16, Isaiah 5:1-7. - Jeremiah 7: 1-12. - Reliance on sacred object 1 Samuel 4:1-11. - Rituals 1 Samuel 1:10-15 - False independence of God - Ezekiel 28:1-5, Genesis 3:1-20 Psalm 53.. - Manipulation of God Isaiah 58:1-7 <p>NEW TESTAMENT</p> <ul style="list-style-type: none"> - Jesus' attack on 	<p>Bible reading/signing</p> <p>Textual analysis and discussion about the evasion of God in the Old Testament.</p> <p>Bible reading/signing</p> <p>Textual analysis</p> <p>Discussion about the aspects that are considered as evasion of God in the New Testament.</p>

		<p>religionist (supplementing love for God with religious activities)</p> <ul style="list-style-type: none"> - Ways in which religion had lost meaning - False reasons for fasting - Sacredness of the temple - Religious hypocrisy of the Pharisees Mark 7:1-13 - Discrimination Mark 7:24 -30 - Jesus' attack on indifferentism Luke 12:13, 16:19-31 - How Jesus influenced people. Mark 1:14-20. <p>Trying and trusting as a solution to religionist and indifferentism, Matthew 7:7-11</p> <p>Dependence of God and trust in Him. Ephesians 2:8-10, Philippians 2:13, Matthew 19:26.</p>	
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REMARKS

MANS QUEST FOR GOD

CHURCH HISTORY

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

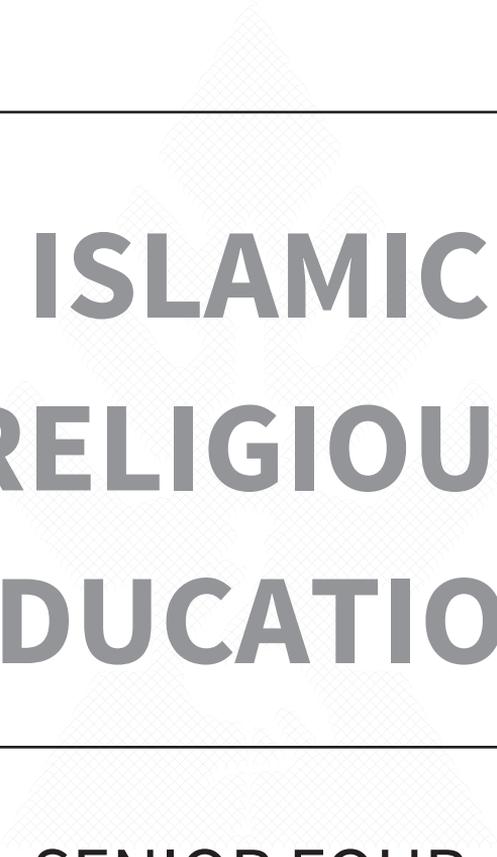
Man's Evasion of God

Church history

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

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

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



ISLAMIC RELIGIOUS EDUCATION

SENIOR FOUR

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

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

I.R.E TERM I

TOPIC 1: THE CONQUEST OF MECCA

General Objective: by the end of the topic, the learner should be able to explain the circumstances surrounding the conquest of mecca and the reactions of different communities

Sub-topic	objectives	Content	Teaching/ learning strategies
Conquest of Mecca 630 AD	<p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> - Describe the events to the conquest of Mecca - Describe the course to the conquest - Importance of the conquest to the Muslim community to date 	<ul style="list-style-type: none"> - Circumstances that led to the conquest - The peaceful course and movement of the Muslims and the Prophet to Mecca - The importance of the conquest to the Muslims 	<ul style="list-style-type: none"> - Discussion about the circumstances that led to the conquest - Story telling about the movement - Guided discovery into the importance

TOPIC 2: FAREWELL PILGRIMAGE

General objective: the learner should be able to explain the message in the prophet’s farewell sermon, describe the life of the prophet and make an assessment of his mission

Sub-topic	objectives	Content	Teaching/ learning strategies
<p>The prophet’s fare well pilgrimage</p> <p>The achievements of the prophet in his mission</p>	<ul style="list-style-type: none"> - By the end of the topic, the learner should be able to: - Explain the contents of the prophet’s farewell address - Explain the importance of the farewell speech to the Muslim community - Describe prophet’s achievements in the 23 years of his mission 	<ul style="list-style-type: none"> - Farewell speech - Importance of the speech - Factors that supported Muhammad’s mission - The prophet’s achievements in the 23 years 	<ul style="list-style-type: none"> - Listening to the contents of the speech - Discussions on the importance of the speech - Guided discussion and discovery on the factors that supported the prophet’s mission and his achievements

TOPIC 3: CALIPHATE PERIOD

General Objective: The learner should be able to describe the role of the caliphs in the development of the muslim community after the death of the prophet

Sub-topic	objectives	Content	Teaching/ learning strategies
The four rightly guided caliphs 632-662AD The caliphate's contributions to the development of Islam The challenges faced through the caliphate	By the end of the topic, the learner should be able to: <ul style="list-style-type: none"> - Describe the contributions of the four rightly guided caliphs to Islam before their caliphate - Their contributions during caliphate - Explain the challenges faced during their leadership 	<ul style="list-style-type: none"> - The four rightly guide caliphs and their support to the prophet - The numerous contributions during their caliphate - The challenges they faced in their leadership - How the challenges were solved 	<ul style="list-style-type: none"> - Group work and report writing on the contributions before caliphate - Discussions about the contributions and achievements of the caliphs - Guided discussions on the challenges and the solutions during their leadership

TOPIC4: PRE-ISLAMIC UGANDA

GENERAL OBJECTIVE: By the end of the topic, the learner should be able to describe the social, cultural and religious conditions in Uganda before the coming of Islam

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

I.R.E TERM 2

TOPIC 5: INTRODUCTION OF ISLAM IN UGANDA

GENERAL OBJECTIVES: By the end of the topic, the learners should be able to identify the factors that facilitated the spread of islam in uganda

Sub-topic	objectives	Content	Teaching/ learning strategies
Factors that led to the Spread of Islam in Uganda	By the end of the topic, the learner should be able to: - Explain the role of trade in the spread of Islam in Uganda - Describe the role of Kings and Chiefs in the spread of Islam in Uganda	- The role of trade in the spread of Islam - The reign of Muteesa I as the golden age in the spread of Islam - The entry of Europeans in Buganda and its effect to the spread of Islam	- Discussions about the Ugandan reaction to the new religion - Brainstorming and report writing about the role of Muteesa in the spread of Islam - Guided discovery on the impact of trade to the spread of Islam

TOPIC 6: THE SPREAD OF ISLAM IN THE REST OF UGANDA

General objective: By the end of the topic, the learner should be able to explain the process through which islam was spread in other parts of uganda outside buganda

Sub-topic	objectives	Content	Teaching/ learning strategies
Spread of Islam to the Western, Eastern and Northern Uganda	By the end of the topic, the learner should be able to: - Explain the factors that favoured the spread of Islam in other parts of Uganda	- Reasons for the spread of Islam to other parts of Uganda - Factors to the spread of Islam to other parts of Uganda	- Brainstorm on the ways on how and why Islam spread to other parts of Uganda - Discussion about the factors that led to the spread of Islam to other parts of Uganda.

TOPIC:7; THE PROMOTERS OF ISLAM IN UGANDA

General objective: by the end of the topic, the learner should be able to explain the roles of different institutions and personalities in the development of Islam in Uganda

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

I.R.E TERM 3

TOPIC 8: THE FORMATION OF UGANDA MUSLIM SUPREME COUNCIL

General Objective: By the end of the topic, the learner should be able to explain the developments in the muslim community in postcolonial uganda and the challenges that have been met along the way.

Sub-topic	objectives	Content	Teaching/ learning strategies
Uganda Muslim Supreme Council (UMSC)	<p>By the end of the topic, the learner should be able to</p> <ul style="list-style-type: none"> - Identify the contributions of UMSC to the Muslim community - Explain the formation and objectives of UMSC 	<ul style="list-style-type: none"> - Formation and objectives of UMSC - Achievements of UMSC - Challenges of the UMSC 	<ul style="list-style-type: none"> - Guided discovery into the formation of Uganda Muslim Supreme Council - Brainstorming on the achievements and the failures of UMSC. - Discussion on the challenges of the UMSC

TOPIC 9: MORALITY IN ISLAM

General objective: By the end of the topic, the learner should be able to explain the meaning and the importance of morality in Islam.

Sub-topic	objectives	Content	Teaching/ learning strategies
Ihsan (Morality)	<p>By the end of the topic, the learner should be able to:</p> <ul style="list-style-type: none"> • Explain the importance of morality in Islam. • Identify the Quran and Hadith traditions of morality • Identify lawful means of earning. • Explain the status of women in Islam. • Explain the Islamic teaching on relationships with relatives, neighbours and family members. 	<p>Elements of morality in Islam</p> <p>Importance of morality to humanity.</p> <ul style="list-style-type: none"> • Elements of healthy living. • Describe the lawful means of earning. 	<ul style="list-style-type: none"> • Role play about the ideas concerning morality in Islam • Question and answer session about the importance of morality in Islam • Discussion about the lawful and unlawful jobs in Islam.





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